

Impact of School-Based Professional Development Programmes on the Performance of Teachers in Public Secondary Schools in Bauchi State

¹Dr. Saleh Garba (Ph.D.), ²Amina Muhammad Sani

¹Department of Education,
School of Vocational and Technical Education,
Abubakar Tatari Ali Polytechnic, Bauchi
Email : malamsaleh@yahoo.com
Telephone: 08065532474

²Department of Vocational Education,
School of Vocational and Technical Education,
Abubakar Tatari Ali Polytechnic, Bauchi
Email : minatcute5@gmail.com
Telephone: 08032305275

Abstract

This study examined the extent to which principals' implement the school-based teacher professional development programmes in public secondary schools in Bauchi state. The study also attempted to determine if school-based teacher professional development programmes have significant impact on performance of teachers. Survey and causal designs were employed for the study. Population of the study comprised all the teachers and principals of public secondary schools in the study locale. Simple random sampling techniques was utilized to select the sample of 375 teachers and 29 principals for the study. Structured questionnaire and document observation checklist were used for data collection. The reliability of the instrument stood at 0.9. Cronbach Alpha. The data collected were analysed using descriptive statistics and simple linear regression. The hypothesis in this study was tested at $\alpha=0.05$ level of significance. Findings of the study revealed that school-based teacher development programmes were not adequately implemented in public secondary schools in Bauchi state. The study also established that school-based teacher development programmes have significant impact on pedagogic performance of teachers. Consequently, the hypothesis that school-based teacher development programmes have no significant impact on performance of teachers in public secondary schools in Bauchi state was rejected. The document analysis findings revealed that activities related to professional development programmes were not adequately planned and recorded in public secondary schools in Bauchi state. Based on the findings of the study, it was recommended that the Ministry of Education, Bauchi state should provide principals with training and funds to budget for effective execution of such programmes as teacher orientation, school-level workshop, veteran-novice teacher mentorship and in-service education. That as a policy, school-level teacher development should be an explicit part of the mandate of principals.

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Introduction

In addition to administrative functions principals are responsible for their teachers' growth. Therefore, apart from undertaking lesson observation to improve teaching, principals are expected to organize and implement programmes

that will foster teacher professional development (Kamal, Yunus & Salomawati, 2012) Such programmes as in-service education, school-level workshops, teacher orientation and peer mentoring could be facilitated by principals to support the professional

development of teachers. In an overview of literature on supervision and staff development, Wanzare and Da Costa (2000) conceptualize teacher professional development as a continuous teacher training focusing on improving teachers' instructional techniques, their classroom organization ability, their capacity to adjust teaching to fulfill learners' requirements and setting up a professional culture which is significant in teaching-learning situation.

In a study about teachers' current and desired performance in pedagogy, Ramano (2014) argues that supervising and assessing teaching, checking learners' advancement, ensuring utilization of instructional time and motivation of teachers and learners are parts of principals' roles connected to teachers' professional growth and performance. Ramano Further asserts that promoting teachers' professional development is the most prominent instructional leadership role of school heads at both the elementary and high school levels. These views suggest that principals who focus attention on even a small number of important teacher growth activities can expect a good outcome with teachers.

Nyamwamu (2010), research findings revealed that principals play a vital role in staff development, instructional implementation, and school culture development. School culture implies the existence of a cordial working relationship between school leadership and staff, among teacher colleagues and between students and their teachers.

Sullivan (1997), studies about whether teacher development affect their performance or not, contends that the fields professional growth performance are interlinked. Sullivan further stress that professional growth performance can and should overlap as specific needs prescribe. Regarding the areas to emphasize in teacher development, Sergiovanni and Starratt (2007), in their writing on redefining teachers' development, suggest that teachers' professional improvement programmes ought to provide teachers with the prospects and facilities that will enable them to review their practices individually and collaboratively with colleagues.

Tesfaw and Hofman (2014), investigated the relationship between performance and teacher professional development in Addis Ababa, Ethiopia. Findings of the study established that a strong relationship exists between performance and teachers' professional development. Similarly, Esia-Donkoh and Ofosu-Dwamena (2014), in research on the effect of professional development on performance revealed that teacher development programmes significantly affect teachers' performance in terms of enhancing their experiences in the methodology of teaching, handling of learning materials; managing their students and improvement of their assessment strategies. The study concluded that development programmes foster teachers' instructional skills as well as widens their professional knowledge.

