

*Full Length Research Paper*

# Teachers' perceptions of staff development programmes as it relates to teachers' effectiveness: A study of rural primary schools in Kenya

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**Results-based management has gained currency in Kenya. After pre-service training, teachers take various staff development programmes to enhance their role effectiveness. Many studies which have associated staff development with employee productivity have not delved into the actual mechanisms in which staff development impact on teachers' effectiveness. This study was a survey of 100 primary schools which brought on board 100 teachers as research subjects. Using the outlier approach schools in Rift Valley and Nyanza Provinces were bifurcated into high performing and average performing categories. A modified Likert Scale type of questionnaire was administered after validation. The study revealed that the most popular staff development programmes are taking higher education and training, in-service courses and participating in workshops, seminars and conferences among others. During such programmes, teachers learn school management skills, evaluation techniques, academic achievement correlates and master wider content areas of their subjects. Teachers in the high performing schools were found to take more interest in staff development programmes compared to their colleagues in the average performing schools. Key recommendations include granting paid study leave and allocating more funds and time to serving teachers to enable them participate in staff development programmes. Equally imperative is retraining of teachers aimed at radical attitudinal change towards staff development activities related to their respective teachers.**

**Key words:** Staff development, teacher effectiveness, performance, productivity

## INTRODUCTION

Since independence, the presiding governments of Kenya (GOK) have all considered in unison the significance of teachers' education not only as a requisite for pre-entry qualification to the teaching profession, but also as a critical criterion for upward mobility for serving teachers (Government of Kenya, 1964, 1975, 1981, 1988). After attaining independence, an unprecedented upsurge in the demand for staff development, formal teachers' education included, was registered in Kenya. As a policy response, the government, inter alia established numerous teachers training colleges and university education faculties to deal with the emergent "dip-

loma disease" now reaching epidemic proportions among serving teachers. Generally speaking, staff development programmes refer to designed training programmes or activities intended to enhance employees' productivity, in this case, teachers.

Noteworthy indeed is the fact that staff development programmes (SDP) in Kenyan primary schools have been correlated to teachers' effectiveness by a host of government policy documents (Government of Kenya, 1999) and scholarly works of education researchers notably Ngala (1997) and Orlosky et al. (1984). Granted, Kenyan teachers participate in staff development programmes for a plethora of reasons: anticipated social mobility pecuniary benefits, among others. However, Kenya education system being examination oriented (Orora, 1988), many teachers perceive staff develop-

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ment programmes as an instrument for enhancing their effectiveness in instructional duties. In management studies, staff development is an essential personnel function for managers, and head teachers included. Teachers' productivity is largely contingent on personnel management practices (Ngala, 1997). Teachers facilitate the acquisition of requisite skills, knowledge and attitude necessary for the fulfilment of the aims and objectives of education (Paisey and Paisey, 1989). According to Ngala (1997), other factors held constant, there exists a positive correlation between staff development and pupil academic achievement in KCPE National examinations. Some works on achievement correlates have also associated pupils' academic achievement with teachers' effectiveness, for example, Muya and Karugu (1982). Claims on teacher mismanagement are galore. In Kenya, for example, teachers continue to bewail inept management practices by head teachers. In the world education stage, a survey in America revealed that 60% of the teachers under study reported lack of staff development programmes among other management problems (Chubb and Moe, 1989).

The chairman, Kenya Federation of Employees aptly put it that "management should involve the development of people and not the direction of things (Government of Kenya, 1980). A galaxy of scholars has reported strong association between participation in staff development programmes (after pre-service training) with teachers' effectiveness. They include Sayer (1989), Shiundu and Omulando Fuller (1986) among others. However, they have not studied how staff development programmes impact on teachers' effectiveness, the historical association between teachers' effectiveness and participation in staff development programmes. Notwithstanding, this study sought to establish teachers' perceptions of the actual mechanisms in which staff development programmes impact on teachers' effectiveness in the rural primary schools of Kenya.

