International Journal of Innovative Education Research 13(3):93-101, July-Sept., 2025

© SEAHI PUBLICATIONS, 2025 www.seahipublications.org ISSN: 2354-2942

doi:10.5281/zenodo.16408408

Impact Of Staff Training And Development On Organizational Performance: A Study Of Senior Secondary Schools In Sokoto State, Nigeria

Samaila Bello

Department Educational Foundations,
School of General Education,
Shehu Shagari College of Education, Sokoto, Nigeria
umulkharibello@gmail.com

ABSTRACT
The research design adopted for this study was descriptive survey method. This design is considered appropriate because it provides an effective way of collecting data from a sample and making inferences on a large population based on the study findings. The population for this study is 2,679 respondents, comprising 1,665 senior secondary schools' teachers, 329 school administrators and 28 curriculum or educational planners in Sokoto State. A multi-stage sampling technique was used in selecting the samples. A self-design instrument titled "Staff Development Programme and Performance Questionnaire" (SDPAPQ) was used for the study. Descriptive statistics of mean and standard deviation were used to answer the research questions. The study founds correlation between efficient staff development programmes and staff performance in Sokoto state and therefore suggests among others that; the ministry of education should develop a clear promotion criteria that recognizes teachers' development programmes attendance (workshops and seminars).
Keywords: Training and Development, Organizational Performance, Teachers, Workshop, Seminars, Sokoto State

INTRODUCTION

Staff growth is a complex area that has been the subject of some conflicting theories and views. Even in this highly technological and business environment today, human elements or human beings remain the determining indicator to the failure or success of any organization. More so, of all the factors of production capital, land, and labour are still undoubtedly the most important. This is so because the effective and efficient use of all other factors of production depends solely on human beings. For this reason, it is significant to observe that the management of any institution at all levels should observe the behaviour of their employees either individually or in groups in the various organizations as well as personnel's inter and intra-group subordination. Although poor motivation influences the organizational climate and the behavior of the entire workforce, a good knowledge of motivational strategies and how they can be applied at accomplishing an organization's goals is of utmost importance in management. The success of the organization depends on the staff's efficient work. Their expertise, skills, and confidence in coming up with original ideas will all play a significant role in how well they do their duties. Determining how to make people more productive at work and prepare them for more responsibility is the purpose of staff development programs. The curriculum's execution is significantly influenced by teachers. A

significant determinant of student achievement is recognized to be the caliber of the teachers. The profession of teaching necessitates ongoing knowledge and skill development through training programs, including in-service training through conferences, workshops, seminars, and staff mentorship.

Staff development is recognized as a successful strategy for enhancing instructors' knowledge and abilities so they can instruct students more effectively. The process of learning how to become a skilled teacher is a crucial part of the educational process. They are a crucial component of effective topic mastery, instructional strategies, and classroom management. According to Armstrong (2013), the main goals of staff development include enhancing professional competence, which will also have some bearing on personal development and awareness, increasing job satisfaction and developing potential for future work, and improving the capacity of both individuals and institutions to achieve their goals.

Teachers will be able to function as well as they possibly can thanks to the skills and competences they have learned as a result of wise staff development programs. Their performance will not only enable them to deliver effective and professional service, but will also open up opportunities for technical improvement and the adoption of a variety of policies to help our country reach its most desired destination in a compassionate manner. Five major players or stakeholders interact with one another in order for staff development to occur. These include the universities, schools, the community, and the teachers themselves, all of which are within the purview of the Ministry of Education.

Staff development programmes aim to keep the staffs up-to-date on the most recent advancements in the field, guarantee the promotion of professional growth, aid in the development of pedagogical skills, keep teachers up to date on new information, address specific needs, like curriculum development and orientation, aid in leadership responsibility, improve teacher respect for one another, and acknowledge the need for contemporary teaching methods. The country's middle-level and top executives can use it the most effectively. It is encouraging to see that both the federal and state governments of Nigeria are cognizant of the tremendous advantages provided by staff development initiatives. For instance, there are the following institutions in Nigeria; the Nigerian Institute of Management (NIM), the Centre for Management Development (CMD), dministrative Staff College of Nigeria (ASCON), National Institute for Strategic and Policy Studies, Kuru, Jos (NISPS). Any staff development program should be able to inspire employees, enhance their perceptions of their roles, and help them form the right attitudes toward the general public. In the past 20 years, it has become clear that teachers in Nigeria require proper staff development programs. Since education gives teachers the ability to participate in productive endeavors, which in turn improves their livelihoods, teachers' standards of living are likely to rise. In order to operate as agents of economic and social change in society, education must not only convey knowledge and skills but also values, attitudes, and ambitions that are crucial to the advancement of a nation.