A study by Wanzare, (2012) examines the current condition of teacher

growth practices and techniques in public schools in Kenya. The findings of the study revealed that principals were often not prepared to organize teacher development programmes; that they always appeared busy with administrative work. Consequently, teachers' professional development process was jeopardized.

Assefa (2014) examined the implementation teacher growth in public secondary schools of Borena zone, Ethiopia. Findings of the study indicated that the current performance of principals about the implementation of staff development activities was below average. Furthermore, Assefa study revealed that principals do not organize orientation, nor in-service programmes for teachers. The study also revealed that teachers do not have access to professional resources such as researched materials; conferences and seminars were not facilitated by principals. The study concluded that professional development programmes were least performed by principals in Borena zone, in Oromia.

Hussen conducted a study to examine the practices of teachers' professional growth in government preparatory schools in Arsi zone, Oromia Regional state in 2015. Findings of the study revealed that principals' efforts at teacher development practices were weak. Furthermore, the study indicated that only a few of the principals attended a specific course on teacher development. The study also revealed that workshops and training programmes at school-level were rarely organized by principals. Finally, the study concluded that lack of professional

development significantly affects teachers' performance in pedagogy.

Teachers are the light of the society; their development naturally translates into societal transformation (Fullan, 2001; NOUN, 2006). Given this fact, therefore teachers must be up to date to align with the dynamism of the contemporary society. In this regard, Fullan (2001) suggests that teachers of today and tomorrow need to do substantially more learning at work, or parallel with it, where they can always try out, refine, and get input on the upgrades they make. The suggestion by Fullan emphasizes the need for principals to develop a proactive approach in designing and implementing programmes for teachers' professional development. Some scholars have described the orientation of teachers as one of the principals' programme for teacher development. For instance, Okumbe (2001), writing about human resources management in the educational perspective described orientation as an appropriate placement. Okumbe explains further that orientation implies the procedure of coordinating the teachers to both the constituents and the conditions of their employment.

Depending on the needs arise, orientation could be organized for all categories of teachers for development. Orientation processes also serve for adjustment and retention of teachers (NOUN, 2006). Dawo (2011) did an investigation concentrating on the teacher development in Kenyan schools. The study uncovered that the induction of teachers was an essential element in the

professional development of the teachers. This is because induction of new teachers provides practical information on preparations for real teaching work (Dawo, 2011). Likewise, it argued that induction programmes help recently appointed teachers to rapidly understand the scholarly, social, and even the political conditions in their new schools, (Murray, S. & Mazur, X. J., 2009; Wanzare, 2007).

Simatwa (2010), study the orientation needs of newly employed teachers in Bungoma districts in Kenya. The findings of the study revealed that newly employed teachers needed orientation in areas which include knowledge of school policies; knowledge of social and official relationships in their new work environment; classroom management; operation of teamwork and instructional time; learning resources available and how to source them and the recreational facilities available in the school. Furthermore, the study indicated that these processes will enhance teacher performance. In similar studies Sullivan and glanz (2013) and Ahmad et al.(2013) revealed that the way teachers view orientation is a vital factor that determines the end results of the whole process. Also, it was been argued that unless teachers view orientation as a means of enhancing professional growth the exercise will not have the desired effect (Hussen, 2015). This implies that the way orientation activities are perceived by teachers determines the success or otherwise of the programme.

Mentoring is another programme which principals should focus in an effort

to develop their teachers. Mentoring in a school system entail assigning a novice teacher to a highly qualified colleague (veteran teacher) to assist him/her in the improvement of his/her pedagogical practices. In Shanghai and in different areas of China, colleague tutoring has been a conspicuous element of educator training and professional improvement for quite a while (Zhang, 2008). Concerning what peer mentoring entails, Feiman-Nemser and Parker, (1994) article conceptualized peer mentoring programmes as the pairing of novice teachers with increasingly experienced teachers who can capably clarify school strategies, regulations, and methodology; share techniques, materials and different assets; help take care of issues in educating and learning; give individual and professional help; and guide the development of the new educator through reflection, cooperation, and shared experiences. Furthermore, Ingersoll and Kralik (2004) reiterate that noticeable among the few advantages of colleague tutoring is that it enables beginner teachers to end up being effective in their chosen career.

In a study about teacher mentoring in Shanghai schools, Salleh (2013) had observed that mentoring programme for teachers was found in all Shanghai schools and is executed in two primary ways: teacher-to-teacher (i.e., individual) and congregational mentoring (i.e., by grouping). Salleh observed further that the framework was organized in such a way that the novice teachers are attached to

veteran colleagues for guidance in all aspects of pedagogical practices.

