IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN YOLA METROPOLIS, ADAMAWA STATE

BY

Sadiqa MUSA

P13EDFC8077

EDUCATIONAL ADMINISTRATION AND PLANNING SECTION, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA – NIGERIA

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A DISSERTATION SUBMITED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN EDUCATION

EDUCATIONAL ADMINISTRATION AND PLANNING SECTION, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA – NIGERIA

APRIL , 2016

DEDICATION

With gratitude to Almightily Allah for being so kind and merciful, I dedicated this thesis to my parents Alhaji Musa Mubi and Hajiya Salamatu Musa.

DECLARATION

I declare that this thesis work entitled IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN YOLA METROPOLIS, ADAMAWA STATE has been carried out by me in the Department of Education Foundations "Admin and Planning". The information derived from the literature has duly acknowledged in the text list of references provided. No part of this project was previously presented for another degree or diploma in any university.

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SADIQA MUSA Date

CERTIFICATION

This research work titled: IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN YOLA METROPOLIS, ADAMAWA STATE by Sadiqa Musa has met the regulation governing the award of degree of masters in Educational Administration and Planning of Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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Dr. B.A Maina Date
Chairman, Supervisory Committee

---------- ----------
Dr. A.M Jumare Date

---------- ----------
Head of Department Date
Dr. B.A Maina

---------- ----------
Dean School of Postgraduate Date
Prof. B. Kabir

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ABSTRACT

This study investigated the "Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State". The study raised five objectives, these are: to determine the impact of in-service training on the performance of teachers in secondary schools, examine the impact of conference on the performance of teachers, assess the impact of workshop on the performance of teachers, assess the impact of workshop on the performance of teachers, ascertain the impact of seminar on the performance of teachers and find out the impact of mentoring on the performance of teachers in secondary schools in Yola metropolis, Adamawa state. Research questions and hypotheses were also formulated in line with the raised objectives of the study. Many related literature were reviewed based on the raised objectives. Descriptive survey design was employed for the study. The population of the study was 1,458 teachers. Random sampling technique was used to derive sample from each zonal office. Thus, the sample of the study was 285 teachers and 10 ministry of education officials. Data was collected personally in 13 schools through the use of constructed questionnaire. The collected data was presented by use of frequency and percentages, and later analysed using Analysis of Variance (ANOVA) statistical technique. Five hypotheses were tested, thus hypotheses 1,3, 4 and 5 were retained. While, hypothesis 2 was rejected and Scheffe test was employed to ascertain the extent of differences of opinions of the three categories of respondents. The finding of the study revealed that teachers' performance was positively impacted through regular in-service training, workshops, seminars and mentoring. On the basis of findings and conclusions, the study recommended that, there should be formal policy guidelines for training of teachers, opportunity should be made for every teacher to attend in-service training programme, educational conferences etc. an adequate funds should be provided by the ministry of Education for staff development programmes. A unit in the ministry of Education should be created for training purposes

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OPERATIONAL DEFINITION OF TERMS

1. **Staff Development**: Can be defined as the process of providing opportunities for employees to improve their knowledge, skills and performance in line with the goals and values of the organisation and in relation to the interest and needs of the employees.

2. **In-Service Training**: Is a kind of teaching type which helps the working staff to obtain the ability to keep up with the changes within their organisation, to learn new knowledge in order to reach the targets determined by the organisation, to improve him/herself in his/her profession.

3. **Conference**: Is a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis.

4. **Workshop**: Is defined as a period of discussion and practical work on a particular subject in which a group of people share their knowledge and experience.

5. **Seminar**: Is a group meeting led by an expert that focuses on a specific topic or discipline.

6. **Mentoring**: Is a collaborative relationship or partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences.

7. **Performance of Teacher**: Refers to observable behaviours, both verbal and non-verbal which sometimes appear as a result or in the form of students' achievements

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every organisation is expected to be committed in creating an equitable and motivating working environment to empower members. Staff development is seen by Support Council Education Service (2004) as one of the main roots of achieving this commitment. Staff development programmes is, therefore, a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. It helps staff in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants (paraprofessionals). These activities are designed to improve the quality of classroom instruction and enable individual to grow professionally.

Every society requires adequate human and material resources to improve its social organisation, preserve the culture, enhance economic development and reform the political structures. Education is often seen as a prerequisite for quality manpower development and creation of wealth, a sure path to success in life and service to humanity. Thus, teachers have important role to play to adequately prepare the young for their roles in the society in order to achieve the set national objectives. Teachers' influence is always felt in every aspect of the society. All other professionals and workers within the society have at one time or the other passed through the tutelage of a teacher and thus whatever they now become is a direct outcome of what teachers have passed on to them (Okemakinde, Adewuyi &Alabi 2013).

Syeda, Nighat & Syeda (2012), Education is extremely important not only for the success of an individual but for the nation as well. Education is defined as to develop knowledge, skills and character of the students. Its major objective is to make an

individual learn about how to level with the society by developing intellect, equipping one's self to deal with the reality of life and by facilitating realization of self-potential and latent talents of an individual. Education encompasses teaching and learning specific skills, positive judgement, well developed wisdom and profoundness (Syeda, Nighat & Syeda 2012). A successful teacher is required to be equipped with the characteristics like mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to his profession (Syeda, Nighat & Syeda 2012). The teacher of today is an individual who is not only interested in children's acquired knowledge and skills but also equally involved in his total development.

Considering the crucial role of teacher in the academic achievement and overall development of his pupils, it is imperative that a teacher should possess qualities like command on the subject, moral and mental fitness, devotion to the profession and appropriate skill to perform his duties for the achievement of the coveted objectives. A teacher has to play many roles in an educational set up. He is supposed to work simultaneously as "authority figure, leader, knower, director, manager counsellor and guide", whereas at the same time he is supposed to play such roles as friend, confidante, and parent as well. In this regard, a teacher is not a mere provider of knowledge and lessons in the classroom but moreover he is a person involved and interested in the wholesome development of students; he is accordingly supposed to have some qualities and characteristics like proficiency in the subject, moral health, physical and mental fitness.

Effective performance on the part of staffs is essential for the success of the organisation. Such performance, to a large extent, will depend on their knowledge skills, and confidence in originating ideas as to how best to carry out the task of the job. Hence,

the need of staff development programmes which should aim at improving the effectiveness of individuals at work and for the greater responsibilities. Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of student's performance. Teaching as a profession demand continuous development of knowledge and ability through training programmes such training programmes includes in-service, conference, workshop, seminars and mentoring staffs.

Generally speaking, staff development through in-service, conference, workshop, seminars and mentoring offer one of the most promising ways of improving classroom instruction. It is an attempt to assist the classroom teachers to improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective lesson delivery. In essence the dream of self-reliance, skill acquisition and entrepreneurship through education can only be realized through a well-defined programme. In most cases, staff development programmes are organized by an institution, a corporate body, Association or Government agency and is normally lasted for a short period of time.

An activity similar to that but which may take a long time period is what is referred to as in-service training programmes. In this case workers who are already in the service go on training or courses programme in order to update or acquire the intellectual and professional skills that are necessary to discharge their duties more efficiently (Newberry, 1979). As such, the need for in-service training for teachers plays an essential role in successful education reform. It also serve as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development

Conference also enhances teachers' growth and development. It is a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Conference comprise 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 assess to a broad range of ideas through conference which lead to the enhanced performance.

Frequency in attending workshops is also an indicator of staff development. Workshop can be seen as a group of people engaged in study or work on a creative project or subject. It is meant to upgrade teacher's knowledge and sharing of ideas. Workshop can be organized in school cluster and qualified teachers or university lecturers are invited to these clusters to serve as trainers and mentors. Such formal arrangement for staff development need to be supported by informal practices like team teaching and sharing of experiences and educational resources among teachers, which greatly contribute to self-improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action.

The knowledge, idea, skills and attitude at the educator must be developed through integrated and systematic way. One of the important component to improve the quality of education is through seminar for teachers. Seminar is a group meeting led by

an expert that focuses on a specific topic or discipline. Seminars typically take place over the course of a few days and involve cooperative discussion, multiple speakers and opportunities to share perspectives and issues related to the topic. Attending a seminar has numerous benefits, including improving communication skills, gaining experts knowledge, networking with others and renewing motivation and confidence.

Novice teachers are faced with challenges that are changing to complex. Quality mentoring is a key factor in why novice teachers stay in the profession (teacher retention) and develop expertise. Mentoring is an effective method of helping inexperienced teachers to develop progress in their profession. It is a personal developmental relationship in which a more experienced person helps to guide a less experienced person (protégé). Mentoring is a process for the informal transmission of knowledge perceived by the recipient as relevant to work, career or professional development and entails informal communication, usually face-to-face. Therefore, teacher quality is improved by the implementation of best teaching practice. Mentoring plays a significant role in the implementation of best practice by asking reflective questions, modelling effective instruction and providing curriculum resources.

Staff development has been accepted as an effective method of increasing the knowledge of skills of teachers in order to enable teachers to teach more effectively. It is the important aspect of education process that deals with the art of acquiring skills in the teaching profession. They are essential practice that enhance subject mastery, teaching methodology and classroom management. The primary aims of staff development, as submitted by Health (1989), include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions

abilities to achieve their aims and objectives. The skills and competencies acquire because of prudent staff development programmes will enable the teachers to perform optimally if not maximally. Their performance will not enable them give efficient and proficient service but will provide the avenues for technological advancement as well as enabling the attainment of varied policies toward reaching our national most expected destination compassionately.

Staff development is a function of the interaction between and among five key players or stakeholders. These are the ministry of education responsible for teacher education, universities, schools, the community and the teachers themselves. The ministry of education is responsible for providing policy and financial support for teacher professional development. Universities and teacher education collages are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in school. School management on its part is supposed to provide support to the teachers on a daily basis through advice, supervision, monitoring and evaluation at the teaching and learning activities. The community through the school committee is responsible for supporting teacher professional development by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking opportunities for his or her own professional development.

The aim of staff development programmes is to keep the staff up-to-date on the latest development in the field, or ensure the promotion of professional growth, help to improve pedagogical skills, keep teachers abreast with new knowledge, meet particular needs, such as curriculum development and orientation, help in leadership responsibility, help to improve mutual respect among teachers and recognize the need of modern

teaching methods. It is the most effective available to middle level and top executives in the country. It is gratifying to note that the federal and state governments of Nigeria are aware of immense benefits derivable from staff development programmes.

In Nigeria for instance, there are such institutions as:

1. The Centre for Management Development (CMD)
2. The Nigerian Institute of Management (NIM)
3. National Institute for Strategic and Policy Studies, Kuru, Jos (NISPS)
4. Administrative Staff Collage of Nigeria (ASCON)

Hence, any staff development programme should be able to motivate, and improve the role perception of staff and also develop a proper attitude in them toward the public. It is clear that the need for adequate staff development programmes for teachers in Nigeria has become obvious in the last two decades. When teachers are educated, their standard of living is likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economy and social change agent in the society, but also to impart values, attitudes and aspirations important for national development.

The straight forward linkage between education and staff development programmes is therefore the improvement of labour skills, which in turn increases opportunities for well paid productive job. This then might enable the citizens of any nation to fully exploit their potentials positively. On staff personnel management in schools, Udofia & Ikpe (2012) noted that the Nigerian teacher is bashed by the very society the teacher labours to build. Most government pronouncements concerning the

welfare of teachers had been that of bogus promises. Teachers have suffered a lot in terms of their welfare and have also been abused by the authorities directly concerned with their welfare. Most teachers in the school system are not happy with their lot and as the result most of them are negatively disposed with their jobs. The existing staff personnel management practices appears to indicate that majority of teachers are dissatisfied with their jobs and this make them with draw physically from teaching or remain there to constitute serious danger to school effectiveness since they could use such adjustment mechanism as displacement, absenteeism, truancy or apathy in their attitude to work.

Many studies such as those of Ajayi (1991) & Arikewuyo (2006) have shown that secondary school teachers in Nigeria are not only dissatisfied with their teaching profession but also have poor job that has no prestige and which does not enjoy any recognition from public. One of the greatest threats to secondary education in Nigeria is teacher's lack of job satisfaction. Tension in Nigerian educational system is consequent in part upon teacher's dissatisfaction with their job. Nwadiana (2008) captures the working environment of Nigerian teachers in the following words:

> *Over the years, teachers have been dejected and appear to be rejected. The salaries are poor and not paid regularly. This stated affair has led to intermittent industrial actions by teachers. Teachers live from hand to mouth. Other section of the public tease them that their reward is in heaven. Teachers in Nigeria are sentenced to a perpetual life at decent poverty (p.9).*

The 2008 nation-wide teachers' strike reported in the 36 states of the Federation including Federal Capital Territory (FCT) Abuja. It does over a number of grievances, including non-provision of in-service training programmes for teachers, poor salary structure and allowances, lack of functional welfare scheme including staff pensions, poor condition of service, lack of teaching and learning resources, lack of conducive

environment for teaching and inadequate incentives (News Watch News Magazine, 2008). Staff development programme has a significant impact on the success of educational reforms and on students' learning. The more opportunities the teachers have to be both subjects and objects of educational reform, the more effective the reform and the teachers' work is. Therefore, staff development programmes must be systematically planned, supported, funded and researched to guarantee the effectiveness of this process.