### Theoretical framework

This study was hinged on the theory of human resource management as espoused by DeCenzo and Robbins and Owens (1987). The central postulate of this theory is that proper management of staff invariably translates into enhanced productivity or effectiveness on their part. The key concepts housed by this theory are: acquisition; development; motivation and maintenance of staff. As an equation, it comes out thus:

$$P=f(A,D,M,\&Ma)$$

The personnel function of staff acquisition is carried out on the basis of pre-entry qualifications, that is, pre-ser-

vice training and other relevant experiences. Staff development however, involves well-planned activities intended to enhance teachers' productivity through the-job training programmes. Staff development activities are also well-documented motivators. Besides, well-developed workers (teachers included) are easier to maintain for the overall success of an organization. Put otherwise, it does not suffice to acquire, deploy and assign tasks to new staff. Rather, it is imperative that they are constantly developed among other management practices, to increase their effectiveness as they face the reality and expectation of the teaching profession.

Expected therefore, is proper management of staff development programmes by head teachers and other concerned education managers with a view to enhancing teachers' effectiveness. Given the thrust of this theory, the researcher posits that well developed teachers are better prepared to cope with current and emerging instructional challenges compared to their less developed colleagues.

### Problem statement

Even though education managers are acutely aware of the benefits of staff development, numerous problems continue to bedevil staff development practices in the rural primary schools of Kenya. Crucial among them are limited availability of staff development programmes; scarcity of time and financial resources on the part of teachers; disagreement on the relevance of the content of staff development programmes in relation to their teachers' individual needs; poor attitudinal problems and lack of co-operation on the part of head teachers and acceptable qualification of facilitators. In other words, the number and quality of staff development programmes in the rural schools are wanting. Financing staff development programmes present insurmountable challenges to teachers and local educational managers. On the other hand, head teachers as instructional leaders are often absent from their schools either on official duties or on personal business. Besides, the local quality assurance personnel (formerly called the inspectorate) is hardly equipped to mount relevant courses. This study attempted to shed more light on the practices related to staff development programmes in rural primary schools of Kenya.

### Purposes of the study

The main purpose of this study therefore was to establish how rural primary schools carry out their staff development programmes. The key objectives were to examine the nature of staff development programmes in rural schools, analyse any differential staff development

practices by school performance, explain teachers' involvement in staff development programmes and determine the impact of staff development programmes on teachers' effectiveness.

### Significance of the study

Staff development has become a central function for teacher management in that improving overall level of productivity after pre-service training. The significance of this study is based on the research findings that it will avail to the academic community on how staff development impacts on teachers' effectiveness. Researchers who are keen on furthering their studies on different aspects of staff development will rely on this study as a databank. Furthermore, staff development being key a function of school management, research finding on how to improve staff development will benefit teacher advisory and training institutions including the universities. Besides, the government and Teachers Service Commission in particular, who are keen on enhancing teachers' productivity, are likely to find this study invaluable for policy formulation and implementation purposes.

### METHODOLOGY

This study was designed as a descriptive survey of 100 rural primary schools in Nyanza and Rift Valley provinces of Kenya. Purposively, an outlier approach used by Wekesa (1993) and Chubb and Moe (1990) was adopted to categorise schools within each province as High Performing Schools (HPS) and Average Performance Schools (APS). Outlier approach involves sampling of extreme cases to facilitate effective comparison.

As a condition for participating in the study, each respondent must have had an experience in staff development. Random sampling was used to select at least one respondent (teacher) in each category among the eligible respondents. A total of 100 teachers were sampled for this study. The outlier approach was adopted to facilitate comparison of how staff development programmes were carried out between the high performing and average performing schools thus categorised on the basis of mean performance over a period of five consecutive years. The instrument (teachers' questionnaire) was designed to have both open and close-ended items. Senior colleagues in the faculty assisted with the validation exercise. Pilot administration of the instruments to in-service teachers at Egerton University enabled reliability tests to be carried out. An interview schedule was developed and used to guide the researchers on eliciting information related to staff development programmes.

The questionnaire was a modified Likert scale type

with 3 degrees ('Always'=3, 'occasional' =2 and 'never'=1. Responses were interpreted to imply both frequency of involvement and popularity of a given staff development programme. The dependent variable, teacher (role) effectiveness was measured by pupil academic achievements in Kenya Certificate of Primary Education (KCPE) exams while the independent variables were the various staff development programmes available for teachers. Close-ended items were analysed and various statistics (means, percentages, standard deviations and t-statistics) were quantitatively derived. Responses to the open-ended items were summarised as observed.

