

# **Staff Development Initiatives' Effect on Teaching Faculty Performance in Taraba State Higher Education Institutions**

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## **Abstract**

The paper examines how staff development programs affect the performance of teaching faculty at higher education institutions in Taraba State, Nigeria. A mixed-methods approach was utilized to collect data, focusing on respondents' perceptions of staff development programs and their influence on teaching faculty performance. The research sample comprised 200 persons, including school administrators and instructional personnel. Descriptive statistical analyses were performed to calculate Likert-scale responses' mean scores and standard deviations to various aspects of staff development programs. Furthermore, hypotheses were tested to determine whether there were any significant relationships between respondents' opinions about staff development activities and teaching faculty performance. According to the survey results, respondents feel that staff development programs improve teaching faculty effectiveness, nurture workplace performance, encourage teacher innovation, and increase job satisfaction. Despite widespread agreement, response variability suggests that people have diverse perspectives. Furthermore, the findings indicate a significant relationship between school administration and teaching faculty opinions of the effectiveness of staff development initiatives, emphasizing the need for collaboration and stakeholder participation in educational reform efforts. Based on these findings, recommendations are made to tailor staff development programs to the specific needs of teaching faculty, conduct ongoing needs assessments, promote collaboration and peer learning, allocate adequate resources and support, advocate for supportive policies, and conduct rigorous research and evaluation. These aim to improve teaching staff performance, therefore adding to the quality of higher education in Taraba State, Nigeria.

**Keywords:** Staff Development, Teaching Faculty, Higher Institutions, Performance

## **Introduction**

Scholars and government officials worldwide have emphasized the critical role of staff development programs for teaching faculty in achieving high-quality academic outcomes for

students (Kayode et al., 2015; UNESCO, 2015; UNESCO ILO, 2008). Education is widely recognized as a critical resource for individual empowerment and society growth, acting as a catalyst for good social change. Quality classroom instruction emerges as a critical element impacting academic success, both within and across schools, and contributes considerably to the economic benefits of educational spending (Musset, 2010).

Ogunmakin (2013) believe that staff development programs for teaching faculty are vital for updating capabilities, particularly in dynamic educational contexts. Orodho and Nzioka (2014) emphasize the necessity of school administrators working with the Taraba State administration and receiving comprehensive leadership training in order to improve students' academic progress. Regardless of its importance, Orodho, Waweru, Ndichu, and Nthinguri (2013) contend that limited chances for study fellowship prevent teaching staff from improving their classroom skills beyond their initial pre-service training. According to UNESCO (2014), a lack of suitable tools for rewarding and encouraging lectors leads to demoralization and impedes career development.

Notwithstanding the implementation of staff development efforts by the Tertiary Education Trust Fund (TETFund), academic performance in Taraba State's higher institutions has remained mediocre. This poor performance among students in this area raises worries about probable future income gaps, which might harm income distribution, impede national economic development, and stymie poverty alleviation efforts (Hanushek, Murphy & Muchin, 2011). The lack of empirical investigations in the literature review reveals a huge knowledge gap that requires investigation. This study seeks to fill that gap by looking at the influence of staff development programs on the performance of teaching faculty in Taraba State. The emphasis will be on lectors' involvement in in-service courses, further studies, promotions to higher staff groups, and advancement to leadership roles.

Inadequate teacher preparation impedes the educational system, resulting in underqualified educators. This scenario is aggravated by a steady fall in teacher morale in public schools, which is linked to limited advancement possibilities, low pay, and a lack of recognition from significant state bodies. Such issues have created a bad view of the teaching profession, forcing some educators to leave. Furthermore, Attah and Mensah (2015) remark that limited financing and inconsistent delivery of teacher development programs reduce their efficacy in increasing the quality of instructional practices and students' academic achievement.