Thus, this study becomes important to address key issues such as staff development programmes in Nigeria context, to know how effective it is, how it has been affecting the service delivery of teachers and the positive impact this can have on the academic performance of secondary school teachers in Yola Metropolis.

1.2 Statement of the Problem

The impact of staff development programmes on the performance of teachers is worth investigating when one looks at the over view in the background to the study. The calibre of many teachers working in the public secondary schools in Yola metropolis is nothing to write home about. They are usually inefficient in the performance of their duties. Administrators of education in the state rarely organize in-service training, conferences, workshops, seminars and mentoring for secondary school teachers to improve themselves in spite of their critical role in bringing about teachers' effectiveness and this has grossly affected the quality and quantity of teachers. Thus, if staff development programmes fails and did not succeed, Nigeria may experience set back in her social and economic development.

Many schools that organise staff training programmes in the country do have a wrong nomenclature that staff development programmes require placing few people

with high potentials in a training programme while ignoring the rest of staff. It is of course difficult to identify the potential of prospective teachers, but to rely on a few trainees is also risky. It is even much riskier when the trainees are selected on the basis of friendship or kinship with executives without regards for capabilities. Apart from this, the academic performance of secondary school students has also being disappointing. More than half of the candidate who sat for the May/June 2015 West African Senior School Certificate Examination (WASSCE) cannot advance to higher institution. Hence, it has been discovered that lack of efficient and skilful teachers, corruption etc has been the reason behind this sordid performance.

Teachers are faced with challenges in implementing staff development programmes which amongst others includes failure to involve teachers in the planning of professional development activities demoralises and develops in them negative attitudes. Teachers appreciate programmes where they take part in organizing rather than being left in the dark on matters that concern them. Another challenge is financial constraints, Dadey & Harber (1991) observe that due to "financial constraint which exist in almost every country in Africa, some teachers have access to training once in a decade and some rarely, if ever" (p:34). Fullan (1991) also observe that "financial and political factors inhibit the expansion of induction programmes" (p:305). This evidence shows that financial constraints are contributory to limited professional practices undertaken to upgrade teachers. Limited funds inhibits teachers' maturity. Underfunding of staff development programmes can be one of the factors that acts as a barrier to effective teacher's growth. Therefore, teachers are the main determinates of quality education. If they are apathetic, uncommitted, uninspired, lazy, unmotivated, the whole nation is doomed. If they are ignorant in their discipline and impart wrong knowledge, they become not only redundant, but dangerous.

This study is, however, imperative to determine the impact of staff development programmes on the performance of teachers in secondary schools and how this could affect the academic performance of students in secondary schools in Nigeria.

1.3 Objectives of the Study

The study is set to achieve the following objectives:

1. determine the impact of in-service training on the performance of teachers in secondary schools in Yola Metropolis;
2. examine the impact of conference on the performance of teachers in secondary schools in Yola Metropolis;
3. assess the impact of workshop on the performance of teachers in secondary schools in Yola Metropolis;
4. ascertain the impact of seminar on the performance of teachers in secondary schools in Yola Metropolis; and
5. find out the impact of mentoring on the performance of teachers in secondary schools in Yola Metropolis.

1.4 Research Questions

1. What is the impact of In-service training on the performance of teachers in secondary schools in Yola Metropolis?
2. What is the impact of Conference on the performance of teachers in secondary schools in Yola Metropolis?
3. What is the impact of Workshop on the performance of teachers in secondary schools in Yola Metropolis?

4. What is the impact of Seminar on the performance of teachers in secondary schools in Yola Metropolis?

5. What is the impact of Mentoring on the performance of teachers in secondary schools in Yola Metropolis?

1.5 Hypotheses of the Study

The study formulated the following hypotheses:

H_{01}. There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of In-service training programmes on the teachers' performance in secondary schools in Yola Metropolis.

H_{02}. There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of Conference on the teachers' performance in secondary schools in Yola Metropolis.

H_{03}. There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of Workshop on the teachers' performance in secondary schools in Yola Metropolis.

H_{04}. There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of Seminar on the teachers' performance in secondary schools in Yola Metropolis.

H_{05}. There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of Mentoring on the teachers' performance in secondary schools in Yola Metropolis.

1.6 Basic Assumptions

The study will be poised on the following assumptions.

1. It is assumed that there may be no any difference between teachers that undergone in-service training and those that had not.
2. That conference may not necessarily have impact on the performance of teachers in secondary schools in Yola Metropolis.
3. That workshops conducted will yield productive results on the performance of teachers in secondary schools in Yola Metropolis
4. That seminars have positive impact on the performance of secondary school teachers in Yola Metropolis.
5. That mentoring may not create any difference in the performance of teachers in secondary schools in Yola Metropolis.

1.7 Significance of the Study

This study is significant for the following reasons: findings will add to the current body of knowledge and debates for researchers about the concepts of staff development programmes and performance of teachers in secondary schools. Findings will make contribution to policies of government that will encourage in-service training programme, conferences, workshops, seminars and mentoring in our secondary schools for improvement in the teachers teaching methods. Also findings from the study will be of immense benefit to the ministry of education official in realizing the importance of staff development programmes.

It is also significant for school principals in order to focus on development of relevant skills to perform their roles such as instructional skills, management skills, human relation abilities and leadership skills. Findings will account for the impact of teachers' professional development programmes on the academic performance of secondary school students in Yola metropolis. The study is also significant with developing in students' the basic skills and imparting in them knowledge and understanding.

1.8 Scope of the Study

This study investigated the impact of staff development programmes on the performance of teachers in secondary schools in Yola Metropolis of Adamawa State. The researcher selected this local government for research purpose alone and no ulterior motive in the selection of the said secondary schools in Yola Metropolis of Adamawa State.

The study is also limited to all senior public secondary schools and include all the principals, teachers and officials of the ministry of education in Yola Metropolis of Adamawa State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter will review literatures that are relevant to the current study. The chapter is organized under the following sub-headings:

2.2 Conceptual framework

2.2.1 Meaning of staff development

2.2.2 Meaning of performance

2.3 Impact of in-service training on the performance of staff in an organisation.

2.4 Impact of conference on the performance of staff in an organisation.

2.5 Impact of workshop on the performance of staff in an organisation

2.6 Impact of seminar on the performance of staff in an organisation

2.7 Impact of mentoring on the performance of staff in an organization.

2.8 Empirical studies

2.9 Summary

2.2 Conceptual Framework

The conceptual framework of this study includes the following: Meaning of staff development, meaning of performance.

2.2.1 Meaning of Staff Development

Staff development of teachers is a process by which teachers review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge,

skills, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day 1999). Staff Development, according to Adesina (1980). Connotes the way and means by which staff performance needs are recognized and the extent to which leaders ensure that these needs are met. Likewise, Health (1989), defined staff development as a systematic attempt to harmonise individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organisation within which they are expected to work. Staff development refers to the range of activities that improve individual staff skills and knowledge in ways that improve their ability to undertake their job and which increase job satisfaction, performance and staff retention (staff development policy). Staff development refers to the institutional policies, programs and activities that facilitate and support staff in acquiring the skills, knowledge, and attitudes required to undertake current and future responsibilities and roles in ways that are consistent with the goals of the university. Staff development can also be seen as a process that assists individuals in an agency or organization in attaining new skills and knowledge, gaining increasing levels of competence, and growing professionally.

According to medical dictionary (2009) Staff development can be defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organisation and in relation to the interests and needs of the employees. This definition submits that the growth of employee development must be linked to the school district's strategic plan and to the short – and long range

workforce assets. Such a concept requires an ability to anticipate gaps in the knowledge and skills of the workforce and how the changing school system's demographics, economic status, and present employee's inventory will impact the accomplishment of stated goals and objectives. In this sense, staff development places an emphasis on organisational learning and is provided at the identified time of need either by the organisation, by an employee group, or by the individual worker. It emphasizes the premise of organisations will progress to the extent that people grow and develop. Staff development helps educators keep abreast of expanding knowledge base on education they can continually refine in their conceptual and craft skills (Gusky & Huberman, 1995).

The important purpose of staff development can be summarized as follows:

1. To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments.
2. To foster a climate that facilitates personal self-fulfilment, institutional effectiveness, human creativity, and system renewal.
3. To serve the school system's primary goals: enhancing and achieving quality teaching and learning for students.
4. To save money, it is costly to hire and then dismiss employees who do not work out. It is also costly to lose good employees because they are frustrated by the lack of opportunity for professional growth. It is wasteful to accept barely satisfactory work as the norm (NSBA, 1996). It is also

wasteful not to provide opportunities that lead toward the objective of optimal development on the part of each individual.

5. To establish viable and meaningful programs that enable system personnel to work cooperatively toward achieving the systems' goals and their own personal goals in the areas of achievement, satisfaction, and self-fulfilment.

Similarly, professional development in a broad sense, refers to the development of a person in his or her professional role. More specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". When looking at professional development, one most examine the content of the experiences, the processes by which the professional development will occur, and the context in which it will take place. Professional development according to Eric (2013), is a process engaged into enhancing the knowledge, skills and attitudes of the teachers. This implies that responsibility to create, preserve, evaluate, and transmit knowledge through continuing learning. Development programme have the ingredient of fostering and preserving the scholarly values, curiosity and integrity to nurture these values through inculcation. Eric (2013), states that the basic aim of professional development are to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities.

2.2.2 Meaning of Performance

Performance refers to the employee job behaviour and comparing it with the formats and standards that have been determined in the organisation. To put differently, it means providing information about the job behaviour of staff Kheyrollah & Nasser (2012). Performance can also be seen as the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed.

Performance can be defined as the achievement of specified task measure against predetermined or identified standards or accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance, Afshan, Sobia, Kamran, & Nasir (2012), stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees preformed on the assigned task. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organisational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee's task which reflect the quality desired by the organisation can also be termed as performance.

Performance of teacher comprises of different aspects. The capabilities, results, affects and outcomes of some body's work are called his performance. When it refers to a teacher, it means that how does a teacher perform his professional duties in the school. Teacher performance refers to observable behaviours, both verbal and non-verbal. It means the performance is a teaching behaviour of the teacher, which sometimes appear as result or in the form of students' achievement. But the students' achievement is not considered as sum total of the performance of a teacher, it may be considered just as an aspect of teachers' performance because there are so many other variables, which involve in the students' achievement (Shah (2007, p.47).

Performance management is a process by which managers and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the organisation. Performance management includes activities which ensures that goals are consistently being met in an effective and efficient manner. Performance management can focus on performance of an organisation, a department, employee or even the process to build a product or service, as well as many other areas. Performance management is also known as a process by which organisation align with resources, systems and employees to strategic objectives and priorities.

2.3 Impact of In-Service Training on the Performance of Staff in an Organisation

The staff working in an organization will form an important part of it and it is considered as a huge asset of that system making a basis for developing the organization through in-service training programme. Man power is considered as the most significant and lucrative resources of an organisation. As a matter of fact, an organization won't succeed completely without the professional and trained man power even if it profits by the most modern equipment, facilities, and technology. On the other hand, training is regarded as one of the most complicated obligations in managing each organisation, particularly in the manpower administration. Training and optimization will cause more profound insight, higher knowledge and intellectuality and more capabilities and efficiency among the working man power of an organisation so that they can actualize their commitments and the goals of the organization will be achieved more efficiently. Implementing the training and optimization of the staff to continue their activities effectively and improve their efficiency. The staff of an organization is considered as its huge asset that can make a basis for its development through in-service training Seyyed & Abdolabbas (1997).

The goals of an organisation should be set in such a way that the abilities and skills required for implementing the responsibilities will be enhanced based on the necessities, and it is the educational system that is responsible for actualizing the staff's potential capabilities. Infact, each organisation needs educated and skilful staff to execute its delegation. If the

staff's capabilities fulfil this need, education will no longer seem crucial. Yet if it is not so, their levels of adroitness, ability and flexibility need to excel.

Training programme in an organization is a process by which people are taught with skills and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective job performance. Organisations are facing many changes which are related to economic needs, social needs and technology needs. As such, training programme plays an important part to overcome these problems and to cater the needs of the organisation (Che 2014). In-service training is a kind of teaching type which helps the working staff to obtain the ability to keep up with the changes within their organisation, to learn new knowledge in order to reach the targets determined by the organization, to improve him/herself in his/her profession.