Statement of the Problem

Effective staff development programs' effects on employees' performance in any organization should not be overlooked or taken for granted, therefore, school management and administrators of educational sector should ensure that in-service training or refresher courses such as conferences, workshops, seminars and the likes are organized at regular intervals for senior secondary school teachers to improve their quality and enhance effectiveness and job performance.

In Sokoto state, based on the personal experience, provision of accessible and affordable educational opportunities for pupils and students, especially at the post-primary as well as primary levels remain one of the most critical issues of government’s social policies since the creation of the state, so over the years, there has been a contentious effort by the Government of the State to improve the standard of education of the citizenry in the state. However, despite the importance of Staff re-training and development which is key to getting teachers abreast of the latest development in educational sector, no much evidence has shown about the case with effective staff development programmes organized at regular interval to update teachers knowledge, especially secondary school teachers in Sokoto State, meaning their case is different.

This was demonstrated by complaints from students about delayed exam results, inadequate supervision, bad examination evaluation, poor teacher-student connection, declining academic achievement, and other issues. This study examines the impact of staff training and development on organizational performance;

a study of senior secondary schools in Sokoto, state-Nigeria and how this may impact students' academic achievement in Sokoto State against this background in particular and Nigeria at large, hence non-payment of attention to staff development programmes could be a principal hindrance to efficient growth of teachers, and consequently mar the quality of education of the citizenry in the State.

This research may be considered relevant in many ways to many stakeholders: such as teachers, students, principals, school authorities, government, curriculum planners, other researchers, and the community at large.

Objectives of the Study

1. To determine the impact of the workshop on the performance of teachers in senior secondary schools in Sokoto State.
2. To determine the impact of the seminar on the performance of teachers in senior secondary schools in Sokoto State.

Research Questions

1. What is the impact of the workshop on the performance of teachers in senior secondary schools in Sokoto State?
2. What is the impact of the seminar on the performance of teachers in senior secondary schools in Sokoto State?

LITERATURE REVIEW

A number of studies have been carried out on the impact of workshop and seminar and the academic performance of students. For instance; Ollor (2021) "Teachers' attendance at workshops and seminars for Rivers state secondary schools' quality instructional delivery." The research design used in the study was descriptive. The study's sample size was 5,216, respondents out of which 298 respondents were drawn as sample through disproportionate technique for sampling. The disproportionate random sampling methodology was employed because the strata of the population were dispersed in their distribution in the 42 schools. Teachers' Participation on Workshop and Seminar for Quality Instructional Delivery Questionnaire (TPWSQIDQ) was used to collect data. Mean statistics were used to examine the data collected from the respondents, and z-test statistics with a significance threshold of 0.05 were used to test the hypothesis. Findings revealed that teachers' professional and continuous development programmes formed a crucial component of human resource management as well as is instrumental to teacher's quality instructional delivery in schools. It was found that attendance in workshop and conferences are very significant and vital in enhancing quality instructional delivery by teachers' in secondary school due to their ability to develop teaching methods, knowledge and skills. This study has a connection to the current research though they differ in the method of data collection and analysis. They however differs in the population, sample size, location as well as the tool used for the collection of data.

Nakpodia (2018) conducted a study on "the roles of educational administration in the production of in-service teacher education in Benin, Nigeria. The purpose of the study was to determine the roles played by educational administrators in the production of in-service teacher education in Benin City. The target population for the study was 4,230 teachers in both primary and secondary schools in the study area. A sample of 200 teachers was drawn from some selected primary and secondary schools within the State. The study adopted a descriptive survey design, and the main instrument designed for gathering data was a questionnaire titled Teachers In-Service Training Questionnaire (TITQ), with a reliability coefficient of 0.81. Five research questions were raised for the study while three hypotheses were tested at 0.05 significant levels. Data generated from the questionnaires were analyzed using simple for study questions and hypotheses, descriptive statistics like mean, standard deviation, and t-test are used respectively.