## RESULTS AND DISCUSSION

### The nature of staff development programmes

Various types of staff development programmes were found to exist in rural primary schools of Nyanza and Rift Valley provinces of Kenya. Such programmes ranged from university courses to peer assistance. Tables 1 and 2 present a summary of observations made on popularity of specific staff development programmes. In Table 1, high means indicated greater popularity of specific staff development programmes. Further, it implied that there was a high frequency of participation in the said staff development programmes. The bigger the standard deviation, the more varied the nature of participation and popularity within and between categories of schools.

Tables 1 and 2 show that teachers in high performing schools (HPS) have a stronger perception that getting involved in staff development programmes will improve their teaching effectiveness compared to their colleagues in average performing schools (APS). This is reflected by higher means of staff development programmes as type 1 to 8 in Table 1. As a whole, staff development programmes, type 1 to 3 are highly rated compared to type 4 to 8 in terms of their perceived positive impact on teachers' effectiveness. The standard deviations related to staff development programmes types, 1 to 3 show that there were less variations in the nature of participation and perceived impact among the high performing schools compared to the average performing schools. Also noteworthy is the fact that head teachers in HPS (Mean of 1.67) took their instructional leadership roles more seriously compared to their counterparts in the APS (Mean of 1.56)

High education and training has gained popularity in Kenya given the large number of Kenyans seeking scholarship from High Education Loans Board and private sponsorship. Higher education and training in this study referred to both baccalaureate and post graduate programmes needed for advancement in the socio-economic realms of life. Given that faculties of

**Table 1.** Frequency and popularity of specific staff development programmes.

School category by performance		Staff development programmes								
		Higher education and training to improve teaching effectiveness (i)	Taking In-Service Courses to improve teaching effectiveness (ii)	Participating in Seminars and Workshops to improve teaching effectiveness (iii)	Consulting Teacher Advisory Centres to improve teaching effectiveness (iv)	School invites Subject Specialists from Kenya Institute of Education and the Inspectorate to help improve teaching effectiveness (v)	School invites Community Resource Persons to help improve teaching effectiveness (vi)	Teacher-to-Teacher assistance to improve teaching effectiveness (vii)	Headteacher-to-Teacher assistance to improve teaching effectiveness (viii)	
Average performing schools (N=43)	Mean	2.84	2.56	2.40	1.86	1.35	1.23	2.05	1.56	
	Preference rank	1	2	3	5	7	8	4	6	
	Sd*	.37	.55	.54	.60	.57	.43	.62	.59	
High performing schools (N=57)	Mean	2.98	2.56	2.54	2.04	1.63	1.53	2.19	1.67	
	Preference rank	1	2	3	5	7	8	4	6	
	Sd	.13	.54	.54	.68	.67	.60	.44	.64	
Total (N=100)	Mean	2.92	2.56	2.48	1.96	1.51	1.40	2.13	1.62	
	Preference rank	1	2	3	5	7	8	4	6	
	Sd	.27	.54	.54	.65	.64	.55	.52	.62	

i – viii, Independent variable, etc; SD, Standard deviation.

As shown by the preference ranks, the most popular and therefore the most preferred staff development programme was taking high education and training, while consulting communities resource persons was the most unpopular for both categories of schools.

education have been established in five Kenyan state universities in the last two decades, students involved in higher education programmes get more grounded on pedagogical issues, school management and evaluation techniques among other areas. Teachers believe that upon graduation they become more effective on their duties. According to this study, teachers (92%) responded that they take higher education and training to

improve on their effectiveness on teaching roles (mean 2.92). However, teachers in the higher performing schools had a stronger perception and participated more frequently (mean 2.98) compared to their counterparts (mean 2.83).

In-service courses in this study referred to short courses mounted by various education stakeholders to enhance teachers' effectiveness in specific tasks. The themes of these courses are well

known in advance and teachers choose to attend or not. The courses are often attended by both novices and the more experienced in the profession. Since in-service courses deal with specific themes related to teachers' role effectiveness; teaching methods, guidance and counselling, school management, marking of exams among others, teachers often enrich their experiences on relevant areas of weakness and hence improve their