According to Hakan, (2013) In-service training is defined as the educational opportunities to help the staff to improve themselves in their professions for all the personnel in all the work fields (education, health, technology, and private sector, all working fields in public organisation, press and media organisation). In-service training is attempt to improve staff competence through continuing education courses, meetings and study groups, visits, lectures and personnel reform. According to Nakpodia (2008) in-service training programme is a process for continuous up –dating of teacher's knowledge, skills and interest in chosen field. It is a means for continuous professional growth which encourages the extension of technical

assistance by teacher educators. In-service teacher education is an integral part of staff development programme, which is organized for teachers while in service, Nakpodia outline the benefits of in-service training of teachers to include:

1. To enable teachers obtain higher academic and professional qualifications in order to improve their positions in the school system.
2. To help teacher acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction.
3. To enable the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century. Akinbode (1996) in an early study had established that investment in the form of in-service training was a crucial factor in the development of job commitment. The result of the study showed that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teacher moral and thus, engendered positive work performance among them.

Udofia, & Ikpe (2012) defines in-service training as the on-going training of practicing teachers, which is typically arranged by school boards the employ them. The purpose of in-service training is to educate the personnel through in-service activities such as courses and workshops and in-service training is short term of educational activity which helps the teacher to obtain professional knowledge and abilities and new ideas

considering the improvements in their own fields and educational technologies (Hakan 2013).

In-service training is a necessity for the organization to constantly improve and renew themselves, and achieve success. The use of phrases such as teaching and training, personnel improvement, personnel replenishment, improvement in human resources, continuing education, professional improvement, professional promotion, and organizational replenishment in place of in-service training clearly shows that in-service training is one of the integral activities of modern organisations (Hakan 2013). In-service training has for many years been the driving force behind much changes that has occurred in the area of teaching and learning. As in any other profession, it is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their "lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation.

Beside that, in-service training also provide employees with ample opportunities to learn new concepts, methods and approaches through professional development. In-service training is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and the implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

Lastly, the impact of in-service training on the performance of staff in an organisation should be looked in various perspective. It promotes a very flexible environment and allow staff to adapt with the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in staff. It also enable staffs to acquire new understanding and skill's to develop their effectiveness in the organisation.

2.4 Impact of Conference on the Performance of Staff in an Organization

Staff development is a key to the success of any organisation as the smooth and efficient running of any organisation depends on how well employees are equipped with relevant skills to perform their task. The success or failure of the organisation depends on employee's performance. Therefore, organisations are investing huge amount of money on staff development. The knowledge, ideas, skills and attitudes of the staff must be developed through integrated and systematic way of attending conference. Ezene (1998) "conferences are usually used to tackle a single or set of problems". It may involve session of various types; such as lectures, panel discussion, workshop etc.

Conferences therefore, have a very important place in the work place. The work place is rapidly changing and information needs to be customized in order to meet the diverse of all organisation. The benefits of attending conferences includes the following:

1. They allow organisation to get updated information on key issues that their organisations are concerned with.
2. They are valuable for delegates who carry a heavy workloads.

3. They allow delegates to have issues addressing on a specific topic by recognised experts who are up to date with the latest developments in the field.

4. They are very appropriate in an era in which people do not have time to read a number of book by experts. They can spend a reasonable short period of time and get substantial information on a topic they have an interest in. the speakers, who specialize in these fields, have already done the sifting and selection of information from a wide variety of sources. They can present the delegates with those aspects that are particularly relevant in the current work place environment.

5. They create learning communities that bring together delegates from like –minded companies.

6. The learning environment encourages delegates to exchange experience, ideas and practices from their own companies.

7. It allows delegates to interact with each other companies who may be experiencing similar issues and problems. It allows them to tackle issues together. In turn perspectives will be broadened as a result. This information exchange helps delegates benchmark their companies.

8. Reputable conference organizers add a great deal of value by identifying appropriate speakers who have the necessary subject matter expertise, practical experience in implementation, as well as the ability to engage audiences in an interesting way that stimulates thought and debate.

Similarly, attending conference will allow staffs to network with each other professionals in the industry, to build their team, providing a forum for the team members to discuss tools, technologies, and processes and how they can apply them in their company to improve the information products, work flows and processes.

Moreover, educational conferences mostly comprise different personalities in the field of education with bountiful of ideas. Robinson (1996) stated that, 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. Attending a conference also has numerous benefit to the teachers, and this include the following:

1. They allow teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.
2. Improving communication among Ministry of Education inspectors, senior teachers, school principals, school directors, and parents;
3. Recognizing, acknowledging, and rewarding individual creativity to create greater job satisfaction, enhanced self-worth, and professional pride in teaching.

4. Providing a forum for participatory inputs that affects the sense of investment and consequent ownership that all participants develop toward their school;

5. Assist teachers in understanding and effectively using the instructional text in the classroom, new textbooks, teacher guides, and also support teachers to better meet the needs of their students;

6. Develop teachers' reflective practice and problem-solving skills in teaching, administration, and community relations; and

7. Facilitate a process of collegiality in order to reduce teacher isolation and thereby enhance the prospect of nurturing substantive change in teachers' beliefs and practices.

2.5 Impact of Workshop on the Performance of Staff in an Organization

For any enterprise to function effectively, it most have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. One major area of the human resource management function of particular relevance to the effective use of human resource is training. One important way of enhancing high performance and output in workers is by updating their knowledge continually through exposure to latest research in Science Technology and Technology, Arts and Social Sciences and Science of Administration as well as teaching. According to Harbau, (2014) training human resource in organisations for improved

output is essential since an improvement in the quality of human factor is as important as investment in physical capital.

An advancement in knowledge and the diffusion of new ideas and objectives are necessary to remove economic backwardness and instil human abilities and motivation that are favourable to economic advancement. However, workshop is defined in Oxford Advanced Learner's Dictionary (Latest Edition) as a period of discussion and practical work on a particular subject in which a group of people share their knowledge and experience. Indeed, it is a large official gathering, usually lasting for a few days at which people with the same work or interests come together to discuss their professional views. Thus, the importance of workshop training is to enable workers acquire the skills to do what they have not been able to do before on the job, become better at carrying out the responsibilities they have been performing before. However, workshop which consist of smaller groups of delegates allow facilitators to deliver delegates to engage in practical exercise. This close interactions with other delegates from differing companies generates conversations and allow to actively participate in the sharing of powerful information. This type of learning process can be very effective when used over short periods of time for example two to three days. They create an effective learning opportunity for those delegates who learn more effectively from direct interaction.

Employees are crucial, but expensive resource. In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organisation. The

importance of management has long been recognized. Workshop training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist department or management positions. There is therefore a continual need for the process of staff development and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management. The recognition of the importance of workshop in recent years has been heavily influenced by the intensification of competition and the relative success of organisations where investment in staff development is considerable emphasized.

In the development of organisation, workshop plays a vital roles in improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. Workshop training is a type of activity which is planned, systematic and it results in enhanced levels of skill, knowledge and competency that are necessary to perform work effectively (Afshan, Sobia, Kamran & Nasri 2012) . There exist a positive association between training and employees performance. Training generates benefits for the employee as well as for the organisation by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. Organisations that are dedicated to generating profits for its owners (shareholders) providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999).

The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why workshop training should be related to money, job promotion, and recognition etc that is something which the trainee desires (Afshan, Sobia, Kamran & Nasri 2012). There are four prerequisites for learning, motivation comes first. Cue is the second requirement. The leaner can recognize related indicators (cue) and associate them with desired, responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his responses. This response will be given as quickly as possible to make sure of the successful learning.

Overtime, organisations have been embarking on training and capacity building for their staffs so as to enhance productivity and overall performance of the organisation. This is due to the recognition of the important role of workshop in attainment of organisational goals. Attending workshop is very vital to job productivity and organisational performance since the formal education system does not adequately provide specific job skills for a position in a particular organisation, while few individuals may have the requisite skills, knowledge, abilities and competences needed to fit into a specific job function. Some others may require extensive training to acquire the necessary skills to be able to fit in a specific job functions and also make significant contribution to the organisation.

It's not recent news that great teachers help create great student, a well informed and inspired teacher is sure to influence a student's achievement. Workshop can be organised to develop certain skills of teachers. Attending workshop has great effect on teachers' performance.

1. *Providing a framework for reflection.* The teacher is a reflective person, thus, workshop gave him a structure that would lead his teaching activities. it provides a framework that can be used to think about a specific students, or a specific incident.

2. *Being more self-ware in the classroom*. A reflective teaching is a way of being more self-aware in the classroom, to think about what should be done, and draw a conclusion from what is happening in the class and make adjustments.

3. *Need for Non-judgemental attitudes*. The expectation during workshop may make teachers to be creative to non-judgemental attitude of learners.

Finally, the workshop presents an opportunity to promote, network and build the experience of teachers for a good and successful classroom management.

2.6 Impact of Seminar on the Performance of Staff in an Organisation

Training has the distinct role in the achievement of an organisational goals by incorporating the interest of organization and the work force (Stone, 2002). Seminar is one of the important factors in the business world because it increases the efficiency and the effectiveness of both staffs and the

organizations. The employee performance depends on various factors, but most important factor of employee performance is training.

A seminar is a topic oriented event designed to educate and inform an audience about a broad subject of interest (Altalib, 1993). Seminars are simply a group of people coming together for the discussion and learning of specific techniques and topics. Usually there are several keynote speakers within each seminar, and these speakers are usually experts in their own fields, or topics. Several topic reviews are scheduled each day throughout the seminar, and attendees can usually make their choice or topic from among these scheduled events.

Attending a seminar has numerous benefit to the organisations including improving communication skills, gaining expert knowledge, networking with other and renewing motivation and confidence (www.education.seattelpi.com)

Oral Communication

Seminars can be a comfortable, open environment for practising professional communication techniques. Seminars help staff become a better listeners, present arguments and ideas clearly and be open to others point of view. Group discussion and activities can also help staff practice interpersonal skills, such as dealing with conflicting opinions among group members and working together to accomplish assignments or task.

Expert Knowledge

Seminars give staff intensive exposure to a topic through presentations and discussion led by multiple experts. Seminars are an ideal opportunity for people who want to study a topic in depth, but don't enjoy reading or have the time to take classes.

Networking

Along with having access to experts, seminar also give a staff the opportunities to meet other people who share the same interest. Seminar discussions offer chances to debate issues related to the field, share experiences and exchange perspective. Meeting new people can offer encouragement, solutions to common problem and advice for how to handle challenges. These relationship can continue into professional connections even after the seminar is over.

Renewed Motivation

The intensive study of a seminar provides a chance to get away and dedicates yourself to the topic for a few days. As a result, staffs may return from the seminar with renewed motivation to pursue their goals and find their enthusiasm rekindled. This can lead to higher productivity and fulfilment of professional and academic goals.

A seminar is a part of a retraining exercise to update teachers' knowledge and skills with the new ideas and methods of teaching on a particular subject. There are various importance of seminar on teaching and learning activities and this include:

1. *Attitude change*. The seminar provides teacher with the resources that enable them to perform at the higher level and achieve academic success.

2. *Empowerment*. Teacher has come to an understanding of his or her own worth and through the resources available through the program, self-realization becomes possible. Empowerment in the sense of institutional transformation leads to the increased interest in the decision-making process.

3. *Increased productivity*. Keeping time /stress management in focus, teachers were encouraged to develop an action plan for improvement with accountability and benchmarks. The action plans allowed impact participants compare the results of their research and teaching activity before and after attending the seminar.

4. *Integration of personality:* One of the main benefits of the seminar that has been constantly stressed by its participants was learning the practical skills of how to become an integrated personality.

5. *Integration of Teaching, Research and Service*. Among the personal changes that teachers ascribe to the positive influence of the seminar is the necessity to effectively incorporate their teaching into their research and service.

6. *Leadership*. One of the positive changes that the seminar has brought about for teachers is genuine interest in leadership. As one of the recurrent themes in fellow's annual report, interest in leadership is seen as not just a person enterprises but as a collaborative effort. Indeed, one

of the main goals of the seminar was to discuss and explore the challenges and opportunities of academic leadership.

7. *Sense of community*. This node capture the ways teachers experience the feeling of belongingness to a school as a community (McMillan and Chavis. 1986). A sense of community manifests itself in the interest in being a member and sharing responsibility for community action. Thus, by showing a strong interest in community action, teachers perceive the benefits that might accrue from their participation in community.

8. *Collegiality*. Collegiality in the context of an educational institution mean an ability on the part of individual faculty to effectively participate in decision making given the existing diversity of opinions.

2.7 Impact of Mentoring on the Performance of Staff in an Organization

Mentoring is a key element of staff development in educational institution, especially in the university system. New and younger employees are encouraged to establish collaborative relationship with older and more experienced staff (mentors) for the purpose of getting the right orientation in the work place. The purpose of staff development is to enhance the quality of human capital for maximum capacity utilization within and outside the organization. The organisation is committed to a working environment where professional improvement is seen as a continuous process which enables all members of staff to develop their professional skills and effectiveness in support of the goals and priorities of the organisation, mentoring is a powerful personal development and empowerment tool. It is an effective way

of helping people to progress in their careers and is becoming increasingly popular as its potential benefits are being realized.

Mentoring is a collaborative relationship or partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect. Mentoring programme is a great way to get involved and make a valuable contribution in the organisation, Bright & Innocent (2015). Mentoring, as a social learning model, is based on the practice of broadly stressing the importance of positive reinforcement on behaviour change (Bandura, 1977). As a social learning model, mentoring combines cognition with reinforcement of stimuli in the process of learning from other people.