In the Western States, there is a significant emphasis on enhancing teacher quality and performance in schools (Darling-Hammond et al., 2009). Staff development programs, which receive federal money, require teaching staff to have extensive topic knowledge and strong pedagogical abilities. The overall improvement of education quality, as evidenced by student's academic performance, is dependent on substantial staff development activities (Blas and Alas, 2009). The National Science Foundation (NSF) sponsors state agencies to do research on the effectiveness of staff development programs. The No Child Left Behind (NCLB) Act of 2001 requires state agencies to report on teacher credentials and the number of teaching faculty who get excellent staff development each year. This law has boosted

demand for teaching staff, resulting in significant turnover, particularly in underperforming schools, increasing teacher shortages. In light of the critical role of staff development in education, this study aims to explore the perspectives of school managements, teaching faculty, and Ministry of Education officials regarding the effect of staff development initiatives on the performance of teaching faculty at higher education institutions in Taraba state.

### **Objectives**

This research aims to investigate the impact of staff development initiatives on the performance of teaching faculty at tertiary institutions in Taraba state. The study's intends are:

- i. Evaluate the effect of staff development initiatives on teaching faculty performance in Tertiary Institutions in Taraba State.
- ii. Investigate how staff development initiatives affect teaching faculty performance in Tertiary Institutions in Taraba State.

### **Research Questions**

The research questions that drive this paper are mentioned below:

- i. what effect do staff development programs have on the performance of teaching faculty at Taraba State's tertiary institutions?
- ii. how do staff development programs influence the performance of teaching faculty in Taraba State's tertiary institutions?

### **Research Hypothesis**

The following hypotheses guide the study:

- H<sub>01</sub>:** There is no significant difference in the opinions of school management and teaching faculty regarding the effect of staff development initiative on the performance of teaching faculty in Taraba State's tertiary institutions?
- H<sub>02</sub>:** There is no significant difference in the opinions of the respondents regarding how staff development programs influence teaching faculty performance in Taraba State's tertiary institutions?

### **The Conceptual Framework**

The framework of ideas clarifies the interrelationships of numerous concepts, giving an analytical structure for the issues under consideration and arranging information to derive conclusions. In Ontario, Canada, teacher development is a sequential program in which educators acquire academic degrees before beginning a one-year teacher education program. The Ontario College of Teachers (OCT) certifies new teachers and regulates the profession through quality test scores, teacher testing programs at entrance, five-year recertification, and licensing activities (Darling-Hammond & Robert, 2014).

In Ontario, teacher preparation and professional development are centered on experience, training, professional learning, and assessment systems at all career phases. The New Teachers Induction Programme (NTIP) enables school principals to provide orientation, mentorship, professional development, and performance evaluations. In Ontario, the Optical

Coherence Tomography (OCT) program provides leadership courses for potential principals, focused on instructional leadership and support, with mentorship supported by the Ministry of Education (Yamina et al., 2014).

In Singapore, teaching staff development is focused on competitive recruiting, which includes academic accomplishment, national tests, and entrance proficiency exams. Before beginning teacher training, candidates are interviewed to determine their level of enthusiasm and dedication. Singapore's education system combines recruiting, initial teacher education, and on-going professional development, focusing on academic core areas and pedagogical methods for 21st-century abilities (Jensen et al., 2012). Teachers in Singapore earn a four-year bachelor's degree in education, with further certification options available.

The Enhanced Performance Management System (EPMS) assesses instructors for continuous development, with good assessments leading to pay bonuses and access to extra training. Government financing helps teachers pursue their preferred fields of study, leading to Singapore's performance in international exams (Jensen et al., 2012; Susan, 2008). In Ethiopia, the Teacher Development Programme (TPD) is part of the General Education Quality Improvement Package (GEQIP) and seeks to improve teachers' competence in elementary and secondary schools. During summer holidays, the government encourages continued professional development for teachers, tying participation to career advancement. However, obstacles such as low status, inadequate remuneration, and restricted engagement in decision-making have an influence on teaching in Ethiopia.

The South African policy framework emphasizes Initial Professional Education for Teachers (IPET) and on-going Professional Teacher Development (PTD). Government and school-sponsored PTD programs seek to increase teacher quality, with remuneration decided by Quality Management Systems (QMS) based on performance. South Africa has challenges such as poor planning, insufficient funding, and misalignment with initial teacher preparation (DOE, 2006; Kubeka & White, 2014).