**Table 2.** Participation frequency in percentages, N=100.

Type of SDP	Overall rank of SDP in terms of popularity	Frequency of participation	percentage of respondents
Higher Education and Training to improve teaching effectiveness (i)	1	Always	92%
		Sometimes	8%
		Never	0%
In-service Courses to improve teaching effectiveness (ii)	2	Always	58%
		Sometimes	40%
		Never	2%
Seminars, Workshops and Conference to improve teaching effectiveness (iii)	3	Always	50%
		Sometimes	48%
		Never	2%
Visiting Teacher Advisory Centres to improve teaching effectiveness (iv)	5	Always	19%
		Sometimes	58%
		Never	23%
School invites Specialists from KIE* and the Inspectorate to improve teaching effectiveness (v)	6	Always	8%
		Sometimes	35%
		Never	57%
Use of Community Resource Persons to improve teaching effectiveness (vi)	8	Always	3%
		Sometimes	34%
		Never	63%
Teacher-to-Teacher Assistance Programmes to improve teaching effectiveness (vii)	4	Always	21%
		Sometimes	71%
		Never	8%
Headteacher to Teacher Assistance Programmes to improve teaching effectiveness (viii)	7	Always	7%
		Sometimes	48%
		Never	45%

KIE: Kenya Institute of Education.

their role effectiveness. More often than not, in-service courses take a short time, are cheaper compared to taking full time higher degree courses and the certificates obtained are recognized by various government and teacher agencies. They are therefore relatively popular with teachers (58%). However, both low performing and high performing schools reported similar participation (means 2.56). That implies that teachers in both categories have equal perception of in-service courses in improving teachers' effectiveness.

Participating in seminars, workshops and education conferences were reported by teachers as a vehicle of improving their effectiveness. The popularity of this programme is ascribed to the fact that various education stakeholders often sponsor them. Besides, they take a shorter time and so do not interfere grossly with regular teaching assignments in their respective schools. They are also practical oriented and are based on real issues affecting teachers at their places of work. Overall, popularity was ranked third (50%). Participating in seminars, workshops and education programmes impact on teachers' effectiveness because their objectives are specific and achievable within a short

time after which certificates are awarded. Teachers often use the certificates to seek promotion to higher grades upon successful participation in workshops and conferences. As a whole, teachers reported that they occasionally attend seminars, workshops and conferences. However, the high performing schools reported a higher frequency of attendance (mean 2.54) compared to the low performing schools (mean 2.40).

Teacher-to-teacher assistance also called cascade method or peer assistance programmes were ranked fourth with an overall mean of 2.13 (21%). The high performing schools and low performing schools reported varying popularity and frequency of attendance of 2.19 and 2.05, respectively. Teachers reported that they consult senior and talented colleagues on specific topics or tasks. Although certificates are not awarded, the weaker teachers learn from their more experienced colleagues. This usually happens during the anticipation phase of induction. This programme is not expensive. However, some teachers usually avoid consulting their colleagues just to protect their ego but to their own professional peril.

The number of teachers consulting Teacher Advisory

**Table 3.** T-Test for equality of means.

No.	Staff Development Programmes (SDP)	t- stat	df	Sign. 2-tailed	Significance
i)	Taking Higher Education and Training	-2.437	98	0.08	Yes
ii)	Taking In-Service Courses	-.030	98	.976	No
iii)	Visiting Teacher Advisory Centres	-1.335	98	.185	No
iv)	Participating in Seminars, Workshops and Conferences	-1.365	98	.175	No
v)	Inviting subject specialists from KIE and the Inspectorate	-2.218	98	.029	Yes
vi)	Inviting Community Resource Persons	-2.726	98	0.008	Yes
vii)	Teacher-to-Teacher assistance	-1.387	98	.168	No
viii)	Headteacher-to- Teacher assistance	-.898	98	.371	No

Centres (TAC) to improve on teachers' effectiveness was markedly low (19%). This study suggests that the role of Teacher Advisory Centres should be reviewed. However, the high performing schools consulted Teacher Advisory Centres more often (mean 2.04) compared to the teachers in the average performing schools (mean 1.86). Teachers argued that such centres are staffed with people with dubious academic records, often drunk, usually absent from duty and that teacher advisory centres are hardly equipped to assist teachers. Many teachers also reported that teachers' advisory centres are few, distant from their working stations and that certificates obtained do not facilitate their upward mobility.

In rank six overall were head teacher-to-teacher assistance programmes. Teachers in the high performing schools consulted their head teachers more often (mean 1.67) compared to their colleagues in the average performing schools (mean 1.56). According to teachers, the low popularity of these programmes was attributed to the fact that some head teachers are bossy, usually absent from duty, intimidating and that they misconstrue consultation to mean weakness on the part of teachers. Some teachers reported that head teachers hardly teach and are therefore worse off in instructional effectiveness.

