IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA

BY

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MED/EDUC/4349/2011-2012

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BEING A THESIS SUBMITED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE (M.ED) IN EDUCATIONAL ADMINISTRATION AND PLANNING

DECEMBER, 2015

DECLARATION

I hereby declare that this thesis titled "impact of staff Development Programme on the Performance of Secondary School Teachers in Bauchi State" has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. B. A. Maina and Dr. M. O. Dare. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma in any other University.

_____	_____	_____
Name of Student	Signature	Date

CERTIFICATION

This thesis titled "Impact of staff Development Programme on the Performance of Secondary School Teachers in Bauchi State" by Husaini Yusuf Jalam meets the regulations governing the award of Master Degree of Education (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my family and all students of Ahmadu Bello University, Zaria.

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In the name of Allah, the Beneficent, the most Merciful. All praises are due to Him, the Creator, the Sustainer, and thee Lord of the universe. I thank Him for sparing my life and see my dream became a reality.

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ABSTRACT

This study investigated on Impact of Staff Development Programme on the Performance of Secondary School Teachers in Bauchi State. The study raised five objectives, these are to identify whether conferences, workshops, seminars, mentoring and in-service have impacted positively or otherwise on the performance of teachers in secondary schools in Bauchi State. Research questions and hypotheses were formulated in line with the set objectives. Related literature were reviewed based on the raised objectives. Descriptive survey research method was employed and data collection was through the use of self constructed questionnaire. The population of the study was 10,631 out of which 9657 are teachers, 712 principals and 262 Ministry of Education officials. Purposive sampling technique was used to derive sample from the eleven educational zones. Thus, the sample of the study was 300 teachers, 150 principals, and 80 Ministry of Educational officials. The validity of the instrument was determined through vetting of the content by Dr. B. A. Maina and Dr. M. O. Dare who are experts in educational administration and English language. The reliability coefficient was obtained at 0.77. The data collected were presented by the use of frequency and percentages, and later analyzed through the use of Analysis of Variance (ANOVA) statistical technique. The five hypotheses tested were retained. The study revealed that there is significant impact of in-service training, conferences, workshops, seminars, mentoring etc. on the performance of teachers in secondary schools in Bauchi State. Finally, the study recommended that, the government, NGOs, and other educational stakeholders should regularize the conduct of educational conferences, workshops; seminars etc. for senior secondary school teachers in Bauchi state. This will improve teachers' skills, productivity and effectiveness in service delivery and a sustained achievement of desired educational objectives.

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ABBREVIATIONS

NCE:	Nigeria Certificate in Education
SSCE:	Senior Secondary School Certificate Examination
UNESCO:	United Nations Educational Scientific and Culture Organization
UBEC:	Universal Basic Education Commission
NPE:	National Policy on Education
FRN:	Federal Republic of Nigeria
PhD:	Doctor of Philosophy
M.Ed:	Master of Education
NTI:	National Teachers Institute
B.Ed:	Bachelor of Education
PGDE:	Post Graduate Diploma in Education

OPERATIONAL DEFINITION OF TERMS

In-service Training: This is the type of training that is conducted to teachers while they are employed to enable them be upgraded and inject adequate skills through training acquired in colleges, universities and other higher educational institutions that may lead to acquisition of added qualifications (certificates).

Conferences: This is the type of training that is usually conducted along individuals that are binded by the same professional inclination, with a view to rub minds, share ideas through conduct of researches and share the findings. It offers the technocrats the opportunity to explore talents as well as identify strength and weaknesses. This gives room for perfection among members or participants.

Workshops: This is type of teacher development programme that look like an office meeting that has mainly a specific area that needed to be discussed to enable the teacher be abreast on new techniques of teaching, lesson plans, class control, subject presentation and so on. This avails the teacher the opportunity to effectively and efficiently conduct their lesson well.

Seminar: this is another type of teacher training programme that has to do with students of higher institutions presenting papers with the guidance of a capable hands with a view to groom them towards the task of teaching and learning activities.

Mentoring: This is yet another training programme that appreciate the experience of a skilled and competent teacher through a working relationship between a less experienced teacher and very experienced one. The use of proper guidance is explored to put the new or less experienced teacher on the right course of the conduct of his responsibilities

Development: This is an upgrade of teachers with the aim of bringing about changes in their skills, attitudes, perceptions as well as their performance in inculcating the expected learning experiences to the students.

Performance: This is the effectiveness of utilization of skills that has been influenced by additional knowledge and ideas that facilitates efficiency, proficiency towards a result-oriented teaching and learning encounter.

Programmes: A programme is an activity that has been design to facilitate the acquisition of a desired learning experience, which will enable the desired outcome possible. It is an event geared towards attaining constructive results for successful educational goal achievement.

Staff: This implies the secondary school teachers that work tirelessly towards the attainment of the educational goals of the school.

Professional Development: This has to do with specific skills that are prepared for teachers with a view to enable for proper discharge of roles and

responsibilities, these includes; formal college degrees, formal coursework, workshops, conferences, mentoring etc.

Staff Development Programmes: These are the series of activities such as In-Service Training, Conferences, Workshops, Seminar, Mentoring etc that, are planned and directed towards upliftment of the status of staff or workforce towards improved utilization of skills that will bring about maximum educational attainment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The coming together of people in pursuance of common goals made an organization possible. A head that steers the organization for optimal utilization of resources towards the attainment of the goals of the organization manages the organization. The resources can be human and natural that are harnessed together to achieve the organizational objectives.

The utilization of resources such as teachers, non- academic staff and classrooms, tables and chairs and all the school plants that are necessary for the appropriate implementation of those activities that will enable the attainment of the desired educational objectives are the responsibility of the head of the school.

The resources need appraisal all the time. This is to enable proper update of the resources in line with the changing circumstances of this time as well as the tendency of being worn out by some of the resources. An upgrade is required of them to meet the challenges that may confront them.

In order to make desired and proper upgrade of resources possible, most especially the human resources, development programmes must be entrenched to avail them with the necessary skills that will enable them discharge their responsibilities efficiently. No organization can strive to the test of time without qualified staff. Many organizations suffer inadequacy of staff particularly our educational institutions. This inadequacy creates a pivotal problem to the

provisions of qualified work force that will give the educational system the type of personnel that we need for a brighter future of our educational system. It has also created a great pandemonium to the provision of essential services to totality of the citizens of our great nation. This is because, the entire workforce needed by any organization is mainly provided through the educational system.

To affirm the above assertions, Aliyu & Ibrahim (2009) indicated that, "The pupils cannot get the best and this inadequacy constitutes a draw back towards achievement of the educational objectives for quality teachers. Incompetent teachers are one of the causes of the falling standard of education which contribute to the production of half-backed teachers."

The inadequacy may be in terms of the number of teachers and the number of unqualified teachers, who find themselves in the service through godfathers rather than competence, or due to brain drain as the case may be. Aliyu & Ibrahim (2009) emphasized that "many of our schools in Nigeria are deficient in terms of quality and quantity of teaching manpower especially, special education teachers and teachers who can combine theory and practice."

In order to upgrade the teachers to meet the challenges ahead of them, several staff development programmes such as; in-service training, conferences, workshops, seminars, mentoring etc have been in place. However, have these series of programmes aimed at enhancing the development of teachers really

impacted or not on the performance of teachers in Bauchi State.? The research work is pinned on finding out answers to this question.

Staff development programmes such as in-service, workshops, mentoring, seminar and conferences may be vital. Edem (2011) states that "education should be provided as a means of enriching an individual's knowledge and developing his full personality as well as seeking to prepare people to undertake specific tasks and employment functions which are essential for the transformation of their own environment".

For a school to produce the type of people that will manage the resources of our society efficiently, the teachers must be up to date knowledgeably and skillful. Wikipedia (2008) stressed that; "Professional development refers to skills and knowledge attained for personal development and career advancement". The programmes that will enable teaching and be well equipped to allow them perform their responsibilities with vigor and commitment must be articulated as well as utilized.

Staff development programmes are of different types. Wikipedia (2008) indicates that; "It encompasses types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences, and informal learning opportunities situated in practice. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. E.g., effectiveness skills, team functioning skills" etc.

The skills and competencies acquired because of prudent staff development programmes will enable the teachers to perform optimally if not maximally. Their performance will not only enable them give efficient and proficient services but will provide the avenues for technological advancement as well as enabling the attainment of varied policies towards reaching our national most expected destination compassionately. However, Abdulhalim & Mozahar, (1995) lamented that; “for staff to develop, they needed training in all ramifications”. They viewed that training is the process of acquiring specific skills to perform a job better juices; also it helps people to become qualified and proficient in doing some jobs (Dahama, in Abdulhalim & Mohazar, 1995).

Usually, an organization facilitates the employees' learning through training so that their modified behavior contributes to the attainment of the organization's goals and objectives. Van Dersal,1962 (in Abdulhalim & Mohazar, 1995) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility.

The above has made it clear in terms of desirability of staff training, particularly teachers who are saddled with the responsibility of molding the behavior of their students for the benefit of the society. When teachers are train, they will as well train the students very adequately.

Training and education are interrelated but distinct. Flippo, (1961) in Abdulhalim & Mohazar, (1995) differentiated between education and training, locating these at the two ends of a continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities, which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision-making, and adjustment to new situations.

Training can be conducted to enable teaching staff acquire skills on the job such as seminars, workshops, in-service, mentoring, conferences etc. It makes the teacher to be drilled fully on the day-to-day discharge of his responsibilities under prompt supervision of a superior colleague. For instance, from 2010 to 2014, the Ministry of Education Bauchi State engages a total number of 385 senior secondary school teachers in in-service training in various institutions of higher learning. This is to upgrade the educational system with a view to have quality education in Bauchi State.

In a related development, the State Universal Basic Education Board organized a capacity-building workshop on Inclusive Education in order to meet the EFA & MDGs goal by the year 2015. This type of work has been in place

since 2008 or there about. The training became an annual event because not all the teachers can be catered for at once due to their number and to give room for continuous learning in schools as the training is on. Such trainings by SUBEB include that on: Lesson Preparation, Improvisation and Utilization of Educational Resources; 9 Year Basic Education Curriculum; Guide to Teaching Computer Studies; Method/Technique of Computer Studies etc.

1.2 Statement of the Problem

The obviousness of our inadequacy in all works of life cannot be over emphasized. This is mainly due to the fact that, the world is rapidly changing globally from analog to e-system which has been brought about by technological advancements that are roaring and speeding like hungry lions pursuing their prey. The degeneration of this phenomenon brought about the inability of Bauchi state to fill the quota set aside to the indigenes of the state seeking for placements into tertiary institutions in the country. A number of problems including staff inadequacy can cause this.

Based on the above, Bauchi State has been sending both the secondary school teaching staff to train in various fields within and outside the country. The training ranges from in service training, on-the-job training, mentoring, seminars, workshops, conferences, symposia etc. The training and re-training of teaching staff has grossly affected the quality and quantity of teaching and staff, hence its

degeneration on the management and policy implementation of any educational programme.

The above-mentioned types of trainings that have been in place may not necessarily have impact on the performance of teachers in Bauchi state that contributed to the low performance of students. As such, the quest for understanding how conferences, seminars, in-service training, workshops, symposia, mentoring etc impacted on the performance of secondary school teaching staff in Bauchi state towards effective teaching and learning emanates.

1.3 Objectives of the Study

For the research work to yield constructive result, the following objectives are set to:

1. determine the impact of in-service training on the performance of secondary school teachers in Bauchi state;
2. identify the impact of conferences on the performance of teachers in secondary schools in Bauchi state;
3. examine the impact of workshops on the performances of teachers in secondary schools in Bauchi State;
4. identify the impact of seminar on the performance of teachers in secondary schools in Bauchi state; and
5. assess the impact of mentoring on the performance of teachers in secondary school in Bauchi State.

1.4 Research questions

The study was designed to answer the following research questions:

1. What is the impact of in-service training on the performance of secondary school teachers in Bauchi state?
2. How does conference impacted positively or otherwise on the performance of teachers in secondary schools in Bauchi state?
3. What is the impact of workshop on the performance of secondary school teachers in Bauchi State?
4. What is the impact of seminar on the performance of secondary school teachers in Bauchi state?
5. What are the changes brought about by mentoring and orientation in relation to the performance of secondary school teachers in Bauchi state?

1.5 Research Hypotheses

The research work bases on the following hypotheses:

1. There is no significant difference between the opinions of teachers, principals, and ministry officials on the impact of in-service training and the performance of secondary school teachers in Bauchi state.
2. There is no significant difference between the opinions of teachers, principals, and ministry officials on the impact of conference on the performance of secondary school teachers in Bauchi state.

3. There is no significant difference between the opinions of teachers, principals, and ministry officials on the impact of workshops on the performance of secondary school teachers.
4. There is no significant difference between the opinion of teachers, principals, and ministry officials on the impact of seminar and the performances of secondary school teachers in Bauchi state.
5. There is no significant difference between the opinion of teachers, principals, and ministry officials on the impact of mentoring and orientation on the performance of secondary teachers in Bauchi state.