Nigeria regards wise teacher management as critical to academic performance. The Tertiary Education Trust Fund (TETFund), originally established as the Education Trust Fund (ETF) under Act No. 7 of 1993 and later amended by Act No. 40 of 1998 (now replaced by the Tertiary Education Trust Fund Act 2011), is tasked with delivering targeted and sufficient intervention programs while taking into account the concerns of beneficiaries and stakeholders. Its purpose is to promote new technology, ideas, and organizational capacities in education, ensuring that its programs are both responsive to current requirements and forward-thinking. Staff development strategies include orientation, motivation, and well-being. School managers have an important role in supporting teacher productivity and happiness, with a focus on professional development to improve their leadership abilities (Ejeh & Okoro, 2016; Al-hassan, 2014). The study delves deeper into the link between personnel management methods and teacher satisfaction in schools in Taraba State. Summarily, this section examines several worldwide views on staff development, emphasizing different methodologies, obstacles, and the crucial role of effective leadership in increasing staff satisfaction and, ultimately, improving teaching and learning results.

## **Theoretical Framework**

The study was led by Vroom's (1964) Expectancy theory, which is based on behavioral science and classified as a process theory of motivation. Expectancy theory emphasizes individual perceptions of the environment and the ensuing interactions that result from personal expectations. At its foundation, this theory holds that individuals alter their behavior within an organization depending on the expected satisfaction of valued objectives they establish for themselves. The theory is made up of three main components: expectation, instrumentality, and valence. Expectancy indicates a person's perception that more effort will result in better achievement. This notion is impacted by elements such as the proper abilities, access to necessary resources, availability of critical information, and suitable support for job completion. Instrumentality refers to the belief that excellent performance will result in valid outcomes, which is influenced by elements such as confidence in decision-makers, the simplicity of the outcome allocation procedure, and clarity in the link between performance and results. Valence, on the other hand, expresses the value an individual assigns to the perceived outcome, acknowledging that people assign different values to different concerns.

Thus, Expectancy theory proposes that motivation is a cognitive process based on beliefs about the links between effort, performance, and the rewards earned. The formula  $M = E \times I \times V$  represents the multiplicative connection between Motivation (M), Expectancy (E), Instrumentality (I), and Valence. If any of these elements is low or zero, motivation will also be poor or non-existent.

The approach emphasizes the significance of firms selecting, training, and supporting employees while also giving clear performance goals and performance-based contingent rewards. It states that job motivation is based on the perceived relationship between performance and outcomes. The theory is based on four key assumptions: individuals join organizations based on their needs, motivations, and past experiences; an individual's behavior is consciously influenced by expectancy calculations; people want different things from the organization; and individuals choose among alternatives to maximize personal outcomes. The study uses Vroom's theory of expectation to teachers who have participated in various staff development programs, implying that these programs may impact academic achievement in the Kenya Certificate of Primary Education (K.C.P.E.) exams. Factors considered intervening variables include the availability of instructional resources, teachers' workload, motivation, and educational leadership support. The study predicts that the availability of staff development programs will entice teachers to participate, given that they see benefits such as learning new information or higher enthusiasm as resulting to improved academic achievement in K.C.P.E. Higher academic scores should be rewarded or recognized by the school administration and employer. The study also hypothesizes that the value assigned to these rewards would impact instructors' involvement in staff development programs or acceptance of promotions. Furthermore, frequent appreciation of teachers' efforts, both in attending development programs and in classroom instructional techniques, is

predicted to foster the application of new knowledge and abilities, eventually leading to sustained higher academic success among students.