Ebbing out in popularity is the role of KIE and quality assurance staff as a means of improving teachers' effectiveness. Teachers averred that they hardly consult subject specialists from KIE and inspectorate to assist them with various difficult topics (mean 1.5). However, it is important to note that quality assurance staff from the ministry of education headquarters are the ones charged with responsibility of assessing and judging teachers' performance hence their low popularity among serving teachers. KIE on the other hand hardly avail their staff for such purposes especially if they involve specific schools. Teachers argued that production of textbooks by KIE followed by workshops targeting only a few teachers do little to enhance their role effectiveness.

Finally, community resource persons were perceived to be limited in their ability to assist teachers especially

in the more technical and science based subjects. Since some teachers come from the same community, relationship with community resource persons is not often cordial. However the high performing schools invited community resource persons to assist them with specific areas frequently (mean 1.53) compared to their colleagues in the low performing schools (mean 1.23). Table 3 summarises the t-statistics derived to test if the means of the practised staff development programmes were significantly different.

Table 3 shows that there existed a significant difference in the nature of participation and therefore perceived significance of 3 staff development programmes between the high performing schools and average performing schools. Specifically, the teachers of high performing schools had a more positive perception of the impact of taking high education and training on teachers' effectiveness. A null hypothesis of no significant difference was rejected at 0.05 alpha level. Further the study reports a significant difference in teachers' perception of the role of community resource persons and that of KIE/inspectorate personnel. High performing schools consulted the KIE/inspectorate personnel in a more significantly frequent manner compared to the teachers from the average performing schools. However, although the perceived significance of taking in-service courses, visiting teacher advisory centres, participating in seminars, workshops and education conferences, teacher-to-teacher assistance and head-teacher-to-teacher assistance were skewed favourably towards the high performing schools as reflected by higher means and percentages, the study reported no significant difference in the perception of teachers as regards the impact of the said staff development programmes on improving teachers' effectiveness. That is, teachers from both categories concur that staff development programmes invariably impact positively on teachers' effectiveness as measured by pupil academic achievement in KCPE examination.

According to Table 4, head teachers of high performing schools and average performing schools attach different levels of significance to various staff development programmes hence different levels of facilitation in

**Table 4.** Teachers' facilitation to participate in staff development programme.

School performance category		Time to attend SDP		Finance to attend SDP	
		1. My headteacher allocates time for me to attend staff development programmes	2. I set my own free time to attend SDPs	3. School funds my SDPs	4. I look for private sponsorship to attend SDPs
APS; N=43	Mean	1.93	1.91	1.37	2.33
	Sd	.55	.57	.49	.78
HPS; N=57	Mean	2.04	1.82	1.58	2.25
	Sd	.60	.60	.625	.81

terms of time and finance to enable their respective teachers. Head teachers of the high performing schools more often allocated time (mean 2.04) and financial resources (mean 1.57) compared to their counterparts in their average performing schools. Teachers in the average performing schools more often got their own free time and personal funds to finance their staff development programmes. It is important to note that with the support of head teachers (time and money) teachers of the high performing schools were involved more often in staff development programmes and therefore improved their role effectiveness compared to their colleagues in the average performing schools. This factor alone may account for the differences in school category performance.

### The impact of staff development programmes on teachers' effectiveness

Teachers reported that they participated in staff development programmes to acquire more knowledge and skills on the following areas:

- School management and instructional leadership (90%)
- Teaching methods (95%)
- Teaching resources (80%)
- Evaluation techniques (70%)
- Understanding factors which affect learning (80%)
- Knowledge on subject matter/content area (98%)
- General knowledge on teaching as a profession (60%)
- Guidance and counselling (50%)

Many studies on achievement correlates have indicated a strong association between instructional leadership and pupil academic achievement. Wekesa (1993) found out that head teachers who provided effective instructional leadership more often registered high academic achievement on the part of their students. Staff development programmes which aim at bolstering instructional leadership prowess of teachers will therefore impact on teachers' effectiveness. Ngala (1997) also found out that effective teacher management practices including staff development programmes related posi-

tively with pupil academic achievement. Staff development programmes aimed at improving teachers' knowledge on human resource management will therefore impact on pupils' academic achievement.