Mentoring generally refers to the art of helping to steer a subordinate or a colleague in the same field. Mentoring assumes a variety of forms in staff development. As Smith (2005) points out, "Developmental relationship such as between a mentor and a protégé can be powerful stimuli for change and learning. Research indicates that mentors as well as beginning teachers find that the program enhances their classroom, abilities, increases their enthusiasm for teaching and that they experience positive results involving their teaching, professional growth, and impact on the profession" (p.14).

There are several definitions and interpretations of the word 'mentoring'. According to Schooley (2010), mentoring involves formal and informal developmental partnership where employees receive information advice and guidance from the experienced professional, usually within the organisation, who has expertise and a strong desire to help others grow in

their jobs. Moorhead & Griffins (2004) defined mentoring as an arrangement in which more experienced workers help a less experienced workers grow and advanced by providing advice, support and encouragement. Mentoring is also a dyadic relationship between a more experienced member of an organisation and a less experienced individual (Ismail & Arokiasamy, 2007). Mentoring encompasses Coaching, sharing perspectives, and transferring knowledge and wisdom to the mentee(s). Olasupo (2011) posited that a mentor in the academic setting is generally a senior faculty member who advices or guides a junior faculty member in matters relating to achievement on academic success.

Mentoring is regarded as one of the best tools for "reducing stress for novice teachers, orientations to curriculum and promoting the creation of better norms of collegiality and collaboration" (David, 2008). It helps in the resolution of challenges and predicament, making it more likely that an individual attains his careers goals and growth. The benefits of mentoring is based on a developmental social learning perspective which posits that behaviour is learned in interaction with others, especially when they serve as models (David, 2008). In this regard, mentoring is especially valuable for the transmission of positive attitudes as mentors provide invaluable information on the mission and philosophies of the organisation, help employees cope with career stress and give proper orientation towards work place values (David, 2008).

While mentoring is an interpersonal relationship, its purpose is likely to depend on whether the organisation has instituted a mentoring program or whether the mentoring relationship is more informal. In informal mentoring programs, the purpose of mentoring is likely to be articulated in a set of guidelines or via training that is provided for both parties, where they are informed of the goals and purposes of the program.

Organisationally, mentoring addresses psychosocial functions in the workplace, e.g how best to behave, workplace values, personal dilemmas, and a sense of acceptance by the group (Harvard Business essentials, 2004 p.86). As a key organisational strategy, mentoring can be viewed as desirable and attractive by potential employees. It can also increase organisational learning and retention of employees.

2.8 Empirical Studies

It is literally impossible for any individual to learn job or enter a profession and remain it in for long with his or her skills basically unchanged. This is more so in a complex and constantly changing organisation like a school that must adapt to changing societal demands and instructional methodology. Thus, no matter how excellent the pre-service preparation and how well qualified school personnel are at the time of employment, efforts should be made to develop them personally and professionally on a regular and continuous basis.

Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2004), staff development

programmes for teachers are important aspect of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, help to improve pedagogical skills, keep teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching fields, help to improve mutual respect among teachers and recognize the need for modern teaching method, Madumere Obike (2007). Ekpoh, Edet, & Nkama (2013), stated that teaching is a profession, therefore all who desire to work as teachers should be well groomed in the art of teaching. Ekpoh, Edet & Nkama (2013) asserts that new teachers are faced with several challenges upon beginning their teaching career, such as class assignment, classroom discipline and management, demanding teaching loads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence, the need to provide effective staff development programmes which will assist novice teachers as they begin their teaching career.

To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria (2004) in its National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in-service, conference, workshops seminar and mentoring for teachers and head teachers shall be regulated. This therefore

emphasizes the importance and the need for every staff to be constantly renewed, up graded and updated in his or her knowledge to be refreshed and to keep abreast with the rapid changing society through staff development programmes.

Performance of teachers' has been one of the great concern to stakeholders in education. Ekpoh, Edet & Nkama (2013) suggested staff development as a very important tool for improving the skills and performance of staff in an organisation. Effective professional development produces changes in teachers' instructional practices which can be linked to improvement in students' academic achievement. This therefore implies that staff development practices are effective motivational strategies for skills and knowledge acquisition for enhanced teachers' performance. Ekpoh, Edet & Nkama (2013) have continued to stress on the importance of continuing professional development for the teachers who are the ones to translate the training acquired to better classroom practices. Continuing staff development for teachers is about reinforcing all the dimension of good teaching throughout a teachers' career. It is a means of increasing the competence level of teachers in a way that would enable them contribute to a knowledge base that would in turn also contribute to development of teaching as a profession.

Previous studies have shown that successful staff development practices can impact on teachers performance in and out of the classroom cited Ekpoh, Edet & Nkama (2013). A study by Cohen and Hill (2001) revealed that teachers whose in-service training were focused on the

curriculum can teach well when what has been learnt were applied in the classroom. The study also showed that students' achievement are usually good if their teachers participated in training that focused on the curriculum. Similarly, Garet, porter, Desimore, Birman & Yoon (2001) studied teachers' involvement in an in-service training that emphasized on mathematics and science subjects. They discovered that teachers were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills when the training was much related to daily experiences and parallel to assessment.

Zatta, (2003) conducted a study on the effectiveness of the Massachusetts curriculum assessment system (MCAS – AIT) on disabled students' achievement. The study arrived at an important finding which shows that teachers' involvement in professional development activities can have a positive impact on teachers' performance. Ntukiden & Etudor, (2003) a study on principals' provision for professional growth and teachers' job effectiveness. A total of 400 teachers were selected as sample and analysis of the study found that, making provision for the professional growth of teachers often led to greater teacher effectiveness. Given the importance of staff development programmes in the career of serving teachers, there seem to be no alternative to sustained, continuous development practices.

Staff development has attracted increasing attention in the 1990s. Teachers are faced with rapid changes, demands for high quality education need to update themselves to meet the challenges that lay ahead. High quality education is one that effectively prepares individuals for life, citizenship and

the world of work. In order to maintain such standard there is needs for well-trained, qualified and competent teachers together with a continuous learning environment that enables teachers to generate and implement new innovations (Republic of Botswana, 1994). Abiodun (1999), stated that staffs are the most potent assets that any organisation possesses. Without them machinery/equipment, materials and even capital of the company will amount to nothing as nothing gets done without the input of the manpower resource of the organisation. Staff development is a necessary work activity that makes a very significant contribution to the overall effectiveness and profitability of an organisation, for Fajana (2002) the effectiveness and success of an organisation lies on the people who form and work within the organization. Onuka (2006) stated that it is the developed human capital of a nation that constitutes its wealth. It follows, therefore, that employees' performance in respect of achieving organisational goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude they have been able to acquire from constant staff development programmes whether through committee/on the job training or in-house training programmes of out of work training courses they attended.

Omole (2004) posits that staff development involves providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programmes. The need for improved productivity in schools has become universally accepted phenomenon that depends on efficient and effective staff development. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavour makes staff development a necessity in order to keep track

with current event and methods. Onuka & Ajayi (2012) observe the usefulness of training and development in an organisation and identified the functions of training as follow: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead cost; eliminates obsolesce in skills, technologies, methods, products, capital management; enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise.

Therefore, the concept of staff development encompasses organisational subsisting staff training and re-training programmes in order to meet up with organizational goals and objectives, as well as the sustaining human resource needs for organizational growth and development. Human resource is very critical to any organisational survival and accomplishment of the desired goals of any organisation. However, it has been generally observed that there has been a progressive decline in the ability of available manpower in Nigeria to cope with the challenges facing many organisations. This trend could be viewed to have resulted inadequate level of skill acquisition by the employees or their inability to keep abreast with the new modern technological development because of the absence of appropriate and sufficient staff development efforts by organisation.

2.9 **Summary**

The chapter reviewed the following topics: introduction and review of related literature. With reference to the literature reviewed on the impact of staff development

programmes on the performance of teachers in secondary school in Yola metropolis, Adamawa State, Nigeria. It was observed that provision of staff development programmes for teachers help educators keep abreast of expanding knowledge base on education they receive, so they can continually refine their conceptual and craft skills, it is also imperative in enhancing teachers' performance in the discharge of their duties in the secondary schools. The researcher started this chapter with the conceptual framework; meaning of staff development, meaning of performance, others include, impact of in-service training on the performance of staff in on organisation, impact of conference on the performance of staff in an organisation, impact of workshop on the performance of staff in an organization, impact of seminar on the performance of staff in an organization, impact of mentoring on the performance of staff in an organisation. This is followed by empirical study, where the researcher reviewed the works of other researchers' which are considered as being closely related with the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology used for the research. The chapter presents the research design, population of the study, sample and sampling techniques, instrumentation and its administration. Indeed, the content validity and reliability of the research instrument and administration for data analysis were also presented based on the outcome of the pilot study administered.

3.2 Research Design

Descriptive survey design was employed for this research. It is a design that was based on sample selected from entire population since the whole population is too large. Survey approach serves as an important means through manipulation of the variables for this research. However, the subjects of this study are the principals, vice principals administration and academic, teachers and official of the ministry of education in particular. All information obtained were presented in tables, described and analysed by use of frequency and simple percentages. In order to test the five hypotheses postulated, simple percentages and frequencies as well as one way analysis of variance (ANOVA) at 0.05 level of significance were used.

3.3 Population of the Study

The population for this research according to Adamawa State ministry of education 2014/2015 academic session consist of twenty six (26) senior secondary schools in both Yola North and South Zonal offices and one thousand four hundred and fifty eight (1, 458) teachers.

3.4 Sample and Sampling Techniques

This study is on Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Yola Metropolis of Adamawa State. In order to have fair representation of the target population of senior secondary schools in each zonal offices of the Yola metropolis, 50% was used in order to adjust the class distribution of a data. For this reason therefore, thirteen (13) schools representing 50% of the twenty six (26) senior secondary schools were randomly selected and applied in this research. However, in selecting the sample size of the respondents, 30% of the population was used as recommended by Aderoumun (1985) when he stated that 30% or above of a given population can be used as a sample for study. In selecting the respondents used in each senior secondary schools, simple random sampling techniques was used. The above assertions or submission is represented in table 3.4.1.

Table 1: Breakdown of the Entire Respondents of the 13 Senior Secondary Schools in Yola Metropolis

S/N	Name of Schools	Zones	Status	Teachers	Principals	VP.AC	VP.AD	Total
1.	GDSS Capital	Y/North	Public	19	1	1	1	22
2	GDSS Doubeli	Y/North	Public	25	1	1	1	28
3	GDSS Gwadabawa	Y/North	Public	13	1	1	1	16
4	GDSS Karewa	Y/North	Public	13	1	1	1	16
5	GGSS Yola	Y/North	Public	21	1	1	1	24
6	GMMC Yola	Y/North	Public	25	1	1	1	28
7	AMC Yola	Y/South	Public	30	1	1	1	33
8	GDSS Yola town	Y/South	Public	16	1	1	1	19
9	GDSS Shagari	Y/South	Public	13	1	1	1	16
10	SAIS Yola	Y/South	Public	14	1	1	1	17
11	GSTC Yola	Y/South	Public	24	1	1	1	27
12	GDSS Namtari	Y/South	Public	12	1	1	1	15
13	Best Centre Yola	Y/South	Public	21	1	1	1	24
	Total							**285**

Source: Adamawa State Ministry of Education 2014/2015 academic session

3.5 Instrumentation

Questionnaire was designed by the researcher based on the issues raised in the objectives of the study. The researcher used closed structured questions where the respondents are requested to indicate extent to which they agreed or disagreed with a given statement on issues raised by the researcher. The researcher used five points likert scale to determine the extent

of how the respondents perceived the study. The five point likert scale is ranked as shown below:

Strongly Agree	SA=	5
Agree	A =	4
Undecided	U =	3
Disagree	D =	2
Strongly Disagree	SD =	1

3.5.1 Validity of the Instrument

Before administering the instrument, supervisors of mined has made valuable and necessary corrections. This was in line with the submission of fox (1969:370) who noted that research is best done when experts are requested by a researcher to critically examine the drafted instrument with a view to affecting corrections, amendments, and modification to make it authentic or valid for research study.

3.5.2 Pilot Study

For the purpose of reliability of the instrument for the study, the researcher administered twenty (20) copies of the questionnaire to the four (4) categories of respondents in Yola Metropolis Senior Secondary Schools and official of the ministry of education Adamawa State. Fifteen (15) copies were distributed to teachers, four (4) copies to principals and one (1) copy to MOE official of Yola Metropolis. The questionnaire consists of fifty (50) item statements. Out of twenty (20) copies of the questionnaire distributed eighteen (18) copies were retrieved. This is subjected to reliability test.

3.5.3 Reliability of the Instrument

Since the reliability score is 0.89, it means that the instrument is reliable. This means it could measure what is expected. The analysis of data, at end revealed that the instrument was reliable.