### **Methodology**

The study utilized a descriptive survey design, allowing the researcher to examine a small sample and generalize findings to the entire population. The population included 12,500 individuals, comprising school management and teaching faculty of Taraba State. A sample size of 200 individuals was determined with a 95% confidence level and 5.0% margin of error. The questionnaire, titled "Impact of Staff Development on the Performance of Teaching Faculty in Taraba State, Nigeria," consisted of two sections covering respondents' bio-data, educational qualifications and Likert-scale items to assess the impact of staff development. The instrument underwent validation for face and content validity and reliability testing, yielding a satisfactory reliability index of 0.63. Data collection involved administering the validated instruments. Data analysis incorporated descriptive and inferential statistics, including frequency, simple percentage, mean and standard deviations to address the research questions.

### **Results**

This section presents the findings, analysis, and discussion of data obtained in the field, with an emphasis on respondents' perceptions of the Impact of Staff Development Initiatives on Teaching Faculty Performance at Higher Education Institutions in Taraba State. The analysis focuses mostly on the individuals' bio-data, educational qualifications and Likert scale items. Two hundred of the 200 issued surveys were successfully completed and returned. Personal data from respondents was evaluated using frequency and percentage tables. The researcher set 3.0 as the decision mean because the instrument was designed using a modified five-point Likert scale (Strongly Agreed (SA), Agreed (A), Undecided (UD), Disagreed (D), and Strongly Disagreed (SD)) to determine whether to accept or reject the study questions. A mean score of 3.0 or higher implies agreement, whereas a mean score less than 3.0 suggests disagreement.

**Table 1: Respondents Data**

<b>Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
School Management	84	42
Teaching Faculty	116	58
<b>TOTAL</b>	<b>200</b>	<b>100.0</b>

**Source: Field Survey, 2024**

Table 1 presents an analysis of the respondents' data based on their status. The responders are divided into two categories: school management and teaching faculty. The Teaching Faculty accounts for the majority of responders 115(58%). School Management accounts for 84(42%) of all responders. The distribution reveals that Teaching Faculty members were more likely to participate in the survey than School Management. This breakdown offers a detailed understanding of the respondents' jobs within Taraba State's higher education institutions

**Table 2: Respondents Educational Qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
HND/NCE	08	4
B.SC	45	22.5
B.ED	82	41
M.ED	42	21
Ph.D	23	11.5
Other specify	0	0
<b>TOTAL</b>	<b>200</b>	<b>100.0</b>

**Source: Field Survey, 2023**

Table 2 shows the distribution of respondents according to their educational qualifications. The vast majority of responders 82(41%) have a Bachelor of Education (B.ED) degree. The second most common qualification is Bachelor of Science (B.SC), at 45(22.5%). Master of Education (M.ED) follows closely behind, with 42(21%) of replies. Higher National Diploma/National Certificate of Education (HND/NCE) holders account for 8(4%). Ph.D.-holders account for 23(11.5%) of all respondents. No responders mentioned "other" qualifications. This breakdown sheds light on the respondents' different educational backgrounds, particularly the frequency of Bachelor of Education degrees among them.

**Research Questions**

**Research Question One:** what effect do staff development programs have on the performance

of teaching faculty at Taraba State's tertiary institutions?

**Table 3:** Descriptive Statistics showing mean ( $\bar{x}$ ) and standard (std) deviation analyses of the effect of staff development programs on the performance of teaching faculty at Taraba State's tertiary institutions?

<b>S/N</b>	<b>Statement</b>	<b>Mean</b>	<b>std</b>	<b>Interpretation</b>
1	Staff development initiatives impact teaching faculty performance.	3.38	14.76	Agreed

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2	Staff development initiatives foster job performance.	3.42	11.21	Agreed
3	Staff development initiatives create innovation among teachers.	3.61	20.97	Agreed
4	Staff development initiatives are supported by the government.	2.95	25.79	Disagreed
5	Staff development initiatives makes teaching faculty job enjoyable.	3.23	16.00	Agreed
6	Staff development initiatives develops both teachers' and students' performance.	3.69	24.43	Agreed

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Source: Field Survey 2024

Table 3 presents a descriptive statistical analysis of respondents' perspectives on the impact of staff development programs on the performance of teaching faculty at Taraba State's tertiary institutions. Here's an overview of the findings:

The mean score of 3.38 suggests that respondents generally believe that staff development programs have a positive impact on teaching faculty performance. However, the substantial standard deviation of 14.76 indicates wide variation in individual answers. This variability demonstrates that, while there is overall agreement, respondents' perspectives vary. Staff development initiatives enhance job performance. With an average rating of 3.42, respondents believe that staff development activities boost job performance. The standard deviation of 11.21 suggests a moderate level of variability. While there is a tendency to agree, some people may have different views. Staff development initiatives encourage teacher creativity: A mean of 3.61 indicates a very strong consensus that staff development efforts enhance teacher innovation. However, the huge standard deviation of 20.97 implies a wide range of viewpoints, with some respondents strongly agreeing and others being more hesitant. The government supports staff development initiatives: A mean score of 2.95 shows that respondents disagree with the government's support for staff development. The wide standard deviation of 25.79 suggests a significant variance in viewpoints, with some strongly opposing and others holding neutral or supportive positions. Staff development initiatives make teachers' employment more enjoyable. Respondents feel (mean = 3.23) that staff development initiatives make teaching faculty positions more enjoyable. The standard deviation of 16.00 suggests a moderate amount of variability, meaning that while respondents agree on the beneficial impact, their levels of excitement differ. Staff development activities improve teacher and student performance: With a mean of 3.69, respondents think that staff development programs help to improve the performance of both instructors and pupils. The large standard deviation of 24.43 indicates that respondents had various ideas, with some enthusiastically agreeing and others expressing more guarded views. Thus, while there is a general trend of agreement on the positive impact of staff development programs, the wide standard deviations across answers reflect the diversity of respondents' perspectives.

Individual experiences, viewpoints, or contextual circumstances may influence this heterogeneity, emphasizing the significance of thoroughly comprehending the survey replies.

**Research Question Two:** how do staff development programs influence the performance of teaching faculty in Taraba State's tertiary institutions?

**Table 4:** Descriptive Statistics showing mean ( $\bar{x}$ ) and standard (std) deviation analyses of how staff development programs influence the performance of teaching faculty at Taraba State's tertiary institutions?

S/N	Statement	Mean	std	Interpretation
1	Workshop training impact teachers' performance.	3.48	20.43	Agreed
2	Workshop training develops teachers' job performance.	3.45	25.75	Agreed
3	Workshop training enhances teachers' performance.	3.68	26.87	Agreed
4	Workshop training impact teachers' performance.	3.13	17.74	Agreed
5	Workshop training foster job performance.	3.41	19.76	Agreed
6	Workshop training creates innovation among teachers.	3.58	22.13	Agreed

Source: Field Survey 2024

The descriptive findings shed insight on how respondents perceive the influence of workshop training on the performance of teaching faculty at Taraba State's tertiary institutions. The descriptive statistics presented for each statement regarding how workshop training influences the performance of teaching faculty at Taraba State's tertiary institutions: Workshop training influences teacher performance: The mean score of 3.48 indicates that, on average, respondents agree that workshop training increases teacher effectiveness. However, the substantial standard deviation (20.43) suggests a wide range of responses. This discrepancy might be attributed to differences in experiences or perceptions of the efficacy of workshop teaching. Workshop training helps teachers operate more effectively.

With a mean score of 3.45, respondents agree that workshop training improves teachers' job effectiveness. The high standard deviation of 25.75 suggests a wide range of respondents' viewpoints. This gap may be due to differing perspectives on the usefulness of workshop instruction. Workshop training enhances teacher performance. The mean score of 3.68 suggests a fairly strong consensus that workshop training enhances teacher performance. However, the huge standard deviation of 26.87 indicates a wide variety of viewpoints. This variation might be influenced by things like workshop topic type and quality, as well as individual training program experiences. Workshop training improves teacher effectiveness. Respondents feel that workshop training has an impact on teacher performance, with an average rating of 3.13. The moderate standard deviation of 17.74 suggests a more constant level of agreement than in other assertions. Nonetheless, perceptions differ substantially.