Several scholars have explained the concept and nature of teacher mentoring. For example, Sullivan and Glanz (2013) argue that the mentoring process is that which encourages instructional improvement happening. They contend that it is a circumstance whereby the veteran educator (mentor) helps to improve the novice educator (mentee) in cooperative but non-evaluative approaches. Similarly, a study by Murray and Mazur (2009) depicted mentoring as one-to-one correspondence among senior and novice teachers with the aim of fostering the pedagogical practices of the new teacher. The mentee and his mentor are required to work intently. Advancement of the mentee is checked regularly by both mentor and principal. (Murray & Mazur 2009)

Statement of the Problem

There has been a widespread perception by stakeholders and the public that the poor results of Bauchi state public secondary school students in national examinations was due to inadequate teaching. On the other hand, statistics have indicated that among the six states (Adamawa, Bauchi, Borno, Gombe, Taraba, Yobe) that make up the North-Eastern Nigeria, Bauchi state has the largest number of qualified teachers (75%) in public secondary schools (Federal Republic of Nigeria, 2010). It was also observed that Bauchi state had improved teachers' remunerations and expanded zonal education offices to intensify

teachers' performance (Aminu, 2014). Given these efforts, ideally one would have expected a paradigm shift in teachers' pedagogical practices. Yet, available records suggest that performance of public secondary schools' teachers was persistently low. On the other hand, many researchers did not focus on the fact that principals have significant potentials to improve the quality of teachers' pedagogical practices in public secondary schools. Consequently, very little research has been undertaken on how principals implement teacher development programmes and its influence on teachers' pedagogical practices in public secondary schools. This trend necessitated the need to find out the effects of school-based teacher development programmes on teachers' pedagogic performance. This study envisions attracting the attention and support of Education Authorities to provide capacity building for principals to develop their teachers.

Objectives of the Study

- i. To find out the extent to which principals implement professional development programmes in public secondary schools in Bauchi state
- ii. To examine whether planned records of school-based professional development programmes exist in public secondary schools in Bauchi state
- iii. To determine if school-based professional development programmes have a significant impact on the performance of teachers in public secondary schools in Bauchi state

Research Questions/ Hypothesis

Research Questions

- i. What is the extent to which principals implement professional development programmes in public secondary schools in Bauchi state
- ii. To what extent do principals keep records of planned school-based professional development programmes in public secondary schools in Bauchi state

Hypothesis

H₀: School-based professional development programmes have no significant impact on performance of teachers in public secondary schools in Bauchi state

H_a: School-based professional development programmes have significant impact on performance of teachers in public secondary schools in Bauchi state

Methodology

This study adopted survey and causal designs. The populations for this study include all the teachers and principals of public secondary schools in the study locale. Random sampling technique was employed to select the sample of 375 teachers and 29 principals for this study. The sample size determination was guided by Krejcie and Morgan Table for sample size. The study used structured questionnaire and document observation guide for data collection. The data from documents observation provided the study with principals' written plans, comments and suggestions related to teacher development in their schools. Descriptive and inferential statistics were used for analysing the data in this study. Using the p-value approach, simple linear regression was utilized to test the study hypothesis at $\alpha = 0.05$ level of significance. Analysis of the data were presented in tables and texts.

Analysis and Discussion

Table 1: Response on Implementation of Teacher Development Programmes

Principal organizes...	Respondents	Mean	SD	Remarks
Orientation for new teachers	Principals	5.8	6.30	High extent
	Teachers	75	7.6	High extent
School-level workshops	Principals	5.8	8.11	Low extent
	Teachers	75.6	81.14	Low extent
In-service education	Principals	5.6	4.83	High extent
	Teachers	74	80.04	High extent
Peer mentoring for novice teachers	Principals	5.8	4.66	Low extent
	Teachers	75	126.6	Low extent