1.6 Basic Assumptions

The study will be poised on the following assumptions:

1. That there may be no any difference between teachers that undergone in-service training and those that had not
2. That conference attendance will yield fruitful results on the performance of both teachers in secondary schools in Bauchi state.
3. That workshops conducted by Bauchi state Government did not enhance the performance of secondary school teachers in Bauchi state.
4. That seminar may not necessarily have impact on the performance of secondary school teachers in Bauchi state.

5. That mentoring may not create any difference between the performance of teachers that had attended and those that did not.

1.7 Significance of the Study

There is no knowledge that is a waste; its acquisition creates an opportunity for the person to function very effectively in whatever he does. The education given to teachers to improve their lot is very vital to themselves and entire society. This study is therefore significant in making students and all those who may need such information for utilization on staff development programmes.

It will avail the policy makers on the need for enabling environment for staff development programme because of its desirability and usability. This will when properly utilized inform the policy makers on the state of the educational workforce as well as their needs in terms of educational development. Educational planners will therefore find it very useful in making proper planning for educational programmes.

It will also be an important tool for making reference on issues that borders on staff development programmes particularly of secondary school teachers and other staff alike.

1.8 Scope of the Study

The research work is limited to the impact of staff development programmes on the performance of teachers in secondary schools in Bauchi state.

The study covers some selected secondary schools in the state with deliberate consideration of both schools at the urban and rural communities. Cognizance of the three geopolitical dispositions of the state as well as the inclusion of educational administrators in the affected areas has been made.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The study identified and discussed the work of various authorities and notable individuals with a view to giving credence and focus on impact of staff Development Programme on the Performance of Secondary School Teachers in Bauchi State. Thus, the review is organized as follows:

1) Conceptual Framework;

2) Impact of In-Service Training on the Performance of Staff in Organization;
3) Impact of Conference on the Performance of Staff in Organisation;
4) Impact of Workshop on the Performance of Staff in Organisation;
5) Impact of Seminar on the Performance of Staff in Organisation;
6) Impact of Mentoring on the Performance of Staff in Organisation;
7) Empirical Study; and
8) Summary.

2.2 Conceptual Framework

The study assesses impact of staff Development Programmes on the Performance of Secondary School Teachers in Bauchi State. Therefore, the following conceptual definitions were reviewed to guide the study:

2.2.1 Meaning of Development

Development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them" (Chabra, 2004). Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop

and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change. (Marmer, 1999)

According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you using one stone to kill one bird while in development you use one stone to kill two birds, (Mamoria, 1995).

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. (Harrison, 2005). Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robinson, 1996).

In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development

typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson, 1996).

2.2.2 Meaning of Staff Development

Many writers have expressed their opinion and views on the concept of staff development. To Wideen (1987) "the use of staff development connotes any training activity that help teachers to improve teaching skills" Spark (1984:72). Also South Work (1985) argued that staff development is adult education and as such should be based on sound principles of education and aim at enriching the teachers understanding of his/her tasks activities that go beyond simply improving performance.

Staff development according to Pigors and Myer (1981), all effort, strategies and courses of action deliberately taken to help and facilitate employee to achieve technical academic and psychosocial development to enhance their contribution to the achievement of organizational goals and for mutual benefit. The two author's content that staff development programs encompass training, promotion, motivating and rewarding staff to them, the process also involves a wide range of

situational training forms, attendance at regional conference and seminar. Although the needs of the work unit must be met first.

Tiberodwa (2000) on the other hand, pointed out that staff development programs include training attendance of seminar, workshops conference and short courses within and outside the institution they also include sabbatical leave. Promotion which is expected to lead to effective performance in activities in Primary schools, staff development programs primarily aim at improving teachers competence as to ensure transfer of quantity knowledge, skill are required attitudes of trainee. Others view staff development as the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employers and workers. Pigors and Myer (1981) opined that staff development is a process of aiding employers in their present and further work through the development of appropriate habits of thoughts and action skills, know ledge and attitudes.

From the above explanation, the researcher view staff development as a short and long term additional process through which employees are taught concepts, general knowledge and skill that are relevant to their duties for this reason that the state universal Basic education Board of Kaduna State embark on sending teachers in Primary school for further training and workshops.

Teachers reported that they participated in staff development programmes to acquire more knowledge and skills. Many studies on achievement correlates and

indicated a strong relationship 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 performance. Ngala (1997) also found out that effective teacher management practices including staff development programmes related positively 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 thereforeenhances pupils' academic achievement. 98% of respondents reported that they seek staff development programmes so as to widen their knowledge of subject matter. Staff development programmes will therefore impact on teachers performance since it will enable teachers to master relevant content areas on which national examinations are based.

Acquiring more knowledge on teaching as a profession motivates teachers into taking their roles seriously. Motivation on the other hand impacts on teachers' effectiveness (Ngala, 1997; Fuller, 1982). It has been found out that for effective

learning to take place, choice of appropriate teaching methods must be made depending on the topic. Nceeri (1996), Fuller (1982), and Athenga (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 effectively.

Harwell (2003), observed that staff development helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. In addition, Tiberodwa (2000) on the other hand, pointed out that staff development programs include training attendance of seminar, workshops conference, and short courses within and outside the institution they also include sabbatical leave. Promotion, which is expected to lead to effective performance in activities in Primary schools, staff development programs primarily aim at improving teachers competence as to ensure transfer of quantity knowledge, skill are required attitudes of trainee. Others view staff development as the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employers and workers. Pigors and Myer (1981) opined that staff development is a process of aiding employers in their present and further work through the development of appropriate habits of thoughts and action skills, know ledge and attitudes.

2.2.3 Types of Staff Development Programmes

In order to ensure teachers perform their task deli gently, educational administrators and planners identified, and utilize various programmes for the training and re-training of teachers for quality service delivery. These includes among others:

i- **Pre-service Training:** This type of training is conducted at teacher's colleges. Farant (1981) indicates, "it has been available to teachers, in such institutions as teacher's colleges, advanced teacher's colleges and institutions of education". Similarly, institutions such as federal colleges of education, colleges of education technical and so on form the bases of this claim. Professional teachers are train in these types of institutions with ideas and groomed to teach.

ii- **Correspondence course**: This relates in mode to the conventional teacher training institution but uses a different medium of correspondence to train teachers. It allows those that do not have the opportunity to leave their place of or families to acquire additional knowledge, and other educational attainments.

iii- **Seminar:** This refers to as a course of intense study relating to students major. Seminar is a topic-oriented event designed to educate and inform an audience about subject of interest, Altalib (1993). In another vein, seminar either refers to a general form of academic instruction, at an academic institution or offered by a commercial or professional organization. The

idea is to familiarize students more extensively with the methodology of their chosen subject and allow them to interact with examples of the practical problems that always occur during research work. It involves assigned readings and discussion, questions can be raised, and debates can be conducted. It is informal when compared to the lecture system of academic instruction. Kate wood and Jackson (undated) said that "seminar is an occasion when a teacher or expert and a group of people meet to study and discuss something".

iv- **Workshops**: A workshop is an office or conference room meeting intended to create or generate plans, analysis, or design to support organizational efforts. The main aim of workshops is to acquire new knowledge and skills that related to the work of the participants. They identify needed change in behavior, learn new skills, and practice behavior in simulated work environment. According to Altalib (1993) "effective workshop is built around what is practiced and relevant to the need of the learners' perspective. It is specific and focused on its subject matter". Based on the above, workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills. Kate wood and Jackson (undated) added that "workshop is a meeting of people to discuss and or perform practical work in a subject or activity: a drama/poetry/training workshop.

v- **Conferences**: Another form of teacher re-training programme, which normally takes place like a seminar or workshop, is conference. Skills and experiences are acquired especially in teaching and learning activities during conference. Ezenne (1998) said that, "conferences are usually used to tackle a single or set of problems". It may involve session of various types; such as lectures, panel discussions, workshops etc. Example of such is the national conference of principals of secondary schools. According to Kate wood and Jackson (undated) "conference is an event, sometimes lasting a few days, at which there are a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally".

vi- **Mentoring:** Mentoring is the act of giving another person help and advice over a period and often teaches them how to do their job.

2.2.4 Training Process

Mainly, there are two methods of training used by educational organization, which are on-the-job training and off-the-job training:

On-the-job training: Is training given at a work place by superior within short period. It is cheaper and less time consuming. The training can be impacted by couching. The superior guides his sub-ordinates and gives him job instructions.

The superior points out the mistakes and gives suggestions for improvement. Also, Job rotation is another system of on-the-job training, the trainees move from one job to another, so that they may acquire different job experiences. This enables the employees to perform any type of job within the organization. A teacher in this regard can acquire various techniques of teaching in various subject areas. Dajur C I K and co (2010) stated that, "usually executive training is done on- the-job. An executive is supposed to learn his work while working. This type of training has so many advantages. The trainee learns the job in the actual work place. He can size up his subordinates and in turn, be appraised by them, without artificial support. He can demonstrate independently his potentials leadership questions. It is argued that the best executives will rise to their opportunities without the support of formal training.

Off-the-Job Training: Is a training method given outside the actual work place such as lecture and conferences, films, simulation exercises, vestibule training, role-play, in-basket exercise and management games. Simulation exercise is a training activity that explicitly places the trainees in an artificial environment that closely mirrors actual working conditions. The activities include; case experiences, experiential exercises, vestibule training, management games and role-play. According to Dajur and co (2010) training can be given through this method. The most commonly used off-the-job training through this methods are problem solving, conference and the case study methods.

2.3 Impact of In-service Training on the Performance of Staff in Organization

Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. It also enables them to perform effectively as well as versatile in skills utilization. Ojo (1998) stated that, It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training). . In-service refers to periodic upgrading and additional professional development received on the job, during employment. (Ingersoll. R & M. Gold, 2011)

No matter the quality of the type of training initially acquired by a teacher additional knowledge is necessary to improve and enhance his performance. Pauline (2013) said, "all teachers require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak learners.

Teachers who have received some in-service training are generally, found to teach better than those who have not, although it demands on the purpose and quality of the training. According to Tahir (2005) "the in-service training and professional development of teachers cannot and should not be glossed over nor handled with levity". In addition to the above assertion, NPE (1989) in Tahir

(2005) put in that, "no matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps… and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and or count towards future advancement.

2.3.1 Mandate of In-service Training in Bauchi State

Due to the realization that training of teachers is the main doorstep towards the development of the students, the communities, and the nation at large, both states and national bodies that are educational stakeholders have done a lot. Fafunwa(2004) states that "the National Policy on Education re-affirmed that, teacher education will continue to be given major emphasis in all educational planning, because no education system can rise above the quality of its teachers". Balkie, 2002 in Ciwar (2005) stated that; teaching profession in Nigeria has over the years acquired a character of its own.

The profession is clouded with teachers with multifarious background, training, and qualifications, standards vary from one category of teachers to the other, and there was hardly any common ground on which can be built a well-coordinated approach to confirm profession status on teaching. He went further to say, teacher is more directly related to development of the future of any nation than any member of other profession is. Thus for future development of the nation,

the teacher will need greater depth of knowledge, increased skills in teaching, broad knowledge of the contemporary civilization, right attitudes, ideas, and improved human characteristics and relationships.

Sharefu (2012) indicated that, in a bid to widen access to higher education and strengthen its programmes, the institute (NTI) became a member of the consortium of e-learning institutions, which is spearheaded by the Hamdan Bin Muhammad e-uni in Dubai United Arab Emirates, amongst other countries in the world. This is aimed at improving the quality of teachers on training at the institute. Wogu a representative of the president at World Teachers Day 2012 stated that, "Federal Government has pledge to accord priority to the training of teachers and their welfare in a bid to improve the quality of education in the country. He added, "His administration knows fully well that educational system was only as good as the quality of the teachers in service".

On the other hand, "His administration had conducted a National Teachers Development Needs Assessment to determine the skills of teachers and that it would introduce inceptive-based career structure in the profession". Moreover, Government would intensify its capacity development programmes to enhance the competence of teachers and managers in the sector to make them more effective. In a remark, Rukayyat said, "teachers were critical to the actualization of government policies geared towards quality education at all levels". Bello (2012) said according to Director NTI (Sharefu) the institute has mapped out strategies to

use mobile technologies to update the knowledge of Nigerian teachers and strengthen their competence in line with the thinking of UNESCO and NOKIA. He again added that ‘mobile technologies will be used to help teachers in and out of classrooms through provision of access to useful curricular material, strengthened the collaborations among educators, and encourage exchanges about pedagogical approaches.

Sharefu, 2012 in Abdullahi (2012) stated that under this important national assignment, the institute successfully organized nationwide training and re-training workshops for 120,000 teachers in 2009, 140,000 in 2010. We also trained 125, 000 teachers in 2011 on innovative techniques of teaching in four core subjects. This institute also conducted special training on Educational Needs, Disabilities, and Faith Based Hiv/Aids Awareness on train the trainer’s basis. He added, “We also have a special training package called Continuing Professional Development (CPD). Under this scheme, the institute successfully conducted training for teachers in 24 states of the federation in the areas of pedagogical skills, mastery of subjects matter, and general improvement of teachers’ professional academic skills.