The mean score of 3.41 indicates that respondents feel workshop training increases job performance. The standard deviation of 19.76 implies a wide range of thoughts, implying varying degrees of agreement among respondents. Contextual factors or personal experiences may contribute to this variation. Respondents strongly believe that workshop training

promotes teacher innovation (mean score of 3.58). The standard deviation of 22.13 demonstrates different viewpoints on the amount of creativity resulting from workshop teaching. Overall, descriptive findings indicate that workshop training improves teaching staff performance. Despite this, the large standard deviations emphasize the significance of a nuanced interpretation that takes into consideration respondents' diverse experiences and perspectives.

### Research Hypothesis

This section summarizes the results and consequences of the null hypotheses investigated in line with the objectives of this investigation, which are described in Table 5. The hypotheses were examined using a t-test with a significance level of 0.05, and the acceptance or rejection of each null hypothesis was established by comparing the p-value to the specified significance level (0.05). A null hypothesis is rejected if the p-value is less than the study's significance threshold. The study is guided by the following hypotheses:

**H<sub>01</sub>:** There is no significant difference in the opinions of school management and teaching faculty regarding the effect of staff development initiative on the performance of teaching faculty in Taraba State's tertiary institutions? To test this hypothesis, responses of all respondents were collected, analyzed and presented in a table using t-test as shown in the table 5.

**Table 5.** Test of significance of relationship between the opinion of school management and teaching faculty regarding the effect of staff development initiative on the performance of teaching faculty in Taraba State's tertiary institutions.

Computed r	r.	Adjusted r	Standard	Beta	T	p-	Decision
	Square	Square	Error			value	
.75165	.68732	.68635	9.57835	-.750641	-13.935	.000	Sig

### Source: Field Survey, 2024

The table 5 showed a computed r of .75 which is a relative strong relationship between school management and teaching faculty in Taraba State. Table 5 recorded r<sup>2</sup> of .68 implying that 68% of teaching faculty performance is attributable to staff development. Table 5 reveals that the alpha level (0.05) is greater than the p value of 0.000. The researcher therefore rejects the null hypothesis that says there is no significant difference in the opinions of school management and teaching faculty regarding the effect of staff development initiative on the performance of teaching faculty in Taraba State's tertiary institutions. This means that there is a significant relationship between the opinions of school management and teaching faculty regarding the effect of staff development initiative on the performance of teaching faculty in Taraba State's tertiary institutions. This result was buttressed by Wasilu (2013) on causes of poor attitude of work among workers of both public and private sectors organizations in Bauchi State, Nigeria.

**H<sub>02</sub>:** There is no significant difference in the opinions of the respondents regarding how staff

development programs influence teaching faculty performance in Taraba State's tertiary institutions?

**Table 6.** Test of significance on the opinions of the respondents regarding how staff development programs influence teaching faculty performance in Taraba State's tertiary institutions.

<b>Computed r</b>	<b>r.</b>	<b>Adjusted r</b>	<b>Standard</b>	<b>Beta</b>	<b>T</b>	<b>p-</b>	<b>Decision</b>
	<b>Square</b>	<b>Square</b>	<b>Error</b>			<b>value</b>	
.54979	.30227	.29986	9.41051	.549792	11.189	.000	Sig

**Source: Field Survey, 2024**

The table 6 showed a computed r of .55 which is a relative strong relationship on the opinions of the respondents regarding how staff development programs influence teaching faculty performance in Taraba State's tertiary institutions. Table 6 recorded  $r^2$  of .30 implying that 30% of staff development programs influence teaching faculty performance in Taraba State's tertiary institutions. Table 6 also reveals that the alpha level (0.05) is greater than the p value of 0.000. The researcher therefore rejects the null hypothesis that says there is no significant difference in the opinions of the respondents regarding how staff development programs influence teaching faculty performance in Taraba State's tertiary institutions accept the alternative hypothesis that says there is significant different on the opinions of school management and teaching faculty regarding the effect of staff development initiative on the performance of teaching faculty in Taraba State's tertiary institutions. This result was buttressed by Jain et al. (2018) on their study on Impact of Mentoring on Academic Performance & Career Self Efficacy of Business Students.