Orientation Programmes for Teachers

The data in Table 1 shows the principals' response, with Mean = 5.8, SD =

6.30, (high extent). This analysis suggests that principals conduct orientation programmes for new teachers. The teachers' response, with Mean = 75, SD = 77.6 (high extent), also suggests that principals

organized orientation programmes for new teachers in their schools. The finding was in line with Jeptarus, (2014) study findings which revealed that majority of the teachers sampled confirmed that orientation programmes were regularly organized for new teachers in their schools. Also, a study by Benedict (2013) found that induction of new teachers was regularly practiced by many principals in their schools. Some of the benefits of orientation programmes include enabling the newly posted teachers to acquire knowledge of their new working environment. Through orientation the teacher becomes acquainted with rules and regulations of the school, the facilities available in the school and how to access them (Dawo, 2011 and Simatwa, 2010). Additionally, the National Open University of Nigeria- NOUN, (2006) observes that induction programmes serve for adjustment and retention of teachers. The results of this study indicated that majority of both principals and teachers agreed that orientation programmes were regularly organized in their schools. Therefore, finding of this study suggest orientation programmes for new teachers were implemented by the majority of public secondary schools' principals in Bauchi state of Nigeria. It was a good development.

Workshop Programmes for Teachers

Regarding school-level workshop the analysis in Table 1, with Mean = 5.8, SD = 8.11, (low extent), this indicates that many principals do not organize school-level workshops for teachers. Also, the teachers' response, with Mean = 7.56, SD = 81.14,

(low extent), suggests that workshop programmes were rarely organized by school principals. These results confirmed that school-level workshop was hardly implemented by many principals. In line with the findings of this study, a study by Kedir (2011) revealed that majority of the teacher respondents indicated that their principals never organized workshops for the teachers. Similarly, research by Netsanet, (2014) also found that workshops and training by school heads at school level were rarely organized. In the case of present study findings, the results suggest that majority of principals in public secondary schools in Bauchi state do not organize school-level workshops for their teachers. This situation may affect teachers' performance because workshops are meant to provide teachers with continuous training that will improve their instructional techniques, classroom management skills and ability to adjust to students' needs (Wanzare and Da Costa, 2000; Nyamwamu, 2010; Sergiovanni and Starratt, 2007). In view of the immense contribution workshop makes to teachers' development, principals should prioritize it.

In-Service Education Programmes

The analysis in Table 1 pertaining the in-service education, the principals' response, with Mean = 5.8, SD = 6.30 (high extent), suggests that principals facilitate in-service education programmes for their teachers. The teachers' response, with Mean = 74, SD = 80.04 (high extent), also indicates that principals facilitate in-service education programmes in their schools. This finding was in agreement with some

empirical studies in the reviewed literature. For instance, Aseka (2016) and Benedict (2013) reported that the majority of teachers sampled in their studies confirmed that their principal facilitated in-service programmes in their schools to enable teachers acquire higher qualifications (Aseka, 2016 & Benedict, 2013). On the contrary, Tyagi, (2010) study observed that in-service for teachers in public secondary schools was lacking.

Given these results, the findings of this study suggest that many principals in public secondary schools in Bauchi facilitate some form of in-service education programmes to enable teachers obtain higher qualifications. It is hoped that principals would sustain this trend to in order to enhance teachers' performance. It has been observed that teachers must be up to date in order to align with the dynamism of the contemporary society (Fullan, 2001; Nolan and Hoover, 2011; Nnabuo, 2011). Fullan (2001) further contends that teachers need to do substantially more learning at work, or parallel with it, where they can always try out, refine, and get input on their performance. These suggestions by Fullan point out the need for principals to develop a proactive approach in designing and implementing in-service education programmes for their teachers.

Peer Mentoring Programmes

Analysis in Table 1 regarding peer mentoring programmes in public secondary schools shows the principals' response, with $M = 5.8$, $SD = 4.66$ (low extent). The result indicates that many principals never organize peer mentoring

in their schools. The principals' response was confirmed by the teachers, with $M = 75$, $SD = 126.6$ (low extent). The response of teachers also suggests that many principals never implement peer mentoring programmes in their schools. In congruence with these results, some studies revealed that majority of teachers said their principals did not organize peer mentoring in their schools (Joseph 2014; Hussein, 2015 and Assefa, 2014).

In recent times peer mentoring has been widely accepted as a fast means of improving novice teachers' instruction and interactions among teachers (Zhang, 2008). To this end, Washburn-Moses, (2010) contends that peer mentoring serves to enhance teaching quality and retention outcomes among both novice and experienced teachers. Similarly, Sullivan and Glanz (2000), and Nemser and Parker, (1992) observe that through peer mentoring programmes novice teachers receive professional help and guide from more experience colleague. On their part, Murray and Mazur (2009) argue that in mentoring novice teachers are assisted on one-to-one correspondence by veteran teachers. Salleh (2013) observed that mentoring procedure covers all parts of instructions.