Ciwar (2005) indicated that, “by visionary initiative of the NCCE, the Federal Executive Council has approved the proposal to the effect that NCE teachers be posted for a two year service scheme. This measure is to balance the lopsidedness in teacher-utilization and turn over patterns”. Sharefu (2012) stated

that, “our goals as contained in the institutes vision is to enhance the professional skills of serving teachers for high quality education delivery at primary and secondary education levels with a view to uplifting the standard of the education system of the country”.

Moreover, he said, “our mission is to ensure the continuous upgrading of teachers’ knowledge and skills in curriculum implementation, while instilling in them the virtues of education, loyalty, commitment, discipline and resourcefulness”. For an enviable education system in Nigeria, programmes must be directed at appraising the Nigerian teachers to meet the challenges of current globalization. Staff development programme for teachers is therefore inevitable. According to NPE in Owodunni (2009), “there is no educational system may rise to above the quality of its teachers. It therefore becomes pertinent that special attention should be given to the training of the teachers to equip them with various skills required in the teaching profession.

According to Abdulhalim & Mozahar (2005), training is the process of acquiring skills to perform a job better. Van Dersal, 1962 in Abdulhalim & Mozahar (2005) defines training as “the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility. Offor, 1991 in Ehiozuwa (2005) gives meaning of teacher education thus; teacher education refers to institutionalized educational

procedures which aim at the purposeful organized preparation of further education of teachers who are engaged directly or indirectly in educational activities as their life work". Scholars use staff development and training interchangeably. Jones, George, and Hill (2000) in Okotoni & John (2005) believe that "training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers".

To this end, training teachers aims primarily to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers will facilitate the process of the needed type of crops of youth the nation needs for sustainable development. They went further to say that "development on the other focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. Adamolekun (1983) in Okotoni& John (2005) said, "Staff development involves the training, education, and career development of staff members'.

2.4 Impact of Conference on the Performance of Staff in Organization

Staff development programmes can by far influence the performance of teachers in many spheres, most especially where technocrats share ideas on new

development. To the fact that Dare (lecture note on school plant) opined that "nothing is permanent except change". This signifies that, over time things may change as such researches must be conducted and new ideas be generated and shared. Okotoni & John (2005) believe that "training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers".

Conference of teachers, aims primarily to enable them perform their current jobs and help them acquire the knowledge and skills they need to be effective performers, which will facilitate the process grooming the needed type of crops of youth the nation needs for sustainable development. They went further to say that "development on the other focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. Ezenne (1998) said that, "conferences are usually used to tackle a single or set of problems". It may involve session of various types; such as lectures, panel discussions, workshops etc.

Conference mostly comprises of different personalities in the field of education with bountiful of ideas. Robinson (1996) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized it strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Teachers have access to a broad range of ideas through conferences which lead to enhanced

performance. Kirsten (2007), emphasized that, Generic professional development run within the school does not always assist teachers to gain new ideas and resources to better support them in their roles as teachers of physical education. Attending a conference allows teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.

2.4.1 Attributes of Conference on Teachers' Performance

There are many opportunities derivable through conference attendance by teachers. As such Kirsten (2007) stated that, Conference attendance can also support teachers to better meet the needs of their students consistently designed to meet the needs of teachers in primary, secondary and tertiary sectors. It provides those in the profession with a range of learning opportunities, including:

1. Access to, and experience of, a range of innovative games and activities for use in a physical education programme;
2. Theory/practice sessions that assist in the developing knowledge of Physical Education content, planning and delivery, relevant to curriculum and the needs of learners;
3. Ideas about ways to challenge, excite, and engage students in all areas of a Physical Education program, including non-traditional aspects;
4. Keynote presenters, and discussion forums that explore broader educational issues impacting of schools, teachers, curriculum and physical programmes;

5. The latest information relating to national policy initiatives and developments;
6. Access to the wealth of knowledge etc.

2.5 Impact of Workshops on the Performance of Staff in Organization

For many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes.

Through workshops, teachers are exposed to new skills which they may not necessarily acquire in the school. Harwell (2003) indicated that, "I will describe the characteristics of high quality-professional development and make a case for an unconventional approach to professional development that, unlike "one shot" workshops and in-service days, allows teachers to acquire and practice new skills over time".

Workshops can assist teachers acquire skills in various aspect of teaching and learning. Harwell (2003) affirmed that, for many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work,

curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes.

Although staff development programmes are beneficial to teachers, there is little opportunities. Harwell (2003) stated that the problem to date has not been a lack of professional development opportunities per se. To the contrary, professional development for teachers has been included in every major initiative designed to improve student performance. The problem is that the quality of those programs has been inconsistent, and there has been no consensus on what constitutes quality. Many professional development activities stop short of producing their intended results; they point out problems with traditional teaching but offer little help in changing what happens in the classroom and provide no opportunities for participants to practice what they learn.

In order to ascertain the claim in the above paragraph, Harwell (2003) proffers that, professional development should; (1) deepen teachers' knowledge of the subjects being taught; (2) sharpen teaching skills in the classroom; (3) keep up with developments in the individual fields, and in education generally; (4) generate and contribute new knowledge to the profession; and (5) increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching.

2.5.1 Mandate of Training through Workshops in Bauchi State

Staff development programmes for teachers has been considered of paramount importance, which necessitated the establishment of College of Education Azare and other teacher training colleges. However, due to the abolishing of Grade II certificates and upgrading of teaching qualification to NCE there is the absence of grassroots training that gives adequate training to teachers. That made it necessary for other staff development programmes.

Based on policy, the state government made several pronouncements as well as processes of upgrading teacher education. This led to the upgrading the College of Education Azare from NCE to degree awarding institution in collaboration with University of Maiduguri. Aminu (2012) said, "The ministry (ministry of education Bauchi) also recommended to the office of the head of civil service for sponsorship of 340 teaching staff to further their education in various institutions of higher learning in the country".

On the other hand Aminu (2012) said, "The ministry procured 20 global positioning systems for mapping exercise at the cost of 1.4 million naira and sponsored the training of 25 chemistry teachers at National Research and Chemical Technology Institute Zaria". Such a gesture will definitely go a long way in repositioning as well as acquainting teachers with technical knowhow to groom good teachers as well as future generations. Dabo (2012) indicated, "Capacity building for teachers gained prominence under the Yuguda administration as 435 teachers received training on inclusive education" He again

said, “As effort to improve girl child education, the board sponsored 530 female candidates for NCE training at the College of Education Azare at the cost of 15.7 million naira”.

These have indicated how the Bauchi state has made commitments to resuscitate the educational system in order to remediate the lapses of educational backwardness the state suffered. Dabo (2009) stated that, “The Yuguda administration had at the onset, a priority to tackle head-on these challenges through the registration of teachers throughout the state, the recruitment of qualified teachers, general infrastructural development, the training, and re-training of teachers in the basic education sub sector, immediate provision of teaching and learning materials and the revival of regular promotion of teaching and”.

In another vein, he said, “SUBEB is collaborating with the National Teachers Institute (NTI), through its NCE distance learning as well as NCE under the special teacher upgrading programme, to achieve the objective”. He went ahead to say that, “Having noted some lapses in the teachers attitude to work, inferior quality standards, the board engaged the services of some retired but not tired qualified teachers to serve as monitoring and evaluation officers across the state. This has drastically reduced the incidence of absenteeism and improved the quality of teaching in schools. The teams also advised the board on the training needs of teachers and other supervisory officials”.

Dabo (2010) indicated that, “A total of 524 junior secondary school teachers drawn from across the number of Local Governments in the state, will be receiving this unique training on Inclusive Education, the first of its kind since the introduction and implementation of the new 9- year basic education curriculum”. He concluded by saying that, “I would also like to assure you that many and more re-training opportunities lie ahead for you”. The falling standard of education attributed to the northeastern part of the country was due to the decay in the educational system of the region. Dabo affirm thus, “Let me state that the falling standard of education in Nigeria as a whole can be attributed partly, to the total decay in the basic foundation of our educational system”. To enable the education system regains its lost glory concerted effort deliberately must be put in place through the utilization of various types of staff development programmes such as workshop, mentoring, conferences, seminars, in-service training etc.

Dabo (2010) states that, “The Bayero University Kano therefore, is saddled with the responsibility of improving the lot of the participants at this significant workshop by equipping them with the necessary knowledge and skills needed for proper teaching/learning of phonics”. He further stated that, “One of the ways to tackle this itching problem that bedeviled the education sector is the engagement of reputable training institutions with track records like Bayero University Kano which received the mandate to train the Federal Teachers Scheme (FTS) participants in the teaching and learning of phonics and oral English”. He

concluded that, “Hence, relentless efforts are being made to support the UBE commission in addressing the shortage and inadequacy of qualified teachers in our basic education schools”.

2.6 Impact of Seminar on the Performance of Staff in Organization

Seminar is a more rigorous activity that facilitates learning through presentations about a subject that a teacher teaches or interestedin.. A seminar being a topic-oriented event is designed to educate, inform an audience about subject of interest, (Abutalib, 1993). A workshop or seminar may be for one, two or three days and may extend to two or three weeks.

In such a programme, professionals (resources person from outside especially from universities and or ministries of education), come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue, may allow time to the organizers of such programme give pre-programme test or questionnaires to participants to assess their entry knowledge or skill, and at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise. (Akinyemi, 1991)

2.6.1 The need for Teachers’ Seminar and Development

It is evident that due to the situation the education system find itself; student’s performance has drastically reduced. Moses (2005) stresses that,

"teacher education is the hub of the education enterprise and the pivot of national development". He went further to say that "where teacher education is relegated to the background, that nation's development is stunted and quarter backed professionals are produced, who cannot bring about meaningful development. Quality teacher education is thus the harbinger of national development. Dajur and co (2010) identified the following needs for training and development:

1. **Technological Advances**: the fast four decades have witnessed unparalleled developments in industrial technology. The average company today is likely to be mechanizing or automating many of its processes. Many unskilled jobs are disappearing. If employees are to remain employed, they must engage in training programmes to upgrade themselves with the new processes and production techniques. In addition, as new management techniques and technical developments appear, higher-level employees need refresher courses.

2. **Organizational Complexity**: Big organizations deal with extremely complex problems of coordination and integration of activities. Recent developments in information technology, especially the use of computers-promise to alleviate many of these problems, but require that training and re-training must be continuous at all levels in such organizations. When men are placed in unfamiliar situations, new supervisory and managerial skills are needed as they are forced to coordinate their efforts with those of

other men whose training, background and interests may be very different from their own.

3. **Organizational Tenure**: College graduates are hired not because of their present management skills but for their potentials to become capable managers. All big companies have management development programme for qualified prospects. Trainee who are successful move on to higher levels of responsibility in the organization.

Nigeria as Ukeje (1995) posits that, can make use of the tremendous power of education, through quality teacher education, to tackle her numerous problems such ethnicity, indiscipline, corruption and greed, and by so doing achieve rapid national development. The quality of education that teachers receive will in turn determine the quality and quantum of reforms that they can inculcate in a nations youths.

In Tahir (2005) words, "the revelation of the UBE Monitoring and National Assessment Report of 2003 indicated that the in-service training and professional development of teachers cannot and should not be glossed over nor handled with levity". He added that, "the rate and growth of unqualified teachers in the education sector portents great trouble for the country, if not tacked head-on. This means conscious efforts have to be taken to tackle the problem". This is why the in-service professional development programme should be of utmost importance in any education programme targeting quality. Training in education will give the

secondary school teachers the viability to explore skills and competencies and utilize it optimally and maximally to enable them mould their students effectively. Pauline (2013) indicated, “Teachers need not only sound subject knowledge but also training on how to teach, particularly at early grades”.

The training programmes will give them the versatility to address and focus their experiences depending on the needs of the students as well as that of the society, which will help in getting quality education. Staff development programme will build confidence in the teacher and be gingered towards frequent challenges that the teacher may encounter. As a result of inadequate training, including over emphasis on theory rather than practice, many newly qualified teachers are not confident that they have the skills necessary to support children with more challenging learning needs’.(Pauline, 2013)

In addition to that, Pauline (2013) said, “all teachers require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak learners. Teachers who have received some in-service training are generally, found to teach better than those who have not, although it demands on the purpose and quality of the training.

In addition to the above assertion, NPE (1989) in Tahir (2005) put in that, “no matter the efficiency of the pre-service training we give to teachers, there will

necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps… and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and or count towards future advancement. USAID/NEI (2010) reveals that, availability of teachers is necessary but not a sufficient condition for the attainment of an educational objective. Training and refresher training is a major factor in ensuring that the teachers posses and polish their skills to enable them deliver quality education.