3.6 Procedure for Data Collection

Data collection was done personally in thirteen (13) schools of Yola metropolis of Adamawa State. The researcher took the questionnaire to these schools and distributed the questionnaires to two hundred and eighty five (285) teachers.

3.7 Methods of Data Analysis

All the information through questionnaire were compiled, analysed, and discussed by the researcher. The researcher used descriptive and inferential statistics where frequency counts, simple percentages and one way analysis of variance (ANOVA) are considered appropriate for the study.

CHAPTER FOUR

RESULTS AND DATA ANALYSIS

4.1 Introduction

This chapter presents data analysis and the discussion from the opinions of respondents on the impact of staff development programmes on the performance of teachers in secondary schools in Yola metropolis, Adamawa State Nigeria. The main instrument used for data collection was questionnaire which contains 5 areas representing the staff development programmes. The questionnaire contains (50) items that relate to issues pertaining to in-service training, conferences, workshops, seminars and mentoring.

To give the general description of data collected from respondents, frequency counts and percentages were used to test the hypotheses one way analysis of variance (ANOVA) was employed. Where significance differences exist, Scheffe test was employed to ascertain the extent of differences. The significance level of 0.05 was adopted in testing the hypotheses. The analysis and discussion of data are based on the areas of in-service training, conferences, workshops, seminars and mentoring as contained in the instrument.

4.2 Opinions of Respondents on the Impact of In-Service Training on the Performance of Teachers in Secondary Schools in Yola Metropolis.

This section presents the opinions of respondents on the impact of in-service training on the performance of teachers in secondary schools in Yola Metropolis. Item 1-10 in the questionnaire relate to this section while item I was an attempt to find out from respondents whether through in-service training teachers in secondary schools learn how to plan lesson well which could enable them perform better in the class. Item 2 solicited the opinions of respondents on whether through in-service training teachers could master

their subjects which improves their performances in the class. items 3,4 and 5 attempted to find out whether through in-service training teachers learn how to control their classes, introduce and present lesson and evaluate lesson which could help them improve in performance, respectively.

Item 6 was an attempt to find out whether through in-service training teachers in the secondary schools in Yola metropolis learn questioning techniques which helps to improve their performances in the class. However, item 7 tried to find out from the respondents on whether through in-service training teachers learn how to carry out formative evaluation of students. Item 8 solicited the opinion of respondents on whether through in-service training teachers learn how to carry out summative evaluation of students. Items 9 and 10 sought the opinions of respondents on whether through in-service training teacher's knowledge increases and communicate effectively which enhances their performances in and outside the classroom.

Responses of all respondents were collected, analysed and presented in a table. Thus, table 2 gives the details.

Table 2: Opinions of Respondents on the Impact of In-service Training on the Performance of Teachers in Secondary Schools in Yola Metropolis

S/N	Item Statement	Category of respondents	Responses											
			Strongly Agree		Agree		U		D		S.D		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
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.	1. Principals	15	68.2	6	27.3	-	-	-	-	1	4.5	22	8.30
		2. teachers	96	41.2	119	51.1	5	2.1	11	4.7	2	.9	233	87.9
		3. Officials of M.O.E	6	60.0	4	40.0	-	-	-	-	-	-	10	3.8
2	Through in-service training, teacher sin my school master their subjects and this improves their performances in the class	1. Principals	12	54.5	10	45.5	-	-	-	-	-	-	22	8.30
		2. teachers	95	40.8	119	51.1	7	3.0	10	4.3	2	.9	233	87.9
		3. Officials of M.O.E	5	50.0	5	50.0	-	-	-	-	-	-	10	3.8
3	Through in-service training, teachers learn how to control their classes and this enhances their performances in the class	1. Principals	9	40.9	11	50.0	1	4.5	-	-	1	4.5	22	8.30
		2. teachers	87	37.3	126	54.1	9	3.9	10	4.3	1	.4	233	87.9
		3. Officials of M.O.E	7	70.0	3	30.0	-	-	-	-	-	-	10	3.8
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	1. Principals	11	50.0	8	36.4	2	9.1	-	-	1	4.5	22	8.30
		2. teachers	87	37.3	124	53.2	13	5.6	6	2.6	3	1.3	233	87.9
		3. Officials of M.O.E	4	40.0	4	40.0	2	20.0	-	-	-	-	10	3.8
5	Through in-service training, teachers in my school learn how to evaluate lessons, hence improve their performances	1. Principals	12	54.5	9	40.9	-	-	-	-	1	4.5	22	8.30
		2. teachers	75	32.2	127	54.5	14	6.0	13	5.6	4	1.7	233	87.9
		3. Officials of M.O.E	9	90.0	1	10.0	-	-	-	-	-	-	10	3.8
6	Through in-service training, teachers in my school learn questioning techniques, which helps to improve their performances in the class	1. Principals	5	27.7	12	54.5	1	4.5	3	13.6	1	4.5	22	8.30
		2. teachers	70	30.0	129	54.4	20	8.6	12	5.2	2	.9	233	87.9
		3. Officials of M.O.E	3	30.0	7	70.0	-	-	-	-	-	-	10	3.8
7	Through in-service training, teachers in my school learn how to carry out formative evaluation of students	1. Principals	4	18.2	16	72.7	1	4.5	-	-	1	4.5	22	8.30
		2. teachers	69	29.6	120	51.5	32	13.7	10	4.3	2	.9	233	87.9
		3. Officials of M.O.E	90	90.3	1	10.0	-	-	-	-	-	-	10	3.8
8	Through in-service training, teachers in my school learn how to carry out summative evaluation of students	1. Principals	7	31.8	12	54.5	1	4.5	1	4.5	1	4.5	22	8.30
		2. teachers	61	26.2	127	54.5	30	12.9	12	5.2	3	1.3	233	87.9
		3. Officials of M.O.E	8	80.0	2	20.0	-	-	-	-	-	-	10	3.8
9	Through in-service training, teachers' knowledge increases and this helps to enhance their performances in the class	1. Principals	12	54.5	6	27.3	-	-	3	13.6	1	4.5	22	8.30
		2. teachers	112	48.1	97	41.6	16	6.9	6	2.6	2	.9	233	87.9
		3. Officials of M.O.E	10	100.0	-	-	-	-	-	-	-	-	10	3.8
10	Through in-service training, teachers learn how to effectively communicate and this enhances their performances in and outside class	1. Principals	13	59.1	9	40.9	-	-	-	-	-	-	22	8.30
		2. teachers	100	42.9	98	42.1	15	6.4	15	6.4	5	2.1	233	87.9
		3. Officials of M.O.E	8	80.0	2	20.0	-	-	-	-	-	-	10	3.8

There is a consensus among the three categories of respondents that through in-service training, teachers in most secondary schools in Yola metropolis learnt how to plan lesson well and this enabled them to perform better in the class. This is evident from the opinions of principals, teachers and officials of MOE in their response to item 1 represented by 95.5%, 92.3% and 100%, respectively. There is also consensus among the respondents in their response to item 2 which indicates that through in-service training, teachers in most secondary schools in Yola metropolis mastered their subjects and this improved their performances in the class. This opinions is resultant form the responses of principals represented by 100%, teachers 91.9% and officials of MOE 100%.

There is evidence to suggest that principals, teachers and officials of MOE agreed that through in-service training, teachers learnt how to control their classes and this enhanced their performances. This is evident from the respondents' responses where 90.9% of principals, 91.4% of teachers and 100% of officials of MOE agreed on item 3. There is also evidence of consensus among respondents in their responses to item 4 which indicates that 86.4% of principals, 90.5% of teachers and 80% of officials of MOE are in agreement that through in-service training teachers in most secondary schools in Yola metropolis learnt how to introduce and present lesson and this helped in improving their capacity, hence improved their performances in the class.

There is also consensus among the respondents in their response to item 5 which indicates that through in-service training, teachers learnt how to evaluate lessons, hence improved their performance. This opinion is resultant from the responses of principals represented by 95.4%, teachers 86.7% and officials of MOE 100%. There is also evidence to suggest that principals, teachers and officials of MOE agreed that through in-service training, teachers in most secondary schools in Yola metropolis learnt

questioning techniques, which helped to improve their performances in the class. This is evident from the respondents' responses where 77.2% of principals, 85.4% of teachers and 100% of officials of MOE agreed on item 6.

There is also consensus among the three categories of respondents that through in-service training, teachers learnt how to carry out formative evaluation of students. This is evident from the opinions of principals, teachers and officials of MOE in their response to item 7 represented by 90.9%, 81.1% and 90%, respectively. There is also evidence of consensus among respondents in their responses to item 8 which indicates that 86.3% of principals, 80.7% of teachers and 100% of officials of MOE are in agreement that through in-service training, teachers in most secondary schools in Yola metropolis learnt how to carry out summative evaluation of students.

There is also evidence to suggest that principals, teachers and officials of MOE agreed that through in-service training, teachers' knowledge increases and this helped to enhance their performance in the class. This is evident from the respondents' responses where 81.8% of principals, 89.7% of teachers and 100% of officials of MOE agreed on item 9. There is also evidence of consensus among respondents in their responses to item 10 which indicates that 100% of principals, 85% of teachers and 100% of officials of MOE are in agreement that through in-service training, teachers in most secondary schools in Yola metropolis learnt how to effectively communicate and this enhance their performances in and outside class.

4.3 Opinions of Respondents on Impact of Conferences on the Performance of Teachers in Secondary Schools in Yola Metropolis

This section presents opinions of respondents on the impact of conferences on the performance of teachers in secondary schools in Yola Metropolis.

Items 11-20 in the questionnaire relate to this section. Items 11 and 12 solicited the opinions of respondents on whether through conferences teachers learn how to plan lesson well and master their subjects which could improve their performance in class. item 13 attempted to find out whether through conferences teachers learn how to control their classes which could inadvertedly enhance their performance in the class, while item 14 attempted to find out whether through conferences teachers learn how to introduce of present lesson in the class.

Items 15 and 16 attempted to find out whether through conferences teachers learn how to evaluate lessons and questioning techniques which will improve their performance.

However items 17 and 18 sought the opinions of respondents on whether through conferences teachers learn how to carry out formative evaluation and summative evaluation of students. While item, 19 attempted to find out from the respondents on whether through conferences teachers knowledge increases, item 20 was an attempt to find out from the respondents on whether through conferences teachers learn how to effectively communicate in and outside the classroom.

Responses of all respondents were collected, analysed and presented in a table. Details are presented in table 3

Table 3: Opinions of Respondents on the Impact of Conferences on the Performance of Teachers in Secondary Schools in Yola Metropolis

S/N	Item Statement	Category of respondents	Responses: Strongly Agree		Agree		U.		D		S.D		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
11	Through conferences, teachers in my school learn how to plan lesson well and this enables them to perform better in the class.	1. Principals	4	18.2	8	36.4	9	40.9	1	4.5	-	-	22	8.30
		2. teachers	61	26.2	89	38.2	38	16.3	36	15.5	9	3.9	233	87.9
		3. Officials of M.O.E	-	-	8	80.0	2	20.0	-	-	-	-	10	3.8
12	Through conferences, teacher sin my school master their subjects and this improves their performances in the class	1. Principals	2	9.1	9	40.9	5	29.7	6	27.3	-	-	22	8.30
		2. teachers	51	21.9	19	39.1	37	15.9	45	19.3	9	3.9	233	87.9
		3. Officials of M.O.E	1	10.0	7	70.0	2	20.0	-	-	-	-	10	3.8
13	Through conferences, teachers learn how to control their classes and this enhances their performances in the class	1. Principals	1	4.5	2	9.1	9	40.9	5	22.7	5	22.7	22	8.30
		2. teachers	55	23.6	91	39.1	27	11.6	51	21.9	9	3.9	233	87.9
		3. Officials of M.O.E	-	-	6	60.0	4	40.0	-	-	-	-	10	3.8
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	1. Principals	5	22.7	7	31.8	5	22.7	5	22.7	-	-	22	8.30
		2. teachers	48	20.6	102	43.8	28	12.0	46	19.7	9	3.9	233	87.9
		3. Officials of M.O.E	-	-	7	70.0	3	30.0	-	-	-	-	10	3.8
15	Through conferences, teachers in my school learn how to evaluate lessons, hence improve their performances	1. Principals	2	2.9	7	31.8	4	18.2	8	36.4	1	4.5	22	8.30
		2. teachers	49	21.0	96	41.2	34	14.6	44	18.9	10	4.3	233	87.9
		3. Officials of M.O.E	-	-	8	80.0	2	20.0	-	-	-	-	10	3.8
16	Through conferences, teachers in my school learn questioning techniques, which helps to improve their performances in the class	1. Principals	3	13.6	6	27.3	7	31.8	4	18.2	2	9.1	22	8.30
		2. teachers	49	21.0	101	43.3	32	13.7	41	17.6	10	4.3	233	87.9
		3. Officials of M.O.E	1	10.0	7	70.0	2	20.0	-	-	-	-	10	3.8
17	Through conferences, teachers in my school learn how to carry out formative evaluation of students	1. Principals	2	9.1	11	50.0	4	18.2	3	13.6	2	9.1	22	8.30
		2. teachers	55	23.6	80	34.3	50	21.5	38	16.3	10	4.3	233	87.9
		3. Officials of M.O.E	-	-	7	70.0	3	30.0	-	-	-	-	10	3.8
18	Through conferences, teachers in my school learn how to carry out summative evaluation of students	1. Principals	2	9.1	8	36.4	5	22.7	3	13.6	4	18.2	22	8.30
		2. teachers	45	19.3	93	39.9	45	19.3	35	15.0	15	6.4	233	87.9
		3. Officials of M.O.E	-	-	6	60.0	4	40.0	-	-	-	-	10	3.8
19	Through conferences, teachers' knowledge increases and this helps to enhance their performances in the class	1. Principals	3	13.6	8	36.4	6	27.3	4	18.2	1	4.5	22	8.30
		2. teachers	75	32.2	88	37.8	29	12.4	28	12.0	13	5.6	233	87.9
		3. Officials of M.O.E	-	-	5	50.0	5	5.0	-	-	-	-	10	3.8
20	Through conferences, teachers learn how to effectively communicate and this enhances their performances in and outside class	1. Principals	5	22.7	8	36.4	3	13.6	4	18.2	2	9.1	C	8.30
		2. teachers	59	25.3	92	39.5	35	15.0	36	15.5	11	4.7	233	87.9
		3. Officials of M.O.E	-	-	4	40.0	6	60.0	-	-	-	-	10	3.8

There is a consensus among the three categories of respondents that through conferences, teachers in most secondary schools in Yola metropolis learnt how to plan lesson well and this enabled them to perform better in the class. This is evident from the opinions of principals, teachers and officials of MOE in their response to item 11 represented by 54.6%, 64.4% and 80%, respectively. There is also evidence of consensus among respondents in their responses to item 12 which indicates that 50% of principals, 61% of teachers and 80% of officials of MOE are in agreement that through conferences, teachers mastered their subjects and this improves their performances in the class.