In summary, the results in Table 1 reveal that orientation for new teachers and in-service education programmes were reasonably performed in public secondary schools. On the other hand, school-level workshop and peer mentoring were least implemented by many principals in public secondary schools in Bauchi state. Gaziel, (2007) reports

observed that many principals neglect their responsibility of teacher development.

Document Analysis

This section presents information related to the documents observed in this

study in the 29 sampled public secondary schools in Bauchi state. Documents on orientation for teachers, school-level workshop, in-service education and peer mentoring were targeted for observation from each of the sampled school.

Table 2: Document Observation Analysis

S/N	Professional development programmes	Targeted number of documents	Number of documents available	percentage
1	Orientation for teachers	29	10	3
2	School-level workshops	29	12	3.5
3	In-service education	29	18	5.2
4	Peer mentoring	29	5	1.2

Table 2 analysis shows that out of 29 schools only 10 (3%) of them had documents on teachers' orientation. Also, it was found that majority out of the orientation documents were not properly endorsed by the principals; yet, very few contained constructive comments of the principals. For school-level workshop, the analysis shows that only 12 (3.5%) out of 29 schools had records of planned workshop documents. However, very few of the documents had constructive comments of the principals. Out of the 29 schools sampled for in-service education records, only 18 schools have planned and up to date records. Similarly, it was found that only 9 had valuable comments made by principals. Concerning peer mentoring, the analysis in Table 2 shows that only 5 (1.2%) out of the 29 schools had records of planned peer mentoring programme. The document analysis findings revealed that

many principals in public secondary schools in Bauchi did not keep records on teacher development programmes. It was also found that some of the records were not up to date. Furthermore, the study revealed that very few schools had documented planned activities for teacher development. The analysis revealed that peer mentoring was least performed by plurality of the principals. These findings imply that teacher development programmes in public secondary schools of Bauchi state lacked effective organisation. Similar studies by Paul, et al. (2016) and Wanzare, (2012) observed that teacher development programmes in public secondary schools lacked consistency.

In summary, the document analysis in this study revealed that very few schools had documents showing a designed plan for facilitating teachers' professional growth at public secondary schools in Bauchi state. In view of these findings, the study concludes

that there was need for capacity building for the principals to enable them carry out fully their roles of teachers' professional development.

Regression Analysis on Professional Development Programmes and Teachers' Pedagogic Performance

The hypothesis states:

H₀: School-based teacher development programmes do not have significant impact on pedagogic performance of

teachers in public secondary schools in Bauchi state.

H_a: School-based teacher development programmes have significant impact on pedagogic performance of teachers in public secondary schools in Bauchi state.

Simple linear regression analysis was used to test the hypothesis at $\alpha = 0.05$ significance level. Table 3 below presents the analysis.

Table 3 The Regression Model Summary for Teacher Development Programmes and Teachers' Pedagogic Performance

Model Summary				
Model	R	R- Square	Adjusted R- Square	p-value
1	.244	.060	.057	.000

a. Predictors: (Constant), Teacher development programmes
b. Dependent Variable: Teachers' pedagogic performance

Table 3 shows the R value, ($r = .244$), this indicates a positive correlation between school-based professional development programmes and teachers' pedagogic performance. The R-Square value, ($R^2 = .060$), reveals the amount of variance in teachers' pedagogic performance that could be explained by the school-based professional development programmes. The adjusted R-squared value is used to determine the goodness of the model in multivariate regression. Given that there was only one predictor variable in this model, the study used R^2 value. This result indicates that 6.0% (.060 multiplied by 100) of the variation in teachers' pedagogic performance can be

explained by the school-based professional development programmes. This result suggests that the remaining 94.0% of variability in teachers' pedagogic performance was explained by other factors not included in this model. The R- Squared (R^2) value also reveals some effect size of .060 (Cohen et al., 2011; Pallant, 2013). Presence of this effect size shows that principals' professional development programmes in public secondary schools had a vital impact on teachers' pedagogic performance. To test the significance of the model, an Analysis of Variance was carried out as shown in the ANOVA Table 4.