Lesly (1998) emphasized that, "increasing professional development is being recognized as crucial not only to the individual but also to the promotion of effective and efficient organizations". Beach, (1980) and Flippo, (1984) in Ojo, (1998) enumerated benefits of seminar training and development thus:

a- It provides initial training for new employees, professional, technical, and other skills and some skilled personnel (induction training).

b- It helps in training new employees without specific skills i.e. in form of apprenticeship training) remedial training).

c- It helps in fulfilling specific work force needs. Examples cover areas where there are difficulties in recruiting sufficient personnel e.g. computer programmes tool makers, machinist etc. such shortages may lead an enterprise to establish its own training programme or sponsor training in other establishments.

d- It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training).

e- Training helps to acquire correct operation skills as such, it will solve operational problems viz: to reduce accidents e.g. training in proper use of equipments and in safety attitudes, inept supervision, poor customer service, and poor work methods.

f- It keeps supervisors and managers up to date on the techniques of management and supervision.

g- It encourages the professional development of workers and improves their benefits. Promotion training is an example of employee's new knowledge and job skills gained through training increase their marketability and earning capacity, enhance their job security, poor performance if not affected by problems such as alcoholism, poor motivation, or training. Some low performers could be victims of poor training received when recruited or supervisor's unwillingness to show the way in the inter case, transfer and training might turn poor performances good performers, and

h- Increasing organizational flexibility and stability is another advantage of training. Flexibility relates to ability to adjust to short – run variations in volume of work while stability can sustain cooperate effectiveness despite loss of some key personnel.

Through seminars and other development programmes above, the Bauchi State Government has been doing a lot in order to ensure teachers are both up to date and possesses the necessary skills to meet the challenges before them.

2.7 Impact of Mentoring on the Performance of Staff in Organization

As it is, training on the job is of paramount importance, this is mainly because many teachers learnt the art through senior colleagues without which they might faced numerous challenges. OECD (2009), stated that, the main challenges facing beginning teachers are remarkably similar across countries, such as motivating students to learn, classroom management, and assessing student work. Induction and mentoring programmes may help new teachers cope with these challenges and combat early dropout from the profession. Mentoring is a term generally used to describe a relationship between a less experienced individual called a mentee or protégé and a more experience individual known as a mentor. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Santamaria, 2003).

Thus, Mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is state that most of the literature primarily examines mentoring in relation to individual career development, with the mentor as a friend, career guide, information source, and intellectual guide. This review

promotes mentoring with peers where those in the mentoring relationship are colleagues. Both participants in peer mentoring have been known to achieve a level of mutual expertise, equality and empathy frequently absent from traditional mentoring relationships (Zachary (2002).

In trying to indicate how mentoring and induction support the teacher, Gold, 1999; Hegsted, 1999; Feiman-Nemser 2001; Ganser, 2002, in Ingersoll R. and M. Gold (2011) Hence, this perspective continues, there is a necessary role for schools in providing an environment where novices are able to learn the craft and survive and succeed as teachers. Another broader definition of mentoring is someone who helps a protégé learn something that he or she would have learned less well, more slowly, or not at all if left alone (Bell 2000). "All mentors are not supervisors or managers. But all effective supervisors and managers should be mentors. Mentoring must become that part of every leader's role that has growth as its Primary component" (Bell, 2000 p. 2).

The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance, and prevent the loss of, teachers' human capital, with the ultimate aim of improving the growth and learning of students (see Figure 1).

Figure 1 – Theory of Teacher Development Preparation

		Improved Classroom	***Improved Student***
Pre-service	***Mentoring***	***Teaching Practice***	***Learning and***

Every organization has its own tradition of inculcating into its students knowledge. Harwell (2003), stressed that, collaborative, face-to-face professional learning and work are the hallmarks of a school culture that assumes collective responsibility for student learning. Dunst (1991) has suggested that mentoring consists of two elements: provide the experiences that increase self-determination, freedom, making decision, and responsibility in the work place, and giving opportunity to the employees to show their abilities as well as learning skills that foster their functioning (Dunst, 1991). In the strategic performance mentoring model, the necessary elements for employees' mentoring in the organization includes: supervisor or colleagues modeling, mentoring of subordinates, and organizational development (Geroy, Wright, & Anderson, 1998).

Bowen & Lawler (1992) define mentoring as "sharing with frontline employee's four organizational ingredients: information about organization's performance, rewards based on the organization's performance, knowledge that enables employees 22 to understand and contributes to organizational performance, and power to make decisions that influence organizational direction and performance" (p.32). Short and Rinehart (1992) identify six dimensions to mentoring: decision making, professional growth, status, self-efficacy, autonomy, and impact.

Many people may not have the opportunity to develop a mentoring relationship in an informal way. The organization has an investment in all its members and must develop each employee to the greatest extent possible. This is why formal mentoring programs are developed and operated within organizations. Formal mentoring is not as powerful as informal mentoring in some ways, but it is a process the organization should still pursue. The benefits are too important to pass up. The organization should develop a mentoring program that is well thought out and implemented, with adequate resources.

There are benefits of mentoring for the protégé, the mentor and the organization. Mentored individuals tend to enjoy more advancement opportunities and higher wages than their non-mentored counterparts (Nemanick, 2000). For the protégé one paper noted a number of positive factors. People tend to relate more readily and positively to peer assistance than to supervisory direction. Mentoring provides a non-threatening environment for learning and growth to occur. Also, mentors and mentoring have a positive and powerful impact on professional growth, career advancement, and career mobility for the protégé. Mentoring promotes six things a person moving into a management or leadership role must learn: (a) politics of the organization, (b) norms, (c) standards, (d) values, (e) ideology, and (f) history of the organization. This leads to increased job satisfaction (Williams, 2000).

There are also benefits for the mentor. Mentors share and take pride in their protégé's accomplishments, mentoring invigorates and renews their commitment to their job and their profession, and a legacy of the mentor is left (Williams, 2000). The benefits for the organization are both tangible and intangible. The organization benefits with more employees successfully completing their probationary periods. The mentoring creates enthusiasm, camaraderie, and professionalism, and impacts positively the entire culture of the organization, promoting organizational values, norms, and standards (Williams, 2000). Perrone (2003) states that mentoring should be seen as a critical element in helping the organization achieve its strategic goals. The reasons for establishing a mentoring program must be linked to an organization's business goals. A benefit for the organization is that it gets a leadership team ready to accomplish its objectives (Benabou & Benabou, 2000). Mentoring improves employee performance, increases commitment to the organization, improves flow of organizational information, and supports leadership and management development.

2.7 Empirical Studies

The study focused on impact of Staff Development Programme in Secondary Schools in Bauchi State-Nigeria. To that effect, a study titled "staff development programmes and secondary school teachers' job performance in Uyo metropolis, Nigeria" was conducted. The study used 2,250 as a sample for the study, out of which 450 were teachers and 1,800 were students. The researcher

adopted descriptive survey research design and collected the data using two types of questionnaires; Staff Development Programmes Questionnaire (SDPQ) for teachers and Teachers Job Performance Questionnaire (TJPQ) for students. The data was analyzed using t-test statistical tools at 0.05 level of significance. The study examined an issue related to staff development programmes in Nigerian Secondary schools, And the finding showed that teachers who were exposed to staff development programmes such as seminars, workshops, educational conferences, symposiums etc. were more effective in their jobs.

Relatively, a research was conducted by Fredrick, Ngala & Stephen (2009) titled: "Teachers Perceptions of staff development as it relates to teachers' effectiveness; A study of rural primary schools in Kenya" The research used descriptive survey design with a sample of 100 secondary school teachers. The Linkert Scale questionnaire was used for the collection of data; and t-test at 0.05 level of significance was used to test hypotheses. The result has shown that; participation in staff development programmes such as seminars, workshops, educational conferences, symposiums etc. have impacted positively on teachers effectiveness.

2.8 Summary

Since education is the key to the development of the human mind, the process of wake keeping of staff and making an appraisal of methods, strategies as

well as processes coupled with the fact that some staff cannot have the opportunity to go out and seek for such appraisal elsewhere become necessary. The chapter has brought about ideas from various, administrators that have stake in education with a view to bring home what might be their views on staff development programmes. It therefore touched issues that borders on the meaning of development where Chabra (2004) stated "development is a process that strives to build the capacity to achieve and sustain new desired state that benefits the organization or community and the world around them".

The meaning of staff development was also discussed. In the light of which Tiberodwa (2000) stated that "staff development programme include training attendance on seminar, workshops, conferences, and short courses within and outside the institution, they also include sabbatical leave". In addition, training processes were also discussed. In view of Ukeje (1995), Nigeria can make use of the tremendous power of education through quality teacher education…… The quality of education that teachers receive will in turn determine the quality and quantum of reforms that they can inculcate in a nations youths. It therefore cut across both national and state government's commitments towards the development of teachers for effective teaching and learning in both the state and the nation at large.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter examined the methodology and procedures used for proper data collection and analysis. In the light of the above, the items discussed included research design, population of the study, sample and sampling procedure, instrumentation, validity and reliability of the instrument and the methods for data analysis. These variables will enable cogent information be conducted for proper determination of the result.

3.2 Research Design

A survey research design was adopted for this study. This is because the nature of the topic that has to do with the impact of the variables. It also allows views of the respondents be collected from a sample of a large population. This was done using questionnaire technique, which gave room for the researcher to

collect data from different groups in order to make inferences and generalizations on the entire population of the study.

3.3 Population of the Study

The population of the study consists of 9,657 Secondary school teachers, 712 principals and 262 Ministry of Education officials including three zonal offices in Katagum, Misau and Bauchi out of the existing eleven zones and sub zones. The teachers were selected among the respondents because they are the beneficiaries of the staff development programmes. On the other hand, the principals suitability in the research has been due to the fact that they are directly the school managers as such benefit directly or indirectly by the staff development programmes, and the ministry officials were chosen due to the fact that they perform the supervisory duties to the schools as well as serving in most cases as the trainers during workshops and serving as teacher mentors. The table 3.3.1 below shows the details:

Table 3.3.1: Population of the Study

S/N	DESCRIPTIONS	TOTAL
1	Teachers	9,657
2	Principals	712
5	Ministry of Education Officials	262
	TOTAL	**10,631**

Source: Ministry of Education Bauchi State, (2013)

3.4 Sample and Sampling Procedure

In order to ensure equal or adequate representation during the selection of respondents, purposive random sampling technique was adopted for the study. Consideration was made on the administrative distribution of the Bauchi state education system, by implication, three zones were selected and utilized which simplified the process of data collection i.e. out of the eleven education zones in the state, Bauchi, Misau and Katagum education zones adequately formed the distribution of the population. Therefore, the sample for the study consists 300 teachers, 150 principals, and 80 officials from the Ministry of Education. This made the total number of 530 stakeholders of education which was randomly selected from the above stated zones. The subjects were selected because they have acquired experiences that are directly relevant to the attainment of the objectives of the research. In addition, they have also partaken in one form of staff development or the other. The table 3.3.1 below shows the details:

Table 3.2: Framed Sample of the Study

S/N	Zones	Populations and Samples					
		Teachers		Principals		MOE Officials	
		Population	Sample	Population	Sample	Population	Sample
1	Katagun Zone	942	100	75	47	45	20
2	Bauchi Zone	1,448	130	134	73	82	40

3.	Darazo Zone	796	70	47	30	40	20
	Total	**3,186**	**300**	**256**	**150**	**167**	**80**

3.5 Instrumentation

The instrument for data collection used in this study is the questionnaire. As such therefore, the Linkert four-(4) point scale was used in collation of data. The options of Strongly Agree, Agree, Strongly Disagree and Disagree, was designed and used to gather data from the respondents. The questionnaire was divided in to the following sections: section one, introductory letter, section two, personal data of the respondents, section three, guidelines, section four, opinion statement for testing the hypotheses.

3.6 Validity of the Instrument

Dr. B.A.Maina and Dr. M.O.Dare who are Educational managers with expertise in English language determined its content validity and validated the instrument. Kerlinger, (1986) viewed that; the validation of the content of the research instruments by experts is an important and acceptable technique. The items of the instrument were drawn from the hypotheses.

3.7 Pilot Study

A pilot study was conducted to ascertain the ability of the instrument on measuring what it was intended to measure. The pilot study enabled the researcher to secure result of the study. 60 copies of the questionnaire were administered at

sky Crest Secondary School, Bauchi, G.S.S.S Darazo and G.G.S.S Hardawa during the pilot testing to determine the reliability and validity of the contents on the opinion of respondents based on the hypotheses of the research. The data was subjected to statistical analysis by the use of reliability coefficient.

3.8 Reliability of the Instruments

In order to determine the reliability of the instrument several tests were conducted and the instrument produced the same result. The reliability of the instruments was obtained at reliability coefficient 0.77 i.e. the instrument was considered reliable as it consistently measured what intended for. According to Ajayi (2000) "the instruments are reliable if they consistently measured what they are expected to measure".

3.9 Methods of Data Collection

After the sample has been drawn from the study population, the sample areas and organizations were contacted and administer the questionnaires for the necessary data for the study. As such, Bauchi State Ministry of Education, three zonal education offices; Bauchi, Misau, and Katagum, some schools in the selected LGAs i.e. F.G,G.C., Bauchi, G.G.S.S., Bauchi, Amana International School, Bauchi, G.S.S. Dass, G.S.S.S. Misau, G.S.S.S. Azare, G.S.S. Dagauda, G.D.S.S Jalam were consulted and agreed on administering questionnaires during the data collection. In the light of the above, 300 copies of questionnaires were distributed to teachers, but only 285 copies were returned. In addition, 150 copies

of questionnaires were distributed to principals but only 107 were returned, and another 80 copies of the questionnaire were distributed to the officials of the Ministry of Education where only 58 copies were returned. Consequently, 530 copies of questionnaires were distributed, but only 450 questionnaires were returned.