Mastery of content matter of any subject enhances teachers' effectiveness on cognitive aspects of education. Fuller (1986) and Nyangarora (1996) both concur that mastery of content area facilitates effective teaching and therefore enhances pupils' academic achievement. 98% of the respondents reported that they seek staff development programmes so as to widen their knowledge of subject content matter. Staff development programmes will therefore impact on teachers' effectiveness if they enable teachers to master relevant content areas on which national examinations are based.

Seeking more knowledge on teaching as a profession motivates teachers into taking their roles seriously. Motivation of teachers on the other hand impacts on teachers' effectiveness (Ngala, 1997; Fuller, 1986). It has been found that for effective learning to take place, choice of appropriate teaching methods must be made depending on the topics. Nceeri (1996), Fuller (1982) and Atsenga (2002) agree that effective teaching methods impacts positively on learning. Staff development programmes, which promote knowledge on choice and use of effective teaching methods, impact on teachers' role effectiveness.

Guidance and counselling services have gained popularity in the recent times as a tool for re-orientating students on goal setting and goal achievement. Githae (1996) emphasizes that proper guidance and counselling must be carried out to focus students on goal achievement. 50% of the teachers responded that they take staff development programmes to gain more knowledge on guidance and counselling. Moreover, many schools have set up guidance and counselling departments. For the simple reason that teachers enhance their role effectiveness, they have embraced staff development programmes on guidance and counselling.

Given that knowledge of school management, instructional leadership, teaching methods, evaluation techniques, teaching as a profession, mastery of sub-

ject matter, guidance and counselling have been established as academic achievement correlates, by transitivity, therefore, participating in staff development programmes with the aforementioned themes will impact positively on teachers' effectiveness as reflected in pupil academic achievement in KCPE national examinations.

### Reasons for participating in staff development programmes

A cursory glance at Table 2 reveals that while many teachers always participated in staff development programmes to improve on teaching effectiveness, a significant percentage 'never' or only 'sometimes' participated for the same reason. It implies that teachers participated in staff development programmes for many other reasons. This section presents other critical justifications for teachers' participation on staff development programmes. Indeed many teachers (92%) reported that getting involved in staff development programmes particularly taking higher education and training motivated them into taking their teaching roles more seriously. The findings are related to those of Ngala (1997) where teacher motivation was the most significant predictor of pupils' academic achievement among other teacher management practices. Perceived economic gains in addition to motivation also encourage participation. Specifically, 90% aimed at being promoted upon completing their degree programmes, which promotion would be concomitant with higher salaries.

70% of the respondents indicated that they took staff development programmes to ascend to higher social status and recognition in the society. Enhanced socio-economic status in the rural areas will promote higher standards of living. According to some teachers, participating in staff development programmes especially higher education and training was seen as a vehicle for furthering their education to higher degrees (80%). Others opined that participating in staff development programmes prepared them to be able to assist other colleagues in dire need. This is corroborated by the popularity of the cascade method reported in Tables 1 and 2 of this study.

While some reported that staff development programmes boosted their confidence in handling difficult topics and other teaching roles, many teachers averred that high education and training enabled them to get better jobs in other sectors of the economy. In other words, staff development programmes facilitated inter-occupational mobility. Many teachers on the other hand perceived staff development programmes as a means of broadening their view of educational matters in addition to boosting their socialization skills due to wider interaction with colleagues from other parts of the provinces. A significant percentage (60%) believed that

staff development programmes would make them better role models to their students, children and colleagues.

Other reasons advanced by teachers to explain their involvement in staff development programmes included enhancing job satisfaction, curtailing burn-out-syndrome, social skills improvement, enhancing research, communication, time management and decision making skills as a way of increasing job security.

### Conclusions and Recommendations

This study concluded that participating in staff development programmes impacted positively on teachers' effectiveness as reflected by pupils' academic achievement in KCPE national examinations. The study revealed that the most popular staff development programmes included taking high education and training, participating in workshops, seminars and education conferences and taking in-service courses. The study recommends that head teachers should allocate more funds and time to their respective teachers to enable them to participate in staff development programmes with a view to improving their role effectiveness. Schools should be equipped with better library resources (books and journals) so that teachers can keep abreast with the latest developments in the teaching profession. Serving head teachers should be retrained with a view to radically changing their attitudes towards staff development programmes. That said and done, teachers' effectiveness is likely to improve.

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