Based on the analysis of the findings, the result shows that there hasn't been a serious arrangement put in place regarding in-service training for teachers. Conclusion was drawn that there has not been records of successful effective staff development educational programmes in Benin, Nigeria, therefore, for the successful implementation of the programme in the state, all hands must be on deck and the strategies or recommendations put forward should strictly be followed and adhered to. The reviewed study by

Nakpodia (2018) and the present study are related as studies sought to investigate in-service training of teachers for effective performance, and also used descriptive survey designs as well as, mean, standard deviations and t-test for data analysis. Thus, the present study doesn't make use of the t-test. The two studies are however different in their study area, scope, sampling techniques, purpose and even the result.

According to Sala and Ngwa (2022) in their study "The impact of teachers attending seminars on their ability to instruct in Tubah Sub Division secondary schools." The primary quantitative research design for this study was a cross sectional survey research methodology. The Adult Learning Theory by Malcolm Knowels (1913), Herzberg's Two Factor Motivational Theory (1995), and Victor Vroom's Expectancy Theory (1964) are the key theories that were utilised in this study. Data were collected using questionnaires, and the sample technique was the convenient or accidental sampling technique. The data were analyzed using percentages, and the Pearson Product Moment Correlation was employed to evaluate the hypotheses. The findings demonstrated that teachers' participation significantly affects seminars and significantly affects the effectiveness of seminars.

Although they employ different methods for data analysis, this study and the present study are related even though this study only used mean and standard deviation for data analysis in answering research questions. They however differs in the population, sample and location, the theories used and the instrument for data collection.

In another development; Paul, Silas and Macron (2015) "Programs for staff development and the work performance of lecturers at the Plateau State Polytechnic in Barkin." This study's goal was to examine how staff development initiatives affected employees' ability to perform their jobs.

Plateau State Polytechnic Barkin lecturers. All of the Schools participated in the study. The study's goals were to determine the impact of promotion on the job performance of lecturers at Plateau State Polytechnic Barkin and to investigate the impact of training on those lecturers' performance on the job. From the 6 schools, a sample of 152 respondents was randomly selected to participate in the survey. However, only 81 respondents were contacted because to time restrictions and the school holiday. For analysis, the field-collected data was arranged and presented quantitatively as frequency schedules, counts, and percentages. The qualitative reporting of interview responses was utilized to contrast and improve the responses to the structured items. It had been assumed that despite ongoing staff development initiatives, professors' performance had not been adequate, making it challenging for the institution to meet the objectives it set for itself in 2014.

The Pearson linear correlation method in SPSS was used to examine the study's findings. The results of the investigation demonstrated a strong correlation between staff development initiatives and job performance. Both promotion and the number of training sessions that lecturers attended were found to be strongly correlated with job performance. According to the research's findings and conclusions, lecturers' job performance is improved by promotion and clear promotion criteria. Training also has a favorable impact on job performance. The researcher suggests improving the staff development programs policy, which states that all staff members shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job. The researcher also suggests developing a clear promotion criteria that recognizes teaching, research, and service, academic qualifications, and experience. Future research and study ideas were put forward. Because the researchers looked at related variables, this study is pertinent to the one that we are conducting right now. Additionally, a descriptive survey research design was used in this study.

In another study by Ekpoh, Edet and Nkama (2013) "Staff development initiatives and the work performance of secondary school teachers in the Nigerian metropolis of Uyo." A single hypothesis served as the study's guiding principle. Two sets of questionnaires, the "Staff Development Programme Questionnaire" (SDPQ) and the "Teachers' Job Performance Questionnaire" (TJPQ), were used to collect the data. To evaluate teachers' work effectiveness, 450 teachers took the SDPQ, while 1800 pupils took the TJPQ. At a significance level of 0.05, the independent t-test statistic was used to examine the data. The results demonstrated that teachers who took part in staff development programs performed better in their jobs in terms of subject-matter expertise, classroom management, teaching strategies, and appraisal

of students' work than those who did not. The report suggested, among other things, that Akwa Ibom State's Ministry of Education and State Secondary Education Board regularly host teacher training programs. These programs must to deal with classroom management, topic material, the use of teaching aids, lesson planning and delivery, and student evaluation. Although the two studies are closely connected, they differ in terms of geography, population, sample size, and statistical methods for data processing.