3.10 Methods of data Analysis

The data collected was organized, tabulated using frequency distribution tables and percentages. That is to say, the raw data was tabulated and converted to percentages through the descriptive techniques. Discussion followed and proper interpretation and analysis of the information based on the data presented. In addition, the formulated hypotheses of the study were tested using parametric statistics of Analysis of Variance (ANOVA) to analyze the data at 0.05 significant level.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

This chapter deals with the presentation of analysis and discussion of the data collected during the study. The data collected were divided into two sections. Section 'A' deals with the demographic data of the respondents such as status, gender, ownership of school, type of school and location of school. On the other hand section 'B' deals with presentation, analysis, and discussion on the 50 item statements in the questionnaire where the opinion of respondents were sought.

To enable the researcher generate information for the research work, 300 copies of questionnaire were distributed to teachers, but only 285copies were returned. In addition, 150 copies of questionnaire were distributed to principals but only 107 were returned, and another 80 copies of the questionnaire were distributed to the officials of the Ministry of Education where only 58 copies were returned. Consequently, 530 copies of questionnaire were distributed, but only 450 copies of questionnaire were returned.

The presentation and analysis of the data were based on the number of copies of questionnaire returned by the respondents. The data were presented in tables. The tables were numbered serially, category of respondents, item statements, respondents' opinions were presented in frequencies and percentages. In addition, the interpretation of hypotheses testing in tabular forms, with

explanations of acceptance or otherwise based on Analysis of Variance (ANOVA) was also contained in the chapter. To these effects, fifty item statements were used in the assessment of the respondents' opinions (Appendix A). as such, five tables were presented was done to present the findings.

4.2 Bio-Data

This section presents information on bio-data of respondents in frequency distribution tables and simple percentages; which dwelled on items such as status, gender, ownership of school, type of school, and location of school in tables as follows:

Table 4.3: Status of Respondents

Category	Frequency	Percentage
Teachers	285	24
Principals	110	63
MOE Officials	55	12
Total	**450**	**100**

Table 4.3 shows status of the respondents by category. The table shows that teachers have the highest frequency and percentage. Table 4.4 below is on gender of the respondents.

Table 4.4: Gender of Respondents

Category	Frequency	Percentage
Male	307	68
Female	138	31
Total	**450**	**100**

The above table shows gender of the respondents by category. The table shows that male have the highest frequency and percentage.

Table 4.5: Ownership of School

Category	Frequency	Percentage
Private	73	16
Public	377	84
Total	**450**	**100**

The above table shows the ownership of schools of respondents by category in frequency and percentage. The category with the highest frequency and percentage is the public. Table 4.5 below is on type of school.

Table 4.5: type of School

Category	Frequency	Percentage
Boarding	217	48
Day	212	47
Boarding/day	21	5
Total	**450**	**100**

The table above shows distribution of respondents by category in frequency and percentage, those in boarding had the highest frequency and percentage. The table below is on location of school.

Table 4.6 Location of School

Category	Frequency	Percentage
Rural	152	34
Urban	298	66
Total	**450**	**100**

The table above shows the distribution of respondents by category in frequency and percentage. It indicated that those in the urban location had the highest frequency and percentage

4.3 Answers to the Research Questions on Impact of Staff Development Programmes on the Performance of Secondary School Teachers in Bauchi State

This section (B-F) presents the analysis of data related to the objectives of the study as follows:

4.3.1 What is the Impact of in-service training on the performance of teachers in secondary schools in Bauchi State?

The research question was presented in table 4.7 through item 1- 10 of the questionnaire below.

Table 4.7: Opinions of Respondents on Impact of In-service Training on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	Category of Respondents	RESPONSES: Agree F	Agree %	Undecided F	Undecided %	Disagree F	Disagree %	Total F	Total %
1	Through In-service training, teachers in my school learn how to plan lesson well and this enables them to perform better in the class	Teacher	259	91	12	4	14	5	285	100
		Principal	104	95	4	4	2	2	110	100
		MOE Official	48	87	4	7	3	6	55	100
2	Through In-service training. Teachers in my school master their subjects and this improves their performance in class	Teacher	261	92	6	2	18	6	285	100
		Principal	103	94	2	2	5	5	110	100
		MOE Official	49	89	1	2	5	9	55	100
3	Through In-service, teachers in my school learn how to control their classes and this enhances their performances in the class	Teacher	249	87	12	4	24	8	285	100
		Principal	102	93	3	3	5	5	110	100
		MOE Official	44	80	4	7	7	13	55	100
4	Through In-service training, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Teacher	261	92	9	3	15	5	285	100
		Principal	106	96	2	2	2	2	110	100
		MOE Official	49	89	2	4	4	7	55	100
5	Through In-service training, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class	Teacher	258	91	9	3	18	6	285	100
		Principal	105	96	3	3	2	2	110	100
		MOE Official	46	85	2	4	7	13	55	100
6	Through In-service training, teachers in my school learn questioning techniques, which helps to improve their performances in the class	Teacher	235	83	30	11	20	7	285	100
		Principal	97	88	9	8	4	4	110	100
		MOE Official	43	78	5	9	7	13	55	100
7	Through In-service training, teachers in my school learn how to carry out formative evaluation of students	Teacher	232	81	30	11	23	8	285	100
		Principal	96	87	9	8	5	5	110	100
		MOE Official	39	71	9	16	7	13	55	100
8	Through In-service training, teachers in my school learn how to carry out summative evaluation of students	Teacher	217	76	33	12	35	12	285	100
		Principal	93	85	8	7	9	8	110	100
		MOE Official	40	73	9	16	6	11	55	100
9	Through In-service training, teachers knowledge increases and this helps to enhance their performances in the class	Teacher	260	91	6	2	19	7	285	100
		Principal	104	95	2	2	4	4	110	100
		MOE Official	49	89	0	0	6	11	55	100
10	Through In-service training, teachers learn how to effectively communicate and this enhances their performances in and outside the class	Teacher	261	92	9	3	15	5	285	100
		Principal	102	93	4	4	4	4	110	100
		MOE Official	52	95	0	0	3	6	55	100

Table 4.7, shows consensus in the opinions of teachers, principals, and MOE officials in response to item 1. The item attempts to find out whether through in-service training teachers in my school learns how to plan lesson well and this enables them to perform better in the class. The result showed that 95% of principals, 91% of teachers and 87% of MOE officials agreed with the statement. Item 2 attempts to find out whether through in-service training teachers in my school master their subjects and this improves their performance in the class. It was realized that 92% of teachers, 94% of principals, and 89% of MOE officials agreed with the statement. Item 3 investigates whether through in-service training, teachers in my school learn how to control their classes and this enhances their performance in the class. The responses showed that 87% of teachers 92% of principals, and 80% of MOE officials agreed with the statement.

Likewise, item 4 tries to investigate whether through in-service training, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The result showed that 92% of teachers, 96% of principals, and 89% of MOE officials agreed with the statement. This showed that many teachers benefit a lot from the regular conduct of in-service training in Bauchi state. In addition, item 5 tries to discover whether through in-service training, teachers learn how to evaluate lesson, hence improve their performance in the class. The result showed that 91% of teachers, 96% of principals, and 845 of MOE officials agreed with the statement. Item 6 attempt to

find out whether through in-service training, teachers learn questioning techniques, which improve their performance in the class. The opinions of the respondents showed that 83% of teachers, 88% of principals, and 78% of MOE officials agreed with the assertion. Item 7 attempt to investigate whether through in-service training teachers learn how to carry out formative evaluation of students, 81% of teachers, 87% of principals, and 71% of MOE officials agreed with the statement. Item 8 tries to find out whether through in-service training teachers learn how to carry out summative evaluation of students. It revealed that, 76% of teachers, 85% of principals, and 73% of MOE officials agreed with the statement. Item 9 attempt to understand whether through in-service training teachers knowledge increases and this helps to enhance their performance in the class. 91% of teachers, 95% of principals, and 89% of MOE officials are in agreement with the statement. Item 10 tries to determine whether through in-service training teachers learn how to effectively communicate and this enhances their performance in and outside the class. 92% of teachers, 93% of principals, and 95% of MOE officials agreed with the statement.

4.3.2 How does Conference Impacted Positively on the Performance of Teachers in Secondary Schools in Bauchi State?

The research question was presented in table 4.8 through items 1- 10 of the table below as follows:

Table 4.8: Opinions of Respondents on Impact of Conferences on the Performances of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	RESPONSES: Category of Respondents	Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Through Conferences, teachers in my school learn how to plan lesson well and this enables them to perform better in the class	Teacher	210	73	22	8	39	14	285	100
		Principal	82	75	9	8	13	12	110	100
		MOE Official	41	75	5	9	8	15	55	100
2	Through Conferences. Teachers in my school master their subjects and this improves their performance in class	Teacher	184	65	44	15	43	15	285	100
		Principal	73	66	16	15	115	14	110	100
		MOE Official	35	64	10	18	9	16	55	100
3	Through Conferences, teachers in my school learn how to control their classes and this enhances their performances in the class	Teacher	199	70	34	12	38	13	285	100
		Principal	75	68	15	14	14	13	110	100
		MOE Official	39	71	6	11	9	16	55	100
4	Through Conferences, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Teacher	196	69	34	12	41	14	285	100
		Principal	76	69	17	16	11	10	110	100
		MOE Official	41	75	3	6	10	18	55	100
5	Through Conferences, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class	Teacher	192	67	44	15	35	12	285	100
		Principal	72	66	18	14	13	10	110	100
		MOE Official	41	75	5	9	8	15	55	100
6	Through Conferences, teachers in my school learn questioning techniques, which helps to improve their performances in the class	Teacher	176	62	50	18	45	16	285	100
		Principal	68	62	19	17	17	16	110	100
		MOE Official	34	62	10	18	10	18	55	100
7	Through Conferences, teachers in my school learn how to carry out formative evaluation of students	Teacher	196	69	40	14	35	12	285	100
		Principal	74	67	19	17	11	10	110	100
		MOE Official	43	78	4	7	7	13	55	100
8	Through Conferences, teachers in my school learn how to carry out summative evaluation of students	Teacher	201	71	33	12	37	13	285	100
		Principal	76	69	15	14	13	12	110	100
		MOE Official	43	78	4	7	7	13	55	100
9	Through Conferences, teachers knowledge increases and this helps to enhance their performances in the class	Teacher	221	78	15	5	35	12	285	100
		Principal	87	79	7	6	10	9	110	100
		MOE Official	45	82	1	2	8	15	55	100
10	Through Conferences, teachers learn how to effectively communicate and this enhances their performances in and outside the class	Teacher	198	70	25	9	48	17	285	100
		Principal	82	75	11	10	11	10	110	100
		MOE Official	37	67	4	7	13	24	55	100

Table 4.8, shows consensus in the opinions of teachers, principals, and MOE officials in response to item 11. The item attempts to find out whether through conferences, teachers in my school learns how to plan lesson well and this enables them to perform better in the class. The result showed that 75% of principals, 74% of teachers and 75% of MOE officials agreed with the statement. Item 12 attempts to find out whether through conferences, teachers in my school master their subjects and this improves their performance in the class. It was realized that 65% of teachers, 66% of principals, and 64% of MOE officials agreed with the statement.

Item 13 investigates whether through conferences, teachers in my school learn how to control their classes and this enhances their performance in the class. The responses showed that 70% of teachers 68% of principals, and 71% of MOE officials agreed with the statement. Likewise, item 14 tries to investigate whether through conferences, teachers learn how to introduce and present lesson, and it helps in improving their capacity, hence improved performance in the class. The result showed that 69% of teachers, 69% of principals, and 75% of MOE officials agreed with the statement. This showed that many teachers benefit a lot from the regular conduct of conferences in Bauchi state. In addition, item 15 tries to discover whether through conferences, teachers learn how to evaluate lesson, hence improve their performance in the class. The result showed that 67% of teachers,66% of principals, and 75% of MOE officials agreed with the statement.

Item 16 attempt to find out whether through conferences, teachers learn questioning techniques, which improve their performance in the class. The opinions of the respondents showed that 62% of teachers, 62% of principals, and 62% of MOE officials respectively agreed with the assertion. Item 17 attempt to investigate whether through conferences teachers learn how to carry out formative evaluation of students, 69% of teachers, 867% of principals, and 78% of MOE officials agreed with the statement. Item 18 tries to find out whether through conferences teachers learn how to carry out summative evaluation of students. It revealed that, 71% of teachers, 69% of principals, and 78% of MOE officials agreed with the statement. Item 19 attempts to understand whether through conferences, teachers' knowledge increases and this helps to enhance their performance in the class. 78% of teachers, 79% of principals, and 82% of MOE officials are in agreement with the statement. Item 20 tries to determine whether through conference teachers learn how to effectively communicate and this enhances their performance in and outside the class. 70% of teachers, 75% of principals, and 67% of MOE officials agreed with the statement.