There is also evidence to suggest that principals, teachers and officials of MOE agreed that through conferences, teachers learnt how to introduce and present lesson and it helped in improving their capacity, hence improved performances in the class. This is evident from the respondents' responses where 54.55 of principals, 64.4% of teachers and 70% of officials of MOE agreed on item 14. There is also evidence of consensus among respondents in their responses to item 17 which indicates that 59.1% of principals, 57.9% of teachers and 70% of officials of MOE are in agreement that through conferences, teachers in most secondary schools in Yola metropolis learnt how to carry out formative evaluation of students.

There is also consensus among the 3 categories of respondents that through conferences, teachers' knowledge increases and this helped to enhance their performances in the class. This is evident from the opinions of principals, teachers and officials of MOE in their responses to item 19 represented by 50%, 70% and 50%, respectively.

4.4 Opinions of Respondents on the Impact of Workshop on the Performance of Teachers in Secondary Schools in Yola Metropolis

This section contains opinions of respondents on the impact of workshops on the performance of teachers in secondary schools in Yola metropolis.

Items 21 – 30 in the questionnaire are related to this section. Items 21 and 22 attempted to find out whether through workshops teachers learn how to plan lesson well and master their subject areas. While item 23 solicited the opinions of respondents on whether through workshop of teachers learn how to control their classes, item 24 try to find out if through workshops teachers learn how to introduce and present lesson in the class. Items 25, 26 and 27 attempted to find out whether through workshops teachers learn how to evaluate lessons, questioning techniques and carry out formative evaluation or students, respectively.

Item 28 was an attempt to find out whether through workshops teachers learn how to carry out summative evaluation of students. Items 29 and 30 sought the opinions of respondents on whether through workshops teachers' knowledge increases and teachers learn how to effectively communicate in and outside classes, respectively.

Responses of all respondents were collected analysed and presented in a table. Table 4 gives the details.

Table 4: Opinions of Respondents on the Impact of Workshop on the Performance of Teachers in Secondary Schools in Yola Metropolis

S/N	Item Statement	Category of respondents	Responses											
			Strongly Agree		Agree		U		D		S.D		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
21	Through workshops, teachers in my school learn how to plan lesson well and this enables them to perform better in the class.	1. Principals	11	50.0	9	40.9	1	4.5	1	4.5	-	-	22	8.30
		2. teachers	74	31.8	111	47.6	19	8.2	20	8.6	9	3.9	233	87.9
		3. Officials of M.O.E	9	90.0	1	10.0	-	-	-	-	-	-	10	3.8
22	Through workshops, teacher sin my school master their subjects and this improves their performances in the class	1. Principals	8	36.4	11	50.0	1	4.5	1	4.5	1	4.5	22	8.30
		2. teachers	61	21.2	125	53.6	22	9.4	22	9.4	3	1.3	233	87.9
		3. Officials of M.O.E	10	100.0	-	-	-	-	-	-	-	-	10	3.8
23	Through workshops, teachers learn how to control their classes and this enhances their performances in the class	1. Principals	4	18.2	14	63.6	2	9.1	1	4.5	1	4.5	22	8.30
		2. teachers	78	33.5	110	47.2	23	9.9	20	8.6	2	.9	233	87.9
		3. Officials of M.O.E	5	50.0	5	50.0	-	-	-	-	-	-	10	3.8
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	1. Principals	9	40.9	9	40.0	2	9.1	1	4.5	1	4.5	22	8.30
		2. teachers	75	32.2	115	49.4	22	9.4	17	7.3	4	1.7	233	87.9
		3. Officials of M.O.E	5	50.0	4	40.0	1	10.0	-	-	-	-	10	3.8
25	Through workshops, teachers in my school learn how to evaluate lessons, hence improve their performances	1. Principals	7	31.8	13	59.1	1	4.5	-	-	1	4.5	22	8.30
		2. teachers	70	30.0	119	51.1	20	8.6	20	8.6	4	1.7	233	87.9
		3. Officials of M.O.E	8	80.0	1	10.0	1	10.0	-	-	-	-	10	3.8
26	Through workshops, teachers in my school learn questioning techniques, which helps to improve their performances in the class	1. Principals	6	27.3	13	59.1	1	4.5	1	4.5	1	4.5	22	8.30
		2. teachers	63	27.0	126	54.1	25	10.7	16	6.9	3	1.3	233	87.9
		3. Officials of M.O.E	6	60.0	4	40.0	-	-	-	-	-	-	10	3.8
27	Through workshops, teachers in my school learn how to carry out formative evaluation of students	1. Principals	7	31.8	11	50.0	2	9.1	1	4.5	1	4.5	22	8.30
		2. teachers	57	24.5	124	53.2	31	13.3	19	8.2	2	.9	233	87.9
		3. Officials of M.O.E	5	50.0	4	40.0	1	10.0	-	-	-	-	10	3.8
28	Through workshops, teachers in my school learn how to carry out summative evaluation of students	1. Principals	7	31.8	10	45.5	3	13.6	1	4.5	1	4.5	22	8.30
		2. teachers	62	26.6	118	50.6	26	11.2	23	9.9	4	1.6	233	87.9
		3. Officials of M.O.E	8	80.0	1	10.0	1	10.0	-	-	-	-	10	3.8
29	Through workshops, teachers' knowledge increases and this helps to enhance their performances in the class	1. Principals	9	40.9	9	40.9	3	13.6	1	4.5	-	-	22	8.30
		2. teachers	93	39.9	108	46.4	17	7.3	11	4.7	4	1.7	233	87.9
		3. Officials of M.O.E	8	80.0	2	20.0	-	-	-	-	-	-	10	3.8
30	Through workshops, teachers learn how to effectively communicate and this enhances their performances in and outside class	1. Principals	10	45.5	11	50.0	1	4.5	-	-	-	-	22	8.30
		2. teachers	79	33.9	102	43.8	22	9.4	21	9.0	9	3.9	233	87.9
		3. Officials of M.O.E	5	50.0	5	50.0	-	-	-	-	-	-	10	3.8

There is a consensus among the three categories of respondents that through workshop, teachers in most secondary schools in Yola metropolis learnt how to plan lesson well and this enabled them to perform better in the class. This is evident from the opinions of principals, teachers and officials of MOE in their responses to item 21 represented by 90.9%, 79.4% and 100%, respectively. There is also consensus among the respondents in their responses to item 22 which indicates that through workshop, teachers in most secondary schools in Yola metropolis mastered their subject and this improved their performances in the class. This opinions is resultant from the responses of principals represented by 86.4% teachers 79.8% and officials of MOE 100%.

There is evidence to suggest that principals, teachers and officials of MOE agreed that through workshop, teachers learnt how to control their classes and this enhanced their performances. This is evident from the respondents' responses where 81.8% of principals, 80.7% of teachers and 100% of officials of MOE agreed on item 23. There is also evidence of consensus among respondents in their responses to item 24 which indicates that 81.8% of principals, 81.6% of teachers and 90% of officials of MOE are in agreement that through workshop, teachers in most secondary schools in Yola metropolis learnt how to introduce and present lesson and this helped in improving their capacity, hence improved their performances in the class.

There is also consensus among the respondents in their responses it item 25 which indicates that through workshop, teachers learnt how to evaluate lessons, hence improved their performance. This opinion is resultant from the responses of principals represented by 90.9%, teachers 81.1% and officials of MOE 90.0%. There is also evidence to suggest that principals, teachers and officials of MOE agreed that through workshop, teachers in most secondary schools in Yola metropolis learnt questioning

techniques, which helped to improve their performances in the class. This is evident from the respondents' responses where 86.4% of principals, 81.1% of teachers and 100% of official of MOE agreed on item 26.

There is also consensus among the three categories of respondents that through workshop, teachers learnt how to carry out formative evaluation of students. This is evident from the opinions of principals, teachers and officials of MOE in their response to item 27 represented by 81.8%, 77.7% and 90%, respectively. There is also evidence of consensus among respondents in their responses to item 28 which indicates that 77.3% of principals, 77.2% of teachers and 90% of officials of MOE are in agreement that through workshop, teachers in most secondary schools in Yola metropolis learnt how to carry out summative evaluation of students.

There is also evidence to suggest that principals, teachers and officials of MOE agreed that through workshop, teachers' knowledge increase and this helped to enhance their performance in the class. This is evident from the respondents' responses where 81.8% of principals, 86.3% of teachers and 100% of officials of MOE agreed on item 29. There is also evidence of consensus among respondents in their responses to item 30 which indicates that 95.5% of principals, 77.7% of teachers and 100% of officials of MOE are in agreement that through workshop, teachers in most secondary schools in Yola metropolis learnt how to effectively communicate and this enhance their performances in and outside the class.

4.5 Opinions of Respondents on the Impact of Seminars on the Performance of Teachers in Secondary Schools in Yola Metropolis

This section contains opinions of respondents on the impact of seminars on the performance of teachers in secondary schools in Yola metropolis.

Items 31 – 40 in the questionnaire are related to this section. Items 31 and 32 attempted to find out whether through seminars teachers in secondary schools in yola metropolis learn how to plan lesson well and master their subjects which improves their performance in the class, respectively. While item 33 was an attempt to find out whether through seminars teachers learn how to control their classes, item 34 was an attempt to find out whether teachers learn how to introduce and present lesson through seminars. Items 35, 36 and 37 attempted to find out whether through seminars teachers learn how to evaluate lessons, questioning techniques and how to carry out formative evaluation of students, respectively.

In item 38 attempt was made to find out whether through seminars teacher learn how to carryout summative evaluation of students. Item 39 solicited the opinions of respondents on whether through seminar teachers' knowledge increases which helps to enhance the performances in the class. Lastly, item 40 solicited the opinions of respondents on whether through seminars teachers learn how to effectively communicate which could enhance their performances in and outside the class.

Opinions of all respondents were gathered, analysed and presented in a tabular form. Table 5 gives the details.