METHODOLOGY

The research design adopted for this study was descriptive survey method. This design is considered appropriate because it provides an effective way of collecting data from a sample and making inferences on a large population based on the study findings. The population for this study is 2,679 respondents, comprising 1,665 senior secondary schools' teachers, 329 school administrators and 28 curriculum or educational planners in Sokoto State. (Sokoto State Ministry of Basic & Secondary Education, 2021). Excel sample size formula was used in selecting 208 respondents comprising 150 senior secondary school teachers in the fifteen sampled schools (10 teachers from each school), 30 school administrators from all the sampled schools (Principal & 2 Vice Principals) and all the 28 Education and Curriculum planners in the Ministry of education. This brought the total number of respondents to 208 respondents (110 males & 98 females), drawn across the 15 sampled secondary schools in Sokoto State. A multi-stage sampling technique was used in selecting the samples. A self-design instrument titled "Staff Development Programme and Performance Questionnaire" (SDPAPQ) was used for the study and the construct, content and face validity of the instruments was carried out by the expert in the Department of Guidance and Counselling, Shehu Shagari University of Education, Sokoto. In order to determine the reliability coefficient of the instruments, a trial test was conducted by the researcher using two secondary schools in Sokoto state that were not sampled for the actual study. The scores from the trial study were collated and they yielded a reliability coefficient of 0.83. This reliability coefficient was considered reliable because according to Emaikwu (2012), an instrument with a reliability coefficient of 0.5 to 1.0 is considered reliable. Agbulu and Aboiyar (2007) and Ali (2006) also assert that a relative reliability coefficient of 0.7 and above indicates that an instrument is reliable. Descriptive statistics of mean and standard deviation were used to answer the research questions.

RESULTS AND DISCUSSIONS

The results of the data analysis and interpretation are presented according to the research questions raised for this study. Data related to each research question is presented on a separate table to aid comprehension of the analysis and interpretation of the results.

Table 1: Frequency and percentage of the impact of workshop on staff performance

Impact of Workshop on Staff (Teachers') Performance	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Sokoto State Government organizes workshop for staff and teachers' development yearly	86	57	33	22	21	14	10	7
Sokoto State Government organizes workshop for teachers' development termly	12	8	32	21	57	38	49	33
Sokoto State Government organizes workshop for staff/ teachers' development quarterly	54	36	37	25	48	32	11	7
Sokoto State Government organizes workshop for teachers' development on regular basis	62	42	41	27	20	13	27	18
I have always been attending workshops regularly since my appointment with the State Government as teacher	24	16	32	21	46	31	48	32
I have attended more than five workshops since my appointment with the State Government as teacher	16	11	27	18	78	52	29	19

I have attended up to four workshops since my appointment with the State Government as Teacher	29	19	33	22	65	43	23	15
I have attended up to three workshops since my appointment with the State Government as Teacher	34	23	51	34	49	33	16	10
I have attended up to two workshops since my appointment with the State Government as a Teacher	56	37	62	41	10	7	22	15
I have attended only one workshop since my appointment with the State Government as teacher	63	42	44	29	11	7	32	21

Table 1 indicates the frequencies and percentages of the respondents. For the item 1, the frequencies are 86 for the strongly agree, 33 for agree, 21 for disagree and 10 for strongly disagree while the percentage are 57, 22, 14, and 7 for the strongly agree, agree, disagree and strongly disagree respectively. For the item 2, the frequencies are 12 for the strongly agree, 32 for agree, 57 for disagree and 49 for strongly disagree while the percentage are 8, 21, 38, and 33 for the strongly agree, agree, disagree and strongly disagree respectively. For item 3, the frequencies are 54 for the strongly agree, 37 for agree, 48 for disagree and 11 for strongly disagree while the percentage are 36, 25, 32, and 7 for the strongly agree, agree, disagree and strongly disagree respectively. The frequencies for item 4 are; 62 for the strongly agree, 41 for agree, 20 for disagree and 27 for strongly disagree while the percentage are 42, 27, 13, and 18 for the strongly agree, agree, disagree and strongly disagree respectively. For item 5, the frequencies are 24 for the strongly agree, 32 for agree, 46 for disagree and 48 for strongly disagree while the percentage are 16, 21, 31, and 32 for the strongly agree, agree, disagree and strongly disagree respectively. For item 6, the frequencies are 16 for the strongly agree, 27 for agree, 78 for disagree and 29 for strongly disagree while the percentage are 11, 18, 52, and 19 for the strongly agree, agree, disagree and strongly disagree respectively.