4.3.3 What is the Impact of Workshop on the Performance of Teachers in Secondary Schools in Bauchi State?

The research question was presented in table 4.9 through items 1- 10 of the table below as follows:

Table 4.9: Opinions of Respondents on Impact of Workshops on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	RESPONSES: Category of Respondents	Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Through Workshops, teachers in my school learn how to plan lesson well and this enables them to perform better in the class	Teacher	242	85	12	4	31	11	285	100
		Principal	97	88	4	4	9	8	110	100
		MOE Official	46	84	3	6	6	11	55	100
2	Through Workshops. Teachers in my school master their subjects and this improves their performance in class	Teacher	223	78	19	7	43	15	285	100
		Principal	89	81	8	7	13	12	110	100
		MOE Official	41	75	6	11	8	15	55	100
3	Through Workshops, teachers in my school learn how to control their classes and this enhances their performances in the class	Teacher	241	85	16	6	28	10	285	100
		Principal	95	86	7	6	8	7	110	100
		MOE Official	48	87	3	6	4	7	55	100
4	Through Workshops, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Teacher	239	84	24	8	22	8	285	100
		Principal	93	85	10	9	7	6	110	100
		MOE Official	47	85	5	9	3	6	55	100
5	Through Workshops, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class	Teacher	246	86	17	6	22	8	285	100
		Principal	95	86	6	6	9	8	110	100
		MOE Official	48	87	4	7	3	6	55	100
6	Through Workshops, teachers in my school learn questioning techniques, which helps to improve their performances in the class	Teacher	236	83	27	10	22	8	285	100
		Principal	95	86	12	11	3	3	110	100
		MOE Official	44	80	6	10	5	9	55	100
7	Through Workshops, teachers in my school learn how to carry out formative evaluation of students	Teacher	236	83	26	9	23	8	285	100
		Principal	93	85	11	10	6	6	110	100
		MOE Official	45	82	6	11	4	7	55	100
8	Through Workshops, teachers in my school learn how to carry out summative evaluation of students	Teacher	249	87	16	6	20	7	285	100
		Principal	96	87	7	6	7	6	110	100
		MOE Official	49	89	3	6	3	6	55	100
9	Through Workshops, teachers knowledge increases and this helps to enhance their performances in the class	Teacher	257	90	13	5	15	5	285	100
		Principal	101	92	5	5	4	4	110	100
		MOE Official	50	90	3	6	2	4	55	100
10	Through Workshops, teachers learn how to effectively communicate and this enhances their performances in and outside the class	Teacher	240	84	23	8	22	8	285	100
		Principal	95	86	10	9	5	5	110	100
		MOE Official	46	84	4	7	5	9	55	100

Table 4.9, demonstrates the opinions of teachers, principals, and MOE officials in response to item 21. The item attempts to find out whether through workshops, teachers in my school learns how to plan lesson well and this enables them to perform better in the class. The result showed that 85% of principals, 88% of teachers, and 84% of MOE officials agreed with the statement. Lesson plan is the bigot for proper delivery and successful achievement of the topic objectives. It is therefore very important to understand that some state governments, especially Bauchi made deliberate turn towards conducting workshops to secondary and primary school teachers so that they can be made abreast on the current methodologies of teaching.

Item 22 attempts to find out whether through in-service training teachers in my school master their subjects and this improves their performance in the class. It was realized, that 78% of teachers, 81% of principals, and 75% of MOE officials agreed with the statement. Item 23 investigates whether through workshops, teachers in my school learn how to control their classes and this enhances their performance in the class. The responses showed that 85% of teachers 86% of principals, and 85% of MOE officials agreed with the statement. Likewise, item 24 tries to investigate whether through workshops, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The result showed that 84% of teachers, 85% of principals, and 86% of MOE officials agreed with the statement. This showed that

many teachers benefit a lot from workshops that has even resulted in creating avenues through which teachers would be shifting or rather the workshop activities to be conducted in phases to enable everyone to benefit from the threshold teachers that attended workshops are doing towards subject presentation and mastery.

In addition, item 25 tries to discover whether through workshops, teachers learn how to evaluate lesson, hence improve their performance in the class. The result showed that 86% of teachers, 86% of principals, and 87% of MOE officials agreed with the statement. Item 26 attempt to find out whether through workshops, teachers learn questioning techniques, which improve their performance in the class. The opinions of the respondents showed that 83% of teachers, 86% of principals, and 80% of MOE officials agreed with the assertion. Item 27 attempt to investigate whether through workshops, teachers learn how to carry out formative evaluation of students, 83% of teachers, 85% of principals, and 82% of MOE officials agreed with the statement.

Item 28 tries to find out whether through workshops teachers learn how to carry out summative evaluation of students. It revealed that, 87% of teachers, 87% of principals, and 89% of MOE officials agreed with the statement. Item 29 attempts to understand whether through workshops teachers knowledge increases and this helps to enhance their performance in the class. 90% of teachers, 92% of principals, and 91% of MOE officials are in agreement with the statement. Item 30

tries to determine whether through workshops, teachers learn how to effectively communicate and this enhances their performance in and outside the class. 84% of teachers, 86% of principals, and 84% of MOE officials agreed with the statement. Definitely, teachers that attended workshops were opportune to be exposed to situation that will enhance their effectiveness in communication. This is mainly because, there are many presentations during workshop sessions that blend them and made them re-discover themselves. Such experiences acquired during workshops were then translated and utilized during lesson presentations.

4.3.4 What is the Impact of Seminar on the Performance of Teachers in Secondary Schools in Bauchi State?

The research question was presented in table 4. 10 through items 1- 10 of the table below as follows:

Table 4.10: Opinions of Respondents on Impact of Seminar on the performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	RESPONSES Category of Respondents	Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Through Seminars, teachers in my school learn how to plan lesson well and this enables them to perform better in the class	Teacher	210	74	27	10	45	16	285	100
		Principal	84	76	12	11	12	11	110	100
		MOE Official	40	73	5	9	10	18	55	100
2	Through Seminars. Teachers in my school master their subjects and this improves their performance in class	Teacher	223	78	22	8	37	13	285	100
		Principal	93	85	10	9	7	6	110	100
		MOE Official	40	73	4	7	11	20	55	100
3	Through Seminars, teachers in my school learn how to control their classes and this enhances their performances in the class	Teacher	209	73	33	12	40	14	285	100
		Principal	92	84	7	6	11	10	110	100
		MOE Official	39	71	7	13	9	16	55	100
4	Through Seminars, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Teacher	213	75	29	10	40	14	285	100
		Principal	91	83	7	6	12	11	110	100
		MOE Official	40	73	6	11	9	16	55	100
5	Through Seminars, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class	Teacher	215	75	32	11	35	12	285	100
		Principal	92	84	5	5	13	12	110	100
		MOE Official	41	75	6	11	8	15	55	100
6	Through Seminars, teachers in my school learn questioning techniques, which helps to improve their performances in the class	Teacher	228	80	19	7	35	12	285	100
		Principal	90	82	5	5	15	14	110	100
		MOE Official	44	81	4	7	7	13	55	100
7	Through Seminars, teachers in my school learn how to carry out formative evaluation of students	Teacher	205	72	30	11	47	17	285	100
		Principal	92	84	10	9	6	6	110	100
		MOE Official	39	71	6	11	10	18	55	100
8	Through Seminars, teachers in my school learn how to carry out summative evaluation of students	Teacher	217	76	27	10	38	13	285	100
		Principal	86	78	13	12	9	8	110	100
		MOE Official	42	76	4	7	9	16	55	100
9	Through Seminars, teachers knowledge increases and this helps to enhance their performances in the class	Teacher	235	83	24	8	23	8	285	100
		Principal	88	80	12	11	8	7	110	100
		MOE Official	46	84	4	7	5	9	55	100
10	Through Seminars, teachers learn how to effectively communicate and this enhances their performances in and outside the class	Teacher	215	75	20	7	47	17	285	100
		Principal	88	80	14	13	6	6	110	100
		MOE Official	40	73	4	7	11	20	55	100

Table 4.10, shows the opinions of teachers, principals, and MOE officials in response to item 31. The item attempts to find out whether through seminars, teachers in my school learns how to plan lesson well and this enables them to perform better in the class. The result showed that 76% of principals, 74% of teachers, and 73% of MOE officials agreed with the statement. Item 32 attempts to find out whether through seminars, teachers in my school master their subjects and this improves their performance in the class. It was realized that 78% of teachers, 84% of principals, and 73% of MOE officials agreed with the statement. Item 33 investigates whether through seminars, teachers in my school learn how to control their classes and this enhances their performance in the class. The responses showed that 73% of teachers 78% of principals, and 71% of MOE officials agreed with the statement.

Likewise, item 34 tries to investigate whether through seminars, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The result showed that 75% of teachers, 80% of principals, and 73% of MOE officials agreed with the statement. In addition, item 35 tries to discover whether through seminars, teachers learn how to evaluate lesson, hence improve their performance in the class. The result showed that 75% of teachers, 80% of principals, and 75% of MOE officials agreed with the statement. Item 36 attempt to find out whether through seminars, teachers learn questioning techniques, which improve their performance in the class. The

opinions of the respondents showed that 83% of teachers, 86% of principals, and 78% of MOE officials agreed with the assertion.

Item 37 attempt to investigate whether through seminars, teachers learn how to carry out formative evaluation of students, 72% of teachers, 79% of principals, and 71% of MOE officials agreed with the statement. Item 38 tries to find out whether through seminars, teachers learn how to carry out summative evaluation of students. It revealed that, 76% of teachers, 82% of principals, and 76% of MOE officials agreed with the statement. Item 39 attempts to understand whether through seminars, teachers' knowledge increases and this helps to enhance their performance in the class. 83% of teachers, 83% of principals, and 84% of MOE officials are in agreement with the statement. Item 40 tries to determine whether through seminars, teachers learn how to effectively communicate and this enhances their performance in and outside the class. 75% of teachers, 80% of principals, and 73% of MOE officials agreed with the statement.

4.3.5. What are the Changes brought about by Mentoring and Orientation in Relation to the Performance of Secondary School Teachers in Bauchi State?

The research question was presented in table 4.11 through items 1-10 of the table below as follows:

Table 4.11: Opinions of Respondents on Impact of Mentoring on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	RESPONSES: Category of Respondents	Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Through Mentoring, teachers in my school learn how to plan lesson well and this enables them to perform better in the class	Teacher	237	83	22	8	26	9	285	100
		Principal	94	86	8	7	6	6	110	100
		MOE Official	44	80	6	11	5	9	55	100
2	Through Mentoring. Teachers in my school master their subjects and this improves their performance in class	Teacher	235	83	13	5	37	13	285	100
		Principal	87	79	13	12	8	7	110	100
		MOE Official	47	86	1	2	7	13	55	100
3	Through Mentoring, teachers in my school learn how to control their classes and this enhances their performances in the class	Teacher	224	79	24	8	37	13	285	100
		Principal	90	82	12	11	6	6	110	100
		MOE Official	44	80	6	11	5	9	55	100
4	Through Mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Teacher	238	84	14	5	33	12	285	100
		Principal	91	83	12	11	5	5	110	100
		MOE Official	48	87	2	4	5	9	55	100
5	Through Mentoring, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class	Teacher	230	81	13	5	42	15	285	100
		Principal	88	80	11	10	9	8	110	100
		MOE Official	43	78	4	7	8	15	55	100
6	Through Mentoring, teachers in my school learn questioning techniques, which helps to improve their performances in the class	Teacher	211	74	26	9	48	17	285	100
		Principal	85	77	8	7	17	16	110	100
		MOE Official	39	71	7	13	9	16	55	100
7	Through Mentoring, teachers in my school learn how to carry out formative evaluation of students	Teacher	212	74	25	9	48	17	285	100
		Principal	84	76	8	7	18	16	110	100
		MOE Official	41	75	7	13	7	13	55	100
8	Through Mentoring, teachers in my school learn how to carry out summative evaluation of students	Teacher	220	77	14	5	51	18	285	100
		Principal	88	80	4	4	18	16	110	100
		MOE Official	46	84	2	4	7	13	55	100
9	Through Mentoring, teachers knowledge increases and this helps to enhance their performances in the class	Teacher	223	78	16	6	46	16	285	100
		Principal	89	81	6	6	15	14	110	100
		MOE Official	44	80	2	4	9	16	55	100
10	Through Mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside the class	Teacher	215	75	15	5	55	19	285	100
		Principal	91	83	17	16			110	100
		MOE Official	39	70	5	9	11	20	55	100

Table 4.11, shows the candid opinions of teachers, principals, and MOE officials in response to item 41. The item attempts to find out whether through mentoring, teachers in my school learns how to plan lesson well and this enables them to perform better in the class. The result shows that 83% of principals, 85% of teachers, and 80% of MOE officials agreed with the statement. This brings to mind the need for superior colleagues to always ensure they give the necessary guidance to their junior colleagues. This is because of its desirability. Most teachers learn a lesson plans through guidance they got from their colleagues which made them perfect better.