**Discussion of Results**

The findings presented in this article are discussed under the following headings:

**The characteristics of respondents:** The vast majority of responders (58% of the total) were teaching faculty members, with the remaining 42% in school management. This distribution emphasizes the greater participation rate of teaching faculty in the survey, providing information on the makeup of respondents in Taraba State's higher education institutions.

**Education Qualifications:** According to an examination of respondents' educational qualification, the most common qualification is Bachelor of Education (B.ED), accounting for 41% of the total. This shows that a sizable proportion of respondents had education-related degrees, which may impact their attitudes toward staff development programs.

**Descriptive Statistics on Staff Development Programs:** Respondents had a generally good impression of the influence of staff development programs on teaching faculty performance. The majority of respondents believed that these programs improve job performance, creativity, and satisfaction with work. However, responds vary, as indicated by the large standard deviations across assertions. This variety implies that, while there is widespread

agreement on the benefits of staff development programs, individual experiences and views may range greatly.

**Research Hypotheses Testing:** T-tests are used to examine research hypotheses and identify significant relationships between variables. There is a strong connection between the perspectives of school administration and teaching faculty on the impact of staff development activities on teaching faculty performance. Similarly, there is a significant disparity in respondents' perspectives on how staff development programs affect teaching faculty performance. These findings imply that attitudes of staff development activities varied among various categories of stakeholders in tertiary institutions.

### **Contribution to Knowledge**

The above research contributes to Taraba State, Nigeria, in several significant ways:

- i. **Improving Higher Education Quality:** By investigating the impact of staff development initiatives on teaching faculty performance, the research sheds light on strategies to enhance the quality of education in Taraba State's tertiary institutions. Implementing effective staff development programs based on the findings can lead to better-trained faculty members who are equipped to deliver high-quality education to students.
- ii. **Enhancing Faculty Morale and Job Satisfaction:** Understanding the perceptions of teaching faculty regarding staff development programs can help institutions tailor these initiatives to better meet the needs and expectations of faculty members. By investing in programs that promote professional growth, institutions can boost faculty morale, job satisfaction, and overall engagement, leading to a more positive work environment.
- iii. **Fostering Collaboration and Communication:** The research highlights the importance of collaboration and communication between different stakeholders, such as school management and teaching faculty. By recognizing and addressing differences in perceptions and priorities, institutions can foster a culture of collaboration, trust, and shared responsibility, ultimately leading to more effective decision-making and institutional governance.
- iv. **Informing Policy and Decision-Making:** The findings of the research can inform policy development and decision-making processes at the institutional and governmental levels. Institutions can use the insights to design evidence-based policies and strategies aimed at improving faculty development and institutional effectiveness. Similarly, government agencies responsible for education can use the research findings to formulate policies that support and incentivize staff development in tertiary institutions across the state.
- v. **Promoting Research and Scholarship:** The research contributes to the body of knowledge on staff development and faculty performance in the Nigerian context, particularly in Taraba State. By generating empirical evidence and insights, the research provides a foundation for future studies and scholarly inquiry in this area. This can stimulate further research, collaboration, and knowledge-sharing among

academics and practitioners in the state, ultimately contributing to the advancement of education and scholarship.

### **Implications and Recommendations**

1. The positive attitude toward staff development programs among teaching faculty highlights the value of investing in professional development opportunities. Institutions should continue to focus and improve these activities that promote faculty growth and effectiveness.
2. The variability in responses highlights the need for tailored and targeted approaches to staff development, taking into account the diverse needs and perspectives of individual faculty members.
3. The significant relationships identified between different stakeholder groups emphasize the importance of collaboration and communication in designing and implementing staff development initiatives.
4. Institutions should foster a culture of shared goals and mutual understanding among all stakeholders.
5. Further research could explore specific factors influencing perceptions of staff development programs, such as program content, delivery methods, and institutional support systems.

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