For item 7; the frequencies are 29 for the strongly agree, 33 for agree, 65 for disagree and 23 for strongly disagree while the percentage are 19, 22, 43, and 15 for the strongly agree, agree, disagree and strongly disagree respectively. For item 8, the frequencies are 34 for the strongly agree, 51 for agree, 49 for disagree and 16 for strongly disagree while the percentage are 23, 34, 33, and 10 for the strongly agree, agree, disagree and strongly disagree respectively. For item 9, the frequencies are 56 for the strongly agree, 62 for agree, 10 for disagree and 22 for strongly disagree while the percentage are 37, 41, 7, and 15 for the strongly agree, agree, disagree and strongly disagree respectively. For item 10, the frequencies are 63 for the strongly agree, 44 for agree, 11 for disagree and 32 for strongly disagree while the percentage are 42, 29, 7, and 21 for the strongly agree, agree, disagree and strongly disagree respectively.

Table 2: Frequency and Percentage of the seminar on staff performance

Impact of Seminar on Staff (Teachers') Performance	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Sokoto State Government organizes workshop for teachers' development yearly	42	28	31	21	65	43	12	8
Sokoto State Government organizes workshop for teachers' development termly	26	17	34	23	75	50	15	10
Sokoto State Government organizes workshop for teachers' development quarterly	32	21	48	32	27	18	43	29
Sokoto State Government organizes workshop for teachers' development on regular basis	51	34	56	37	29	19	14	9
I have always been attending workshops regularly since my appointment with the State Government as teacher	19	13	42	28	58	39	31	20
I have attended more than five workshops since my appointment with the State Government as Teacher	25	17	37	25	50	33	38	25
I have attended up to four workshops since my appointment with the State Government as Teacher	33	22	26	17	54	36	37	25
I have attended up to three workshops since my appointment with the State Government as teacher	41	27	22	15	48	32	39	26
I have attended up to two workshops since my appointment with the State Government as Teacher	56	37	35	23	13	9	46	31
I have attended only one workshop since my appointment with the State Government as teacher	66	44	42	28	17	11	25	17

The results of the data analysis Table 2 indicates the frequencies and percentages of the respondents. For the item 1, the frequencies are 42 for the strongly agree, 31 for agree, 65 for disagree and 12 for strongly disagree while the percentage are 28, 21, 43 and 8 for the strongly agree, agree, disagree and strongly disagree respectively. For the item 2, the frequencies are 26 for the strongly agree, 34for agree, 75 for disagree and 15 for strongly disagree while the percentage are 17, 23, 50, and10 for the strongly agree, agree, disagree and strongly disagree respectively. For item 3, the frequencies are 32 for the strongly agree, 48 for agree, 27 for disagree and 43 for strongly disagree while the percentage are 21, 32, 18, and 29 for the strongly agree, agree, disagree and strongly disagree respectively. For item 4; the frequencies are 51 for the strongly agree, 56 for agree, 29 for disagree and 14 for strongly disagree while the percentage are 34, 37, 19, and 9 for the strongly agree, agree, disagree and strongly disagree respectively. For item 5, the frequencies are 19 for the strongly agree, 42 for agree, 58 for disagree and 31 for strongly disagree while the percentage are 13, 28, 39, and 20for the strongly agree, agree, disagree and strongly disagree respectively. For item 6, the frequencies are 25 for the strongly agree, 37 for agree, 50 for disagree and 38 for strongly disagree while the percentage are 17, 25, 33, and 25 for the strongly agree, agree, disagree and strongly disagree respectively. The frequencies for item 7 are; 33 for the strongly agree, 26 for agree, 54 for disagree and 37 for strongly disagree while the percentage are 22, 17, 36, and 25 for the strongly agree, agree, disagree and strongly disagree respectively. For item 8, the frequencies are 33 for the strongly agree, 26 for agree, 54 for disagree and 37 for strongly disagree while the percentage are 22, 17, 36, and 25 for the strongly agree, agree, disagree and strongly disagree respectively. For item 9, the frequencies are 41 for the strongly agree, 22 for agree, 48 for disagree and 39 for strongly disagree while the percentage are 27, 15, 32, and 26 for the strongly agree, agree, disagree

and strongly disagree respectively. For item 10, the frequencies are 56 for the strongly agree, 35 for agree, 13 for disagree and 46 for strongly disagree while the percentage are 37, 23, 9, and 31 for the strongly agree, agree, disagree and strongly disagree respectively.