Item 42 attempts to find out whether through mentoring teachers in my school master their subjects and this improves their performance in the class. It was realized that 83% of teachers, 84% of principals, and 86% of MOE officials agreed with the statement. It is obvious that most teachers master their subjects through prompt supervision and guidance of an older or some old hands. The ideas they initially learnt from the college became much more molded and strengthened through mentoring. Mentoring being a close relationship of guidance, unveils to the junior colleagues the opportunity to address areas of difficulties and weaknesses. Ideas were mostly garnered to mold the teacher to effectively and qualitatively guide his students. In addition, the superior ensure that proper guidance is given which made his colleague to master the subject and overcome his deficiencies, hence his performance in the class increases all the time.

Item 43 investigates whether through mentoring, teachers in my school learn how to control their classes and this enhances their performance in the class. The responses show that 77% of teachers 83% of principals, and 80% of MOE officials agreed with the statement. . The opportunity that the teacher got from the senior colleague creates ability for mastery; mastery in turn injects confidence in the teacher thereby providing the avenue for effective class control by the teacher. Likewise, item 44 tries to investigate whether through mentoring, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The result show that 84% of teachers, 84% of principals, and 87% of MOE officials agreed with the statement. Item 45 tries to discover whether through mentoring, teachers learn how to evaluate lesson, hence improve their performance in the class. The result show that 81% of teachers, 82% of principals, and 78% of MOE officials agreed with the statement. Item 46 attempt to find out whether through mentoring, teachers learn questioning techniques, which improve their performance in the class. The opinions of the respondents show that 74% of teachers, 77% of principals, and 71% of MOE officials agreed with the assertion.

Item 47 attempts to investigate whether through mentoring, teachers learn how to carry out formative evaluation of students, 74% of teachers, 76% of principals, and 75% of MOE officials agreed with the statement. Item 48 tries to

find out whether through mentoring teachers learn how to carry out summative evaluation of students. It revealed that, 77% of teachers, 80% of principals, and 84% of MOE officials agreed with the statement. Item 49 attempts to understand whether through mentoring, teachers' knowledge increases and this helps to enhance their performance in the class. 78% of teachers, 81% of principals, and 80% of MOE officials are in agreement with the statement. Item 50 tries to determine whether through mentoring, teachers learn how to effectively communicate and this enhances their performance in and outside the class. 75% of teachers, 83% of principals, and 71% of MOE officials agreed with the statement. Mentoring has contributed immensely in various spheres in building the capacity of teachers in secondary schools to deliver quality-teaching service to their students.

4.4 Hypotheses Testing

This section deals with the presentation of the summary of hypotheses in consonance with objectives raised and null hypotheses of the study. The data was analyzed using the analysis of variance (ANOVA) at 0.05 significant levels. To that effect, five hypotheses were formulated and tested. Depending on the outcome, the hypothesis is retained when the probability value is more than the stated significant level; and is rejected when the probability value is lower than level of significance. The five hypotheses are based on the data collected from question items on the impact of staff development programmes on the

performance of teachers in secondary schools in Bauchi State. These included; on impact of in-service training on the performance of teachers in secondary schools in Bauchi State, impact of conferences on the performance of teachers in secondary schools in Bauchi State, impact of workshops on the performance of teachers in secondary schools in Bauchi State, impact of seminars on the performance of teachers in secondary schools in Bauchi State, and impact of mentoring on the performance of teachers in secondary schools in Bauchi State.

Hypotheses 1

There is no significant difference between the opinions of teachers, principals, and MOE officials on the impact of in-service training on the performance of teachers in secondary schools in Bauchi State. As such, data were collected through item 1-10 of the questionnaire and used to analyzed agreements in the opinions relating to hypotheses 1. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and recorded the difference or otherwise of the responses. The outcomes are presented in table 4.12

Table 4.12 Analysis of Variance Showing no Significant Difference in the Opinion of Teachers, Principals, and MOE Officials on the Impact In-service Training on the Performance of Teachers in Secondary Schools in Bauchi State

Variables	Sum of square	Df	Mean square	F	Prob.	F critical

Between groups	108.540	2	54.270			
				1.623	.199	6.39
Within groups	14948.840	447				
Total	**15057.380**	**449**	**33.443**			

From table 4.12 above, f-ratio value (1.623) at 2 df 447 and at the level 0,05. The critical value (6.39) is greater than f-ratio values (1.623). This means that there is no significant difference in the opinion of teachers, principals, and ministry of Education officials on the impact of in-service training on the performance of teachers in secondary schools in Bauchi State. Therefore, the null hypothesis is retained.

Hypothesis 2

There is no significant difference in the opinion of teachers, principals, and MOE officials on the impact of conferences on the performance of teachers in secondary schools in Bauchi State. . As such, data were collected through item 11-20 of the questionnaire and used to analyzed agreements in the opinions relating to hypotheses II. Based on that, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 4.13

Table 4.13 Analysis of Variance Showing no Significant Difference in the Opinion of Teachers, Principals, and MOE Officials on the Impact of Conferences on the Performance of Teachers in Secondary Schools in Bauchi State

Variables	Sum of square	Df	Mean square	F	Prob.	F critical
Between groups	59.847	2	29.923	.254	.779	6.39
Within groups	52705.033	447				
Total	**52764.880**	**449**	**117.908**			

From table 4.13 above, f-ratio value (.254) at 2 df 447 and at the level 0,05. The critical value (6.39) is greater than f-ratio values (.254). This means that there is no significant difference in the opinion of teachers, principals, and ministry of Education officials on the impact of conferences on the performance of teachers in secondary schools in Bauchi State. Therefore, the null hypothesis is retained.

Hypothesis 3

There is no significant difference in the opinion of teachers, principals, and MOE officials on the impact of workshops on the performance of teachers in secondary schools in Bauchi State. . As such, data were collected through item 21-30 of the questionnaire and used to analyzed agreements in the opinions relating to hypotheses III. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 4.14

Table 4.14 Analysis of Variance Showing no Significant Difference in the Opinion of Teachers, Principals, and MOE Officials on the Impact of Workshops on the Performance of Teachers in Secondary Schools in Bauchi State

Variables	Sum of square	Df	Mean square	F	Prob.	F critical
Between groups	50.35	2	25.175	.627	.535	6.39
Within groups	7960.780	447				
Total	**18011.131**	**4499**	**40.181**			

From table 4.14 above, f-ratio value (.627) at 2 df 447 and at the level 0,05. The critical value (6.39) is greater than f-ratio values (.627). This means that there is no significant difference in the opinion of teachers, principals, and ministry of Education officials on the impact of workshops on the performance of teachers in secondary schools in Bauchi State. Therefore, the null hypothesis is retained.

Hypothesis 4

There is no significant difference in the opinion of teachers, principals, and MOE officials on the impact of seminars on the performance of teachers in secondary schools in Bauchi State. . As such, data were collected through item 31-40 of the questionnaire and used to analyzed agreements in the opinions relating to hypotheses IV. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 4.15

Table 4.15 Analysis of Variance Showing no Significant Difference in the Opinion of Teachers, Principals, and MOE Officials on the Impact of Seminars on the Performance of Teachers in Secondary Schools in Bauchi State

Variables	Sum of square	Df	Mean square	F	Prob.	F critical

Between groups	146.495	2	73.247	.998	.369	6.39
Within groups	32792.670	447				
Total	**328939.164**	**449**	**73.3626**			

From table 4.15 above, f-ratio value (.998) at 2 df 447 and at the level 0,05. The critical value (6.39) is greater than f-ratio values (.998). This means that there is no significant difference in the opinion of teachers, principals, and ministry of Education officials on the impact of seminar on the performance of teachers in secondary schools in Bauchi State. Therefore, the null hypothesis is retained.

Hypothesis 5

There is no significant difference in the opinion of teachers, principals, and MOE officials on the impact of mentoring on the performance of teachers in secondary schools in Bauchi State. . Data were collected through item 41-50 of the questionnaire and used to analyzed agreements in the opinions relating to hypotheses 1. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 4.16

Table 4.16 Analysis of Variance Showing no Significant Difference in the Opinion of Teachers, Principals, and MOE Officials on the Impact of Mentoring on the Performance of Teachers in Secondary Schools in Bauchi State

Variables	**Sum of square**	**Df**	**Mean square**	**F**	**Prob.**	**F critical**
Between groups	30.259	2	15.47			

				.220	.803	6.39
Within groups	30802.721	447				
Total	**30832.980**	**449**	**68.910**			

From table 4.16 above, f-ratio value (.220) at 2 df 447 and at the level 0,05. The critical value (6.39) is greater than f-ratio values (.220). This means that there is no significant difference in the opinion of teachers, principals, and ministry of Education officials on the impact of mentoring on the performance of teachers in secondary schools in Bauchi State. Therefore, the null hypothesis is retained.

Table 4.20: Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Test	Results	Level of Significance	Conclusion
1.	There is no significant difference between the opinion of teachers, principals, and MOE officials on impact of in-service training on the performance of teachers in secondary schools in Bauchi State.	ANOVA	Prob. value is 1.623	0.05	The hypothesis was retained meaning that; there is a no significant difference in the opinions of respondents.
2.	There is no significant difference between the opinion of teachers, principals, and MOE officials on impact of conferences on the performance of teachers in secondary schools in Bauchi state.	ANOVA	Prob. value is .254	0.05	The hypothesis was retained meaning that; there is no significant difference in the opinions of respondents.
3.	There is no significant difference between the opinion of teachers, principals, and MOE officials on the impact of workshops on the performance of teachers in secondary schools in Bauchi state.	ANOVA	Prob. value is .627	0.05	The hypothesis was retained meaning that; there is no significant difference in the opinions of respondents.

4.	There is no significant difference between the opinion of teachers, principals, and MOE officials on the impact of seminars on the performance of teachers in secondary schools in Bauchi state	ANOVA	Prob. 0.05 value is .998	The hypothesis was retained meaning that; there is a no significant difference in the opinions of respondents.
5.	There is no significant difference between the opinion of teachers, principals, and MOE officials on the impact of mentoring on the performance of teachers in secondary schools in Bauchi state	ANOVA	Prob. 0.05 value is .220	The hypothesis was retained meaning that; there is no significant difference in the opinions of respondents.

From table 4.23, it was discovered hypothesis 1, 2, 3, 4, 5 were retained. It means that:

1. Hypothesis I was retained to mean that; there is no significant difference between the opinion of teachers, principals, and MOE officials on impact of in-service training on the performance of teachers in secondary schools in Bauchi state.
2. Hypothesis 2 was retained to mean that; there is no significant difference between the opinion of teachers, principals, and MOE officials on impact of conferences on the performance of teachers in secondary schools in Bauchi state
3. Hypothesis 3 was retained to mean that; there is no significant difference between the opinion of teachers, principals, and MOE officials on impact of workshops on the performance of teachers in secondary schools in Bauchi state

4. Hypothesis 4 was retained to mean that; there is no significant difference between the opinion of teachers, principals, and MOE officials on impact of seminar on the performance of teachers in secondary schools in Bauchi state
5. Hypothesis 5 was retained to mean that; there is no significant difference between the opinion of teachers, principals, and MOE officials on impact of mentoring on the performance of teachers in secondary schools in Bauchi state.

4.5 Summary of Major Findings

The study arrived at the following findings:

1. There was great impact of in-service training on the performance of teachers in secondary schools in Bauchi state.
2. Regular conduct of conferences has impacted positively on the performance of teachers in secondary schools in Bauchi state.
3. There was adequate impact of workshop on the performance of teachers in secondary schools in Bauchi state.
4. Regular seminars had impact on the performance of teachers in secondary schools in Bauchi state.
5. There was great impact of mentoring on the performance of teachers in secondary schools in Bauchi state.

4.6 Discussion of the Findings

Opinions of respondents were gathered for the study, their response revealed their popular view of the fact that, in-service training had great impact on their performance in Bauchi state. The inevitability of the need for quality teachers cannot be overemphasized. In the light of the above, teachers whether on their own or instructed to do so, were mobilized to enroll into an educational institution and add to their already acquired pre-service training. This to the fact that the pre-service training alone cannot cater for the quality service needed from them. As rightly stated by NPE, in Owodunmi (2009), "There is no educational system that may rise above the quality of its teachers. In addition, training and re-training are those activities, which were designed to improve the overall competence of the employee in specific direction, and beyond the job he now holds, Nadlen in NPE (2004).

To that effect, concerted effort is highly needed by education managers to inform their teachers on the viability of proceeding to acquire knowledge through in-service training for their capacity building. On the other hand, the attention of policy makers should be drawn to enhance the provision of enabling environment as well as strong political will that will be geared towards motivating teachers to engage in in-service training for quality development of teachers in Bauchi state.

The need for quality teaching and learning is necessary in Bauchi, based on the fact that the number of completers of secondary school education that were lacking the requirements for admission to higher institutions is enormous.