Table 5: Opinions of Respondents on the Impact of Seminar on the Performance of Teachers in Secondary Schools in Yola Metropolis

S/N	Item Statement	Category of respondents	Responses											
			Strongly Agree		Agree		U		D		SD		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
31	Through seminar, teachers in my school learn how to plan lesson well and this enables them to perform better in the class.	1. Principals 2. teachers 3. Officials of M.O.E	4 62 4	18.2 26.6 40.0	8 101 4	36.4 43.3 40.0	6 14 2	27.3 6.0 20.0	2 41 -	9.1 17.6 -	2 15 -	9.1 6.4 -	22 233 10	8.30 87.9 3.8
32	Through seminar,, teacher sin my school master their subjects and this improves their performances in the class	1. Principals 2. teachers 3. Officials of M.O.E	4 43 5	18.2 18.5 50.0	9 115 5	40.9 49.4 50.0	5 14 -	22.7 6.0 -	3 49 -	13.6 21.0 -	1 12 -	4.5 5.2 -	22 233 10	8.30 87.9 3.8
33	Through seminar,, teachers learn how to control their classes and this enhances their performances in the class	1. Principals 2. teachers 3. Officials of M.O.E	2 52 3	9.1 2.3 30.0	9 105 6	40.9 45.1 60.0	5 25 1	22.7 10.7 10.0	5 39 -	22.7 16.7 -	1 12 -	4. 5.2 -	22 233 10	8.30 87.9 3.8
34	Through seminar, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	1. Principals 2. teachers 3. Officials of M.O.E	3 56 4	13.6 24.0 40.0	10 106 5	45.5 45.5 50.0	3 19 1	13.6 8.2 10.0	5 36 -	22.7 15.5 -	1 16 -	4.5 6.9 -	22 233 10	8.30 87.9 3.8
35	Through seminar, teachers in my school learn how to evaluate lessons, hence improve their performances	1. Principals 2. teachers 3. Officials of M.O.E	3 55 2	13.6 23.6 20.0	10 110 6	45.5 47.2 60.0	5 19 2	22.7 7.3 20.0	3 37 -	13.6 15.9 -	1 14 -	4.5 6.0 -	22 233 10	8.30 87.9 3.8
36	Through seminar, teachers in my school learn questioning techniques, which helps to improve their performances in the class	1. Principals 2. teachers 3. Officials of M.O.E	4 49 5	18.2 21.0 50.0	9 114 4	40.9 48.9 40.0	4 27 1	18.2 11.6 10.0	3 26 -	13.6 11.2 -	2 17 -	9.1 7.3 -	22 233 10	8.30 87.9 3.8
37	Through seminar, teachers in my school learn how to carry out formative evaluation of students	1. Principals 2. teachers 3. Officials of M.O.E	3 55 4	13.6 23.6 40.0	11 95 3	50.0 40.8 30.0	4 31 3	18.2 13.3 30.0	3 41 -	13.6 17.6 -	1 11 -	4.5 4.7 -	22 233 10	8.30 87.9 3.8
38	Through seminar, teachers in my school learn how to carry out summative evaluation of students	1. Principals 2. teachers 3. Officials of M.O.E	3 43 4	13.6 18.5 40.0	10 112 4	45.5 48.1 40.0	1 30 2	4.5 12.9 20.0	7 37 -	31.8 15.9 -	1 11 -	4.5 4.7 -	22 233 10	8.30 87.9 3.8
39	Through seminar, teachers' knowledge increases and this helps to enhance their performances in the class	1. Principals 2. teachers 3. Officials of M.O.E	4 77 3	18.2 33.0 30.0	10 101 6	45.5 43.3 60.0	2 15 -	9.1 6.4 -	5 32 1	22.7 13.7 10.0	1 8 -	4.5 3.4 -	22 233 10	8.30 87.9 3.8
40	Through seminar, teachers learn how to effectively communicate and this enhances their performances in and outside class	1. Principals 2. teachers 3. Officials of M.O.E	4 56 5	18.2 24.0 50.0	8 112 2	36.4 48.1 20.0	5 23 3	22.7 9.9 30.0	3 28 -	13.6 12.0 -	2 14 -	9.1 6.0 -	22 233 10	8.30 87.9 3.8

There is a consensus among the three categories of respondents that through seminars, teachers in most secondary schools in Yola metropolis learnt how to plan lesson well and this enabled them to perform better in the class. This is evident from the opinions of principals, teachers and officiates of MOE in their responses to item 31 represented by 54.6%, 69.9% and 80%, respectively. There is also consensus among the respondents in their responses to item 32 which indicates that through seminars, teachers

in most secondary schools in Yola metropolis mastered their subjects and this improved their performances in the class. This opinion is resultant from the responses of principals represented by 59.1%, teachers 67.9% and officials of MOE 100%.

There is evidence to suggest that principals, teachers and officials of MOE agreed that through seminars, teachers learnt how to control their classes and this enhanced their performances. This is evident form the respondents' responses where 50% of principals, 67.4% of teachers and 90% of officials of MOE agreed on item 33. There is also evidence of consensus among respondents in their responses to item 34 which indicates that 59.1% of principals, 69.5% of teachers and 90% of officials of MOE are in agreement that through seminars, teachers in most secondary schools in Yola metropolis learnt how to introduce and present lesson and this helped in improving their capacity, hence improved their performances in the class.

There is also consensus among the respondents in their responses to item 35 which indicates that through seminars, teachers learnt how to evaluate lessons, hence improved their performance. This opinion is resultant from the responses of principals represented by 59.1%, teachers 70.8% and officials of MOE 80%. There is also evidence to suggest that principals, teachers and officials of MOE agreed that through seminars, teachers in most secondary schools in Yola metropolis leant questioning techniques, which helped to improve their performances in the class. This is evident from the respondents' responses where 59.1% of principals, 69.9% of teachers and 90% of officials of MOE agreed on item 36.

There is also consensus among the three categories of respondents that through seminars, teachers learnt how to carry out formative evaluation of students. This is evident from the opinions of principals, teachers and officials of MOE in their responses

to item 37 represented by 63.6%, 64.4% and 70%, respectively. There is also evidence of consensus among respondents in their responses to item 38 which indicates that 59.1% of principals, 66.6% of teachers and 80% of a officials of MOE are in agreement that through seminars, teachers in most secondary schools in Yola metropolis learnt how to carry out summative evaluation of students.

There is also evidence to suggest that principals, teachers and officials of MOE agreed that through seminars, teachers' knowledge increases and this helped to enhance their performance in the class. This is evident from the respondents' responses where 63.7% of principals, 76.3% of teachers and 90% of officials of MOE agreed on item 39. There is also evidence of consensus among respondents in their responses to item 40 which indicates that 54.6% of principals, 72.1% of teachers and 70% of officials of MOE are in agreement that through seminars, teachers in most secondary schools in Yola metropolis learnt how to effectively communicate and this enhance their performances in and outside class.

4.6 Opinions of Respondents on the Impact of Mentoring on the Performance of Teachers in Secondary Schools in Yola Metropolis

This section contains opinions of respondents on the impact of mentoring on the performance of teachers in secondary schools in Yola Metropolis.

Items 41 – 50 in the questionnaire are related to this section. Items 41 and 42 solicited the opinions of respondents on whether through mentoring teachers in secondary schools in Yola metropolis learn how to plan lesson well and master their subject areas which improves their performance in the class, respectively. Items 43 and 44 attempted to find out whether through mentoring teachers learn how to control their

classes and how to introduce and present lessons, hence improves performance in the class.

In items 45, 46 and 47 attempts were made to find out whether through mentoring teachers learn how to evaluate lessons, questioning techniques and how to carry out formative evaluation of students, respectively. Items 48 and 49 attempted to find out whether through mentoring teachers learn how to carry out summative evaluation of students and teachers' knowledge increases which helps to enhance their performance in the class, respectively. Lastly in item 50 the researcher solicited the opinions of respondents on whether through mentoring teachers learn how to effectively communicate to enhance their performances in and outside the class.

Responses of all respondents were collected, analysed and presented in a table. Table 6 gives the details.

Table 6: Opinions of Respondents on the Impact of Mentoring on the Performance of Teachers in Secondary Schools in Yola Metropolis

S/N	Item Statement	Category of respondents	Responses: Strongly Agree		Agree		U		D		S.D		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
41	Through mentoring, teachers in my school learn how to plan lesson well and this enables them to perform better in the class.	1. Principals	7	31.8	11	50.0	2	9.1	2	9.1	-	-	22	8.30
		2. teachers	58	24.9	116	49.8	14	6.0	31	13.3	14	6.0	233	87.9
		3. Officials of M.O.E	6	60.0	3	30.0	1	10.0	-	-	-	-	10	3.8
42	Through mentoring, teachers in my school master their subjects and this improves their performances in the class	1. Principals	6	27.3	13	59.1	1	4.5	-	-	2	9.1	22	8.30
		2. teachers	47	20.2	115	49.4	29	12.4	33	14.2	9	3.9	233	87.9
		3. Officials of M.O.E	8	80.0	2	20.0	-	-	-	-	-	-	10	3.8
43	Through mentoring, teachers learn how to control their classes and this enhances their performances in the class	1. Principals	6	27.3	11	50.0	2	9.1	1	4.5	2	9.1	22	8.30
		2. teachers	70	30.0	100	42.9	22	9.4	31	13.3	10	4.3	233	87.9
		3. Officials of M.O.E	7	70.0	3	30.0	-	-	-	-	-	-	10	3.8
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	1. Principals	5	22.7	12	54.5	3	13.6	1	4.5	1	4.5	22	8.30
		2. teachers	61	26.2	103	44.2	27	11.6	33	14.2	9	3.9	233	87.9
		3. Officials of M.O.E	2	20.0	6	60.0	2	20.0	-	-	-	-	10	3.8
45	Through mentoring, teachers in my school learn how to evaluate lessons, hence improve their performances	1. Principals	4	18.2	14	63.6	2	9.1	-	-	2	9.1	22	8.30
		2. teachers	65	27.9	106	45.5	25	10.7	29	12.4	8	3.4	233	87.9
		3. Officials of M.O.E	4	40.0	5	50.0	1	10.0	-	-	-	-	10	3.8
46	Through mentoring, teachers in my school learn questioning techniques, which helps to improve their performances in the class	1. Principals	5	22.7	12	54.5	2	9.1	3	13.6	-	-	22	8.30
		2. teachers	51	21.9	113	48.5	27	11.6	28	12.0	14	6.0	233	87.9
		3. Officials of M.O.E	3	30.0	5	50.0	2	20.0	-	-	-	-	10	3.8
47	Through mentoring, teachers in my school learn how to carry out formative evaluation of students	1. Principals	3	13.0	16	72.7	-	-	1	4.5	2	9.1	22	8.30
		2. teachers	54	23.2	102	43.8	38	16.3	31	13.3	8	3.4	233	87.9
		3. Officials of M.O.E	6	60.0	4	40.0	-	-	-	-	-	-	10	3.8
48	Through mentoring, teachers in my school learn how to carry out summative evaluation of students	1. Principals	5	22.2	14	63.6	2	9.1	-	-	1	4.5	22	8.30
		2. teachers	51	21.9	102	43.8	43	18.5	30	12.9	7	3.0	233	87.9
		3. Officials of M.O.E	7	70.0	2	20.0	1	10.0	-	-	-	-	10	3.8
49	Through mentoring, teachers' knowledge increases and this helps to enhance their performances in the class	1. Principals	5	22.7	8	36.4	3	13.6	5	22.7	1	4.5	22	8.30
		2. teachers	74	31.8	100	42.9	22	9.4	29	12.4	8	3.4	233	87.9
		3. Officials of M.O.E	6	60.0	4	40.0	-	-	-	-	-	-	10	3.8
50	Through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class	1. Principals	4	18.2	10	45.5	3	13.6	4	18.2	1	4.5	22	8.30
		2. teachers	65	27.9	112	48.1	22	9.4	26	11.2	8	3.4	233	87.9
		3. Officials of M.O.E	6	60.0	4	40.0	-	-	-	-	-	-	10	3.8

There is a consensus among the three categories of respondents that through mentoring, teachers in most secondary schools in Yola metropolis learnt how to plan lesson well and this enabled them to perform better in the class. This is evident from the opinions of principals, teachers and officials of MOE in their responses to item 41 represented by 81.8%, 74.7% and 90%, respectively. There is also consensus among the respondents in their responses to item 42 which indicates that through mentoring, teachers in most secondary schools in Yola metropolis mastered their subject and this improved their performances in the class. This opinion is resultant from the responses of principals, represented by 86.4%, teachers 69.4% and officials of MOE 100%.

There is also evidence to suggest that principals, teachers and officials of MOE agreed that through mentoring, teachers learnt how to control their classes and this enhanced their performances. This is evident from the respondents' responses where 77.3% of principals, 72.9% teachers and 100% of officials of MOE agreed on item 43. There is also evidence of consensus among respondents in their responses to item 44 which indicates that 77.2% of principals 70.4% of teachers and 80% of officials of MOE are in agreement that through mentoring, teachers in most secondary schools in Yola metropolis learnt how to introduce and present lesson and this helped in improving their capacity, hence improved their performances in the class.

There is also consensus among the respondents in their responses to item 45 which indicates that through mentoring, teachers learnt how to evaluate lessons, hence improved their performance. This opinion is resultant from the responses of principals represented by 81.8%, teachers 73.4% and officials of MOE 90%. There is also evidence to suggest that principals, teachers and officials of MOE agreed that through mentoring, teachers in most secondary schools in Yola metropolis learnt questioning techniques,

which helped to improve their performances in the class. This is evident from the respondents' responses where 77.2% of principals, 70.4% of teachers and 805 of officials of MOE agreed on item 46.

There is also consensus among the three categories of respondents that through mentoring, teachers learnt how to carry out formative evaluation of student. This is evident from the opinions of principals, teachers and officials of MOE in their response to item 47 represented by 86.3%, 67% and 10%, respectively. There is also evidence of consensus among respondents in their responses to item 48 which indicates that 86.3% of principals, 65.7% of teachers and 90% of officials of MOE are in agreement that through mentoring, teachers in most secondary schools in Yola metropolis learnt how to carry out summative evaluation of students.