Table 4: ANOVA Test for Professional Development and Pedagogic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1261.495	1	1261.495	23.651	.000
	Residual	19895.05	373	53.338		
	Total	21156.54	374			

a. Dependent Variable: Teachers Pedagogic Performance

b. Predictors: (Constant), Teacher Development Programmes

NOTE: $p < .05$

The analysis in Table 4 determines if this model (which includes teacher development programmes as predictor variable) was a significant predictor of the teachers' pedagogic performance. The ANOVA test shows the results of $F=23.651$ with 1 and 373 degrees of freedom and F being significant at less than $\alpha = 0.05$. This result provides the evidence that the regression model significantly predicts the

effect of teacher development programmes on pedagogic performance of teachers. The regression equation established from this output may be stated as $F(1,373) = 23.651, p < .05$. The equation signifies that the model was significant. Furthermore, regression coefficient (Table 5) provides results on the contribution of the predictor variable (teacher development programmes) to the model.

Table 5: Regression Coefficient for Teacher Development and Pedagogic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	53.88	1.294		41.65	.000
a. Teacher development	.342	.070	.244	4.86	.000

NOTE: $p < 0.05$

In Table 5, the regression coefficient provides information about the change in the value of the dependent variable (teachers' pedagogic performance) corresponding to the unit change in the independent variable (teacher development programme). The constant (58.88) represents the y-intercept with a slope of 0.342. The regression equation

established from this output could be depicted as: Teachers pedagogic performance (Y) = 58.9 + 0.34 teacher development programme (X). Where Y is the estimated value of the dependent variable and X is the value of the independent variable. The results of the regression coefficient revealed that a unit (1) increase in school-based teacher

development programmes would lead to an increase in teachers' pedagogic performance by .342 units. The regression demonstrated that the beta coefficient was significant ($b = .342$, $t(41.65) = 4.860$, $p < .05$).

Discussion of Regression analysis Findings for Impact of Teacher Development Programmes on Teachers' Pedagogic Performance

Simple linear regression was carried out to test whether school-based teacher development programmes significantly influence pedagogic performance of teachers at $\alpha = .05$. The analysis result revealed that a statistically significant proportion of teachers' pedagogic performance was accounted for by school-based teacher development programmes ($R^2 = .060$, $F(1,373) = 23.65$, $p < .05$). The study also found out that teacher development programmes that principals implement significantly predicts innovation in teachers' pedagogic performance ($\beta = .722$, $t(26.95) = 6.330$, $p < .05$). Findings of the study therefore suggest that the impact of school-based professional development programmes on teachers' pedagogic performance was statistically significantly ($p < .05$). Based on these findings, the null hypothesis, (H_0) that school-based teacher development programmes do not have significant impact on pedagogic performance of teachers in public secondary schools was rejected ($p = .000 < .05$). On the other hand, the alternate hypothesis (H_a), that school-based teacher development programmes have significant impact on pedagogic

performance of teachers in public secondary schools was accepted.

In view of the foregoing, this study concludes that school-based professional development programmes implemented by principals could lead to transformation of teachers' pedagogic performance in public secondary schools. These findings concur with those of studies undertaken by various scholars. For instance, it has been discovered that, there was a positive and statistically significant relationship between school-based professional development programmes that principals implement and teachers' pedagogic performance (Aseka, 2016; Tesfaw and Hofman, 2014; Esia-Donkoh and Ofosu-Dwamena, 2014). The implication of these findings for practice were that when principals endeavour to implement professional development programmes in their schools, it will assist in fostering effective teaching and learning. Even though professional development programmes are not directly connected to teachers' instructions, they may equip teachers with relevant instructional skills. Teachers may be motivated through programmes like workshops and conferences to develop confidence in their work and therefore try to excel. In view of these benefits, it is pertinent for principals to facilitate programmes that foster pedagogic performance.

Conclusion

This study investigated the extent to which principals implement school-based teacher development programmes; assessed records keeping of school-based

teacher development programmes and attempted to establish the relationship between teacher development programmes and performance of teachers in public secondary schools. Based on the findings, the study concluded that there was lack of consistency in execution of school-based teacher development programmes and records keeping of such programmes in many public secondary schools. The study also concluded that significant relationship exists between teacher development programmes and pedagogical performance of teachers. Hence, the null hypothesis that school-based teacher development programmes have no significant impact on pedagogical performance of teachers was rejected.

Recommendations

Based on this study findings, the researcher recommended that the Ministry of Education, Bauchi state should provide principals with training and funds to enhance their capacity for planning and executing teacher development programmes. Additionally, that as a policy school-level teacher development should be an explicit part of the mandate of principals. Furthermore, the study recommended that principals should give more attention to documentation and proper keeping of teacher development programmes records in their schools.

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