Although, in-service has been identified as a means to an end but the attitude of some teachers to further studies has a negative signal attaining quality education through it. The teacher can utilize the opportunity given to improve his ability to plan a good lesson, increase his knowledge, understand how to properly control his class, make the right evaluation as well as effectively communicate. Akinyemi, (1991) emphasized that " a well designed in-service education could help to revitalize the practicing teacher or teacher education (or supervisor) hence the need for continuing education of the practicing teacher"

Responses have been generated on the opinions of respondents on conferences. It also indicated that, it had positive implications on the performance of teachers in Bauchi state. The conference enables the teacher to rub minds with his counterparts, through discussing pressing, burning, and topical issues. This would go along way molding the teacher to enable him perfect in his subject area and even have additional knowledge current methods of learning. Ezinne (1998) stressed that, "conferences are usually used to tackle a single or set of problems. Currently, the All Nigerian Confederation of Principals of Secondary Schools (ANCOPSS) has continually been organizing conference yearly to keep members abreast on current issues as well as discuss vital activities that borders on education in Nigeria. Robinson (1996) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized it

strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities.

Respondents' opinions showed that there is no significant difference between the opinion of their opinions on impact of workshops on the performance of teachers in secondary schools in Bauchi state. This portrayed the fact that, workshops exhibits practical activities that updated the teachers' knowledge to enable him discharge his responsibilities with diligence and commitment. Altalib (1993) supported that, "effective workshop is built around what is practiced and relevant to the need of the learners' perspective. It is specific and focused on its subject matter"

Through workshops teacher were facilitated through seasoned educationist that came to the center with ideas that were shared for discussion. After many deliberations, participants were made to appreciate the ideas brought. The process made a tremendous impact on how teachers later perform in the class. The deliberations may be on how to effectively plan lesson, which is key to the success of subject delivery. It may also be on how to present lesson or class control as the case may be, all geared towards effective teaching and learning. Workshop processes involves series of activities, which provides the impetus for the teacher to utilize the practical aspects for making effective communication in and outside the class. A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resources

person from outside especially from universities and or ministries of education), come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue, may allow time to the organizers of such programme give pre-programme test or questionnaires to participants to assess their entry knowledge or skill, and at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise. (Akinyemi, 1991)

The respondents have also unanimously agreed that seminars have impacted positively on the performance of teachers in secondary schools in Bauchi state. A seminar being a topic-oriented event designed to educate inform an audience about subject of interest, (Abutalib, 1993). Seminar involves assigned readings and discussion, questions can be raised, and debates can be conducted. It is informal when compared to the lecture system of academic instruction. Although, the respondents on the assertion have unanimously agreed, much of workshop usually is utilized rather than seminar, despite the fact that most people do not easily recognize the difference between the two. However, one cannot disagree with the fact that teachers that were opportune to attend such activity gained very much. As such, they are groomed in making effective communication through discussions with colleagues under diligent scrutiny. This gives the teacher the opportunity to determine loopholes which inter-alia converts such experiences for effective teaching and learning.

Lastly, the respondents agreed overwhelmingly on the impact of mentoring on teachers in secondary schools in Bauchi state. This goes with the adage; 'experience is the best teacher'. Teachers that work for many years became conversant with proper art of teaching in all ramifications. That made it simpler for them to direct and guide their junior colleagues on areas of difficulty. Mentoring has been a very fruitful guidance relationship between the junior and senior colleagues. The guidance given injects into the teacher confidence in handling and discharging his responsibilities. It also avails the teacher the ability to efficiently and effectively teach his lessons. Most teachers learn lesson plans through guidance they got from their colleagues which made them perfect better. It is obvious that most teachers master their subjects through prompt supervision and guidance of an older or some old hands. The ideas they initially learnt from the college became much more molded and strengthened through mentoring.

The place of mentorship in education is therefore inevitable. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Santamaria, 2003). There is much refining of the definition in the recent literature on mentoring According to Zachary (2002), mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is state that most of the literature primarily examines mentoring in relation to individual career development, with the mentor

as a friend, career guide, information source, and intellectual guide. This review promotes mentoring with peers where those in the mentoring relationship are colleagues.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The study embarked on the Impact of Staff Development Programmes on the Performance of Secondary School Teachers in Bauchi State, Nigeria. In view of this, the study stressed background to the study, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions, significance of the study and scope of the study. Several related literatures were reviewed in line with formulated objectives of the study. The literatures were sourced from books, journals, magazines internets, etc. The review presented the conceptual framework which consists the meaning of evaluation, staff development, training of staff, types of training, etc.

The study further reviewed the literature concerning the issues in objectives of the study, which tried to find out whether conferences has impacted positively or otherwise on the performance of teachers in Secondary Schools in Bauchi State, the differences between the performances of Secondary School teachers that attended workshops and those that did not, the impact of seminar on the performance of teachers, the changes brought about by mentoring and orientation programmes in relation to the performance of Secondary School teachers, how in-service training has impacted positively or otherwise on the performance of Secondary School teachers in Bauchi State.

In respect of research methodology, the study stressed research design, population of the study, sample and sampling techniques, instrumentation, validity of the adopted instrument, pilot study, reliability of the instrument, method of data collection and analysis of the collected data from the respondents. The study also presented, analyzed and discussed the data collected from the respondents based on the topic under study using frequency tables and simple percentages in order to measure the significant difference or relationship among the variables of the study.

Thus, Analysis of Variance statistical technique was used in testing the hypotheses of the study; where by all of them were retained. Structured questionnaire was administered on three groups of respondents i.e. the teachers' principals and MOE officials from the sampled area of the study. The collected data was statistically analyzed and the findings showed that; There was great impact of in-service training on the performance of teachers in secondary schools in Bauchi state; also, regular conduct of conferences has impacted positively on the performance of teachers, there was adequate impact of workshop on the performance of teachers; regular seminars had impact on the performance of teachers and there was great impact of mentoring on the performance of teachers in secondary schools in Bauchi state

5.2 Conclusions

The research embarked on the Impact of Staff Development Programmes on the Performance of Secondary School Teachers in Bauchi State-Nigeria. Five

questions were asked to guide the study; each question was digested into ten item statements to ease understanding of the questions by the respondents. The respondents unanimously agreed with most of the statements and disagreed with others. In view of respondents' opinions, the study concluded that:

1. Through regular in-service training, teachers were productive and competent; this improved their performance in the class in secondary schools in Bauchi state.
2. Due to the regular conduct of conferences, teachers' capacity has been increased which enable them to perform better in secondary schools in Bauchi state.
3. Through the conducts of workshops, teachers are academically sound which improved their performance in secondary schools in Bauchi state.
4. Regular conduct of seminars for education stakeholders signified the improvement of teachers' performance in secondary schools in Bauchi state.
5. Likewise, the study concluded that there was great impact of mentoring on the performance of teachers in secondary schools in Bauchi state.

5.3 Recommendations

1. In line with the research findings and conclusions; the following recommendations were made: The need for broader and wider acquisition of knowledge by the teachers is necessary. Therefore, the study

recommended that, government should mobilize adequate funds for regular in-service training of secondary schools teachers in Bauchi state.

2. It was stated that no education can rise above the quality of its teacher; in line with the above, the study recommended that, the government, NGOs and other educational stake holders should regularize the conducts of educational conferences secondary school teachers in Bauchi state. This will improve teachers' skills, productivity and effectiveness in service delivery and a sustained achievement of desired educational objectives.
3. A policy on conduct of workshops should be put in place to allow every teacher to benefit from such training because of its desirability and usability.
4. Teachers need to be acquainted with the current trends in education, the study has therefore recommended that Bauchi state government should sensitize secondary school teachers on the need for regular attendance of educational seminars to enable them be abreast on current educational strategies, methods etc.
5. Because, experience is the best teacher, it has been recommended that there is the need for proper utilization of mentorship among teachers in secondary schools in Bauchi state.

5.4 Suggestions for Further Studies

Based on the findings and conclusions of the study, the following recommendations for further research are hereby put in place:

1. There is need for a research on the quality of the content of staff development programmes in Bauchi state, to enable the understanding of the reasons for mass failures in examination.
2. There is also the need for research the utilization of staff development programmes skills by beneficiaries as it affects the performance of secondary students in Bauchi state.

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APPENDIX A

QUESTIONNAIRE ON IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN BAUCHI STATE, NIGERIA

Department of Educational
Foundations and Curriculum,
Faculty of education,
Ahmadu Bello University,
Zaria.
15th November, 2014

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY

I am a student of the Department of Educational Foundations and Curriculum Educational Administration and Planning, Ahmadu Bello University (ABU) Zaria, and currently conducting a research on the Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Bauchi State, Nigeria.

In view of the above, you are kindly requested to respond to these questions as accurately as possible, and the data collected will be used for research purpose only. Furthermore, all responses will be treated with confidentiality.

Thank you for your cooperation.

Yours Sincerely

Husaini Yusuf Jalam

08036453586

SECTION "A" BIO DATA

Tick as appropriate please [√]

Status:

a. Teacher [ ]
b. Principal [ ]
c. MOE Official [ ]

Gender:

a. Male [ ]
b. Female [ ]

Ownership of school

a. Private [ ]
b. Public [ ]

Type of school

a. Day school
b. Boarding
c. Boarding/Day

Location of school

a. Rural
b. urban

SECTION (B): Impact of Conferences on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Through In-service training, teachers in my school learn how to plan lesson well and this enables them to perform better in the class					
2	Through In-service training, teachers in my school master their subjects and this improves their performance in class					
3	Through In-service, teachers in my school learn how to control their classes and this enhances their performances in the class					
4	Through In-service training, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class					
5	Through In-service training, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class					
6	Through In-service training, teachers in my school learn questioning techniques, which helps to improve their performances in the class					
7	Through In-service training, teachers in my school learn how to carry out formative evaluation of students					
8	Through In-service training, teachers in my school learn how to carry out summative evaluation of students					
9	Through In-service training, teachers knowledge increases and this helps to enhance their performances in the class					
10	Through In-service training, teachers learn how to effectively communicate and this enhances their performances in and outside the class					

SECTION (C): Impact of Workshop on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	Through Conferences, teachers in my school learn how to plan lesson well and this enables them to perform better in the class					
12	Through Conferences. Teachers in my school master their subjects and this improves their performance in class					
13	Through Conferences, teachers in my school learn how to control their classes and this enhances their performances in the class					
14	Through Conferences, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class					
15	Through Conferences, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class					
16	Through Conferences, teachers in my school learn questioning techniques, which helps to improve their performances in the class					
17	Through Conferences, teachers in my school learn how to carry out formative evaluation of students					
18	Through Conferences, teachers in my school learn how to carry out summative evaluation of students					
19	Through Conferences, teachers knowledge increases and this helps to enhance their performances in the class					
20	Through Conferences, teachers learn how to effectively communicate and this enhances their performances in and outside the class					

SECTION (D): Impact of Seminar on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21	Through Workshops, teachers in my school learn how to plan lesson well and this enables them to perform better in the class					
22	Through Workshops. Teachers in my school master their subjects and this improves their performance in class					
23	Through Workshops, teachers in my school learn how to control their classes and this enhances their performances in the class					
24	Through Workshops, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class					
25	Through Workshops, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class					
26	Through Workshops, teachers in my school learn questioning techniques, which helps to improve their performances in the class					
27	Through Workshops, teachers in my school learn how to carry out formative evaluation of students					
28	Through Workshops, teachers in my school learn how to carry out summative evaluation of students					
29	Through Workshops, teachers knowledge increases and this helps to enhance their performances in the class					
30	Through Workshops, teachers learn how to effectively communicate and this enhances their performances in and outside the class					

SECTION (E): Impact of Mentoring and Orientation on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31	Through Seminars, teachers in my school learn how to plan lesson well and this enables them to perform better in the class					
32	Through Seminars. Teachers in my school master their subjects and this improves their performance in class					
33	Through Seminars, teachers in my school learn how to control their classes and this enhances their performances in the class					
34	Through Seminars, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class					
35	Through Seminars, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class					
36	Through Seminars, teachers in my school learn questioning techniques, which helps to improve their performances in the class					
37	Through Seminars, teachers in my school learn how to carry out formative evaluation of students					
38	Through Seminars, teachers in my school learn how to carry out summative evaluation of students					
39	Through Seminars, teachers knowledge increases and this helps to enhance their performances in the class					
40	Through Seminars, teachers learn how to effectively communicate and this enhances their performances in and outside the class					

Section (F): Impact of In-Service on the Performance of Teachers in Secondary Schools in Bauchi State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	Through Mentoring, teachers in my school learn how to plan lesson well and this enables them to perform better in the class					
42	Through Mentoring. Teachers in my school master their subjects and this improves their performance in class					
43	Through Mentoring, teachers in my school learn how to control their classes and this enhances their performances in the class					
44	Through Mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class					
45	Through Mentoring, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class					
46	Through Mentoring, teachers in my school learn questioning techniques, which helps to improve their performances in the class					
47	Through Mentoring, teachers in my school learn how to carry out formative evaluation of students					
48	Through Mentoring, teachers in my school learn how to carry out summative evaluation of students					
49	Through Mentoring, teachers knowledge increases and this helps to enhance their performances in the class					
50	Through Mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside the class					