DISCUSSION OF FINDINGS

The purpose of this study was to determine the relationship between staff performance in Sokoto state senior secondary schools and efficient staff development programs. From the results, it was found the correlation between efficient staff development was substantial programmes and staff performance on the impact of conference in senior secondary schools in Sokoto State. These findings is in line with the study of Ollor (2021) whose results from the findings revealed that conferences are very significant and vital in enhancing quality instructional delivery by teachers' in secondary school due to their ability to develop teaching methods, knowledge and skills. It is also in line with the work of Nakpodia (2018) whose results from the findings shows that there hasn't been a serious arrangement put in place regarding in-service training for teachers. However, it is in the same line with the study of Sala and Ngwa (2022) whose results demonstrated that teachers' participation significantly affects seminars and significantly affects the effectiveness of seminars. In another related development, a study by Paul, Silas and Macron (2015) revealed that lecturers' job performance is improved by promotion and clear promotion criteria. Training also has a favorable impact on job performance. A study by Ekpoh, Edet and Nkama (2013) further indicated that teachers who took part in staff development programs performed better in their jobs in terms of subject- matter expertise, classroom management, teaching strategies, and appraisal of students' work than those who did not.

CONCLUSION

The research objective was to determine whether any effect on teachers' performance had. In light of the study's findings, results revealed that workshop had a big influence on teachers' output. Therefore, it was determined that teachers in secondary schools in Sokoto state are more likely to perform better if they attend workshops. The second objective was to determine if the seminars had any effect on the performance of the teachers. The outcomes demonstrated that the seminars significantly affected the teachers' performance. Therefore, it was suggested that the teachers under study would be more productive if they attended seminars.

RECOMMENDATIONS

The state government should make sure teachers are properly taught, updated, and developed in order to maximize their effectiveness and productivity.

i. The ministry of education should develop a clear promotion criteria that recognizes teachers' development programmes attendance (workshops and seminars).

ii. The state government should improve the teachers' development programmes policy thatall teachers shall be motivated to maximize their potential and increase their effectiveness through training and advancement upon their teaching job.

REFERENCES

Agbulu, F. & Aboiyar, J. (2007). Training and development as a tool for enhancing employee's productivity: A case study of Sokoto Cement Company Plc., Nigeria Plc. Journal of Business Management, 16(1), 17-26.

Ali, H.. (2006). Social studies: A human resources development in an era of ICT. Journal of Educational Research, 1(3), 101-111.

Ekpoh, U. I., Edet, A. O. and Nkama, V. I. (2013). Staff Development Programmes and Secondary School Teachers' Job Performance in Uyo Metropolis, Nigeria. Journal of Education and Practice. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.12, 2013 217.

Emaikwu, S.O. (2012). Fundamentals of research methods and statistics. Makurdi: Selfers Academic Press Limited.

Nakpodia, G. (2018). Impact of training and development on organizational performance. Global Journal of Management and Business Research,11(7), 82-93.

Ollor, A. N. (2021). Teachers' participation in workshop and seminar for quality instructional delivery in secondary schools in Rivers state. International Journal of Innovative Social & Science Education Research. 9(1):1-8/ www.seahipaj.org ISSN: 2360-8978.

Paul, D. G., Silas, G. and Macron, D. (2015). Staff development programs and job performance of lecturers of Plateau state Polytechnic Barkin. Journal of Contemporary Issues in Business Research. ISSN 2305-8277 (Online), 2015, Vol. 4, No. 1, 39-48.

Sala, L. N. and Ngwa, C, (2022). The Effect of Teachers' Participation in Seminars on Their Teaching Effectiveness in Secondary Schools in Tubah Sub Division. A paper presented at the World Conference on "Integrated and Life-long Education of Modernity". Retrieved on 22nd November, 2022 from Procedia of Philosophical and Pedagogical Sciences. ISSN2795-546X. https://procedia.online/index.php/philosophy