There is also evidence to suggest that principals, teachers and officials of MOE agreed that through mentoring, teachers' knowledge increases and this helped to enhance their performance in the class. This is evident from the respondents' responses where 59.1% of principals, 74.7% of teachers and 100% of officials of MOE agreed on item 49. There is also evidence of consensus among respondents in their responses to item 50 which indicates that 63.7% of principals, 76% of teachers and 100% of officials of MOE are in agreement that through mentoring, teachers in most secondary schools in Yola metropolis learnt how to effectively communicate and this enhance their performances in and outside the class.

4.7 Hypothesis Testing

The study formulated five hypotheses. The hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05 level of significance. The hypotheses were

derived from the issues raised from the objectives. The probability value and the 0.05 level of significance are used to reject or accept hypotheses. All the five hypotheses are stated in a null form. Where significance differences exist, of Scheffe was employed to ascertain the extent of significance differences in the opinions of respondents.

Hypothesis 1

There is no Significant Difference in the Opinions of Principals, Teachers and Ministry of Education Officials on Impact of In-Services Training on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State.

This hypotheses is related to items 1-10 in the questionnaire. To test this hypotheses, responses of all respondents were collected, analysed and presented in a table. Thus table 7 gives the details.

Table 7: Summary of Analysis of Variance (ANOVA) on the Opinions of Respondents on the Impact of In-Service Training on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State.

Status	Sum of square	Df	Mean square	F	Prob.	F. Critical
Between Groups	12.406	2	6.203	.074	.928	3.37
Within groups	21882.100	262	83.519			
Total	218894.506	264				

From table 7, it is evident that the probability if 0.928 and this is above the 0.05 level of significance. This means that there is no significant difference in the opinions of Principals, Teachers and Ministry of Education Officials on the Impact on In-Service Training on the Performance of Teachers in Secondary Schools in Yola Metropolis. Therefore, the null hypothesis is retained to mean that opinion of the three groups did not differ significantly on their views on the impact of In-Service Training on the Performance of Teachers.

Hypothesis 2

There is no significant Difference in the Opinions of Principals, Teachers and Ministry of Education Officials on Impact of Conference on the Performance of Teachers in Secondary School in Yola Metropolis.

This hypotheses relates to items 11-20 in the questionnaire. To test the hypothesis, responses of all respondents were collected, analysed and presented in a table 8

Table 8: Summary of Analysis of Variance (ANOVA) on the Opinions of Respondents on the Impact of Conferences on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State.

Status	Sum of square	Df	Mean square	F	Prob.	F. Critical
Between Groups	324.766	2	162.383	3.363	.036	3.37
Within groups	12649.068	262	48.279			
Total	**18134.571**	**264**				

In table 8, it could be seen that the probability value is 0.036. This is lower than the 0.05 level of significance. This means that there is significant difference in the opinions of Principals, Teachers and Ministry of Education Officials on impact of Conference on the Performance of Teachers in Secondary Schools in Yola Metropolis. Therefore, the null hypothesis is rejected to mean that there is significant difference in the opinion of three categories of respondents.

To ascertain the extent of differences of opinions of the three categories of respondents, Scheffe test was employed. Therefore, table 9 gives the details.

Table 9: Scheffe test on Opinions of Teachers, Principals and Ministry of Education Officials on the Impact of Conferences on Teachers' Performance in Secondary Schools in Yola Metropolis

Groups	Mean scores	Groups		
		Teachers	**Principals**	**M.O.E Officials**
Teachers	2.0341		*	
Principals	3.4782	*		*
M.O.E Officials	2.9452		*	

From table 9, it is clear that opinions of teachers and principals differ significantly as evident in their mean scores. Similarly, opinions of principal and M.O.E

Officials differ significantly as shown in their mean scores. However, opinions of teachers and M.O.E officials do not differ significantly.

Hypothesis 3

There is no Significant Difference in the Opinions of Principals, Teachers and ministry of Education Officials on Impact of Workshop on the Performance of Teachers in Secondary School in Yola Metropolis.

Items related to this hypothesis range from 21 – 30 in the questionnaire. To test the hypothesis, responses of the three categories of respondents were collected, analysed and presented in a table. Table 10 presents the details.

Table 10: Summary of Analysis of Variance (ANOVA) on the Opinions of Respondents on the Impact of Workshops on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State.

Status	Sum of square	Df	Mean square	F	Prob.	F. Critical
Between Groups	362.967	2	181.483	2.182	.115	3.37
Within groups	21790.943	262	83.172			
Total	**22153.99**	**264**				

It could be observed in table 10 that the probability value is 0.115 and this is higher than the 0.05 level of significance. This means that there is no significant difference in the opinions of Principals, Teachers and ministry of Education Officials on Impact of workshops on the performance of teachers in Secondary Schools in Yola Metropolis. Therefore the null hypothesis is retained to mean that opinions of the three groups do not differ significantly.

Hypothesis 4

There is no significant difference in the opinions of Principals, Teachers and Ministry of Education Officials on Impact of Seminar on the Performance of Teachers in Secondary School in Yola Metropolis.

Hypothesis is related to items 31 – 40 in the questionnaire. To test the hypothesis, responses of all respondents were collected, analysed and presented in a table. Details are contained in table 11

Table 11: Summary of Analysis of Variance (ANOVA) on the Opinions of Respondents on the Impact of Seminar on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State.

Status	Sum of square	Df	Mean square	F	Prob.	F. Critical
Between Groups	13.607	2	6.804	0.74	0.983	4.23
Within groups	24864.200	262	94.901			
Total	**24877.07**					

From table 11, it is presented that the p. value is 0.983. This is higher than 0.05 level of significance. Thus, there is no significant difference in the opinion of respondents with regard to impact of seminar on the performance of teachers in secondary schools in Yola metropolis. Therefore, the hypothesis is retained.

Hypothesis 5

There is no significant difference in the opinions of Principals, Teachers and Ministry of Education Officials on impact of Mentoring on the performance of Teachers in Secondary School in Yola Metropolis.

Hypothesis five is related to items 41-50 in the questionnaire. To test the hypotheses, responses of all respondents were collected, analysed and presented in a table. Therefore, details are provided in table 12

Table 12: Summary of Analysis of Variance (ANOVA) on the Opinions of Respondents on the Impact of Mentoring on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State.

Status	Sum of square	Df	Mean square	F	Prob.	F. Critical
Between Groups	463.741	2	231.871	3.010	.051	3.37
Within groups	20185.217	262	77.043			
Total	**20648.958**	**264**				

It could be observed in table 12 that the probability valve is 0.051. It is above the level of significance set for the study. Therefore, the hypothesis is retained. This means the respondents and not differ in their opinions on the issues related to mentoring in secondary schools in Yola Metropolis.

4.8 Summary of Hypotheses Testing

This section presents summary of hypotheses testing. The five hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. Out of the five hypotheses, four were retained and one is rejected. The one that was rejected shows significant difference in the opinions of respondents.

To ascertain the extent of the differences, Scheffe test was employed. Thus, table 13 gives the details.

Table 13: Summary of Hypotheses Testing

Hypothesis	Statement of hypothesis	Statistics	Level of significance	p-value	Decision
$H0_1$	There is no significant difference on the impact of In-Services Training on the performance of Teachers in secondary schools in Yola metropolis.	ANOVA	0.05	0.0928	Retained
$H0_2$	There is no significant difference on the impact of Conferences on the performance of Teachers in secondary schools in Yola metropolis.	ANOVA	0.05	0.36	Rejected
$H0_3$	There is no significant difference on the impact of Workshops on the performance of Teachers in secondary schools in Yola metropolis.	ANOVA	0.05	0.115	Retained
$H0_4$	There is no significant difference on the impact of Seminar on the performance of Teachers in secondary schools in Yola metropolis.	ANOVA	0.05	0.983	Retained
$H0_5$	There is no significant difference on the impact of mentoring on the performance of Teachers in secondary schools in Yola metropolis.	ANOVA	0.05	0.51	Retained

4.9 Summary of Major Findings

The study made the following findings:

1. Through In-Service Training, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class;

2. Through conferences, teachers in most secondary schools in Yola metropolis learnt how plan lessons well, master their subjects, did not learn how to control their classes, learnt how to introduce and present lessons, did not learn how to evaluate lessons, learnt how to employ questioning techniques, carry out formative and summative evaluation of students, increase their knowledge and effectively communicate, which enhanced their performances;

3. Through Workshops, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class;

4. Through Seminars, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class;

5. Through Mentoring, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class.

4.10 Discussion of Major Findings

From the responses of the three categories of respondents, it could be deduced that through In-Service training, teachers in most secondary schools in Yola metropolis learnt how to plan lessons well, mastered their subjects well, learnt how to control classes, learnt how to introduce and presents lessons, learnt how to evaluate lessons, learnt how to use techniques for questioning, learnt how to carry out formative and summative evaluation of students, increase their knowledge and learnt how to effectively communicate. This invariably enhanced the performance of teachers in the class. Therefore, it becomes necessary for the managers of secondary education in Adamawa state to use more resources to ensure that teachers are developed through In-Services Training.

Responses of majority of teachers and officials of MOE seem to suggest that through conferences, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, mastered their subjects, learnt how to control their classes, learnt how to introduce and present lessons, learnt how to evaluate lessons, learnt how to ask students certain questions, leant how to carry out formative and summative evaluation of students, increase their knowledge and learnt how to effectively communicate. However, most principals have the opposite view. With this development, one could say conferences are not the only means through which teachers' performances could be enhanced since the principals seem to suggest that through conferences, teachers' might not know how to control classes and evaluate lessons. Perhaps, the principals may have the belief that conferences are not avenues for teachers to learn how to control classes and evaluate lessons.

Respondents generally believed that through workshops, teachers learnt how to plan lessons well, mastered their subjects, control classes, introduce and present

lessons, evaluate lessons, questioning techniques, carry out formative and summative evaluation, increase their knowledge and communicate effectively. Where Teachers are developed through workshops, it is the expectation of the system that the students will learn a lot and perform well in the examinations. This actually calls for more considerations to be given to organisation for workshops.

It was reported by the three categories of respondents that through seminars, Teachers in Secondary Schools in Yola Metropolis learnt how to plan lessons well, mastered their subjects, control their classes, learnt how to introduce and present lessons, learnt how to evaluate lessons, learnt how to ask questions, learnt how to carryout formative and summative evaluation, increase their knowledge and effectively communicate in and outside the classes. This findings is a pointer to the fact that seminars is an important means through which teachers learnt effective means of teaching. Therefore, seminars need to be organised regularly.

From the responses of the three categories of respondents, it is clear that through Mentoring, Teachers in most Secondary School in Yola Metropolis learnt how to plan lessons very well, mastered their subjects, controls their classes, introduce and present lessons well, evaluate lessons very well, learnt questioning techniques, carry out formative and summative evaluation of students very well, increase their knowledge and effectively communicate in and outside the classroom. From this findings it could be concluded that there are experienced teachers in most secondary schools in Yola metropolis who mentor the in experienced teachers. This could be interpreted to mean there is a balance in terms of distribution of experienced teachers in most secondary schools in Yola metropolis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendation thus the chapter is organised on the following sub-headings:

i. Summary

ii. Conclusions

iii. Recommendations

iv. Suggestion for the further studies

5.2 Summary

The quality of teachers is known to be a key predictor of students' performance. Teaching as a profession demand continuous development of knowledge and ability through training programmes such as in-service, conference, workshop, seminar and mentoring. Staff development through in-service, conference, workshop, seminar and mentoring offer one of the most promising ways to improving classroom instruction. It is an attempt to assist the classroom teachers to improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective lesson delivery. In essence, the dream of self-reliance, skill acquisition and entrepreneurship through education can only be realized through a well defined programme.

The provision of staff development programmes is to keep the staff up-to-date on the latest development in the field, ensure the promotion of professional growth, help to improve pedagogical skills, meet particular needs, such as curriculum development and orientation, help in leadership responsibility, help to improve mutual respect among

teachers, and keep teachers abreast of expanding knowledge base on education they receive, so they can continually refine their conceptual and craft skills, it is also imperative in enhancing teachers' performance in the discharge of their duties in the secondary schools.

The study however, stressed background to the study, research questions, and hypotheses, basic assumptions, significance of the study and scope of the study. Several related literature were reviewed in line with formulated objectives of the study. The literature were sourced from journals, books, internet, newspapers etc. The review presented the conceptual framework which consist the meaning staff development, meaning of performance, others include, impact of in-service training on the performance of staff in an organization, impact of conference on the performance of staff in an organisation, impact of workshop on the performance of staff in an organization, impact of seminar on the performance of staff in an organization and impact of mentioning on the performance of staff in an organization. This is followed by empirical studies, where the researcher reviewed the work of other researchers' which are considered as being closely related with the current study.

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, procedure for data collection and methods of data analysis. The subjects of this study are the principals, vice principals administration and academic, teachers and officials of the ministry of education. All information were presented in tables, described and analysed by use of frequency and simple percentages. In order to test the five hypotheses postulated, simple percentages and frequencies as well as one way analysis of variance (ANOVA) at 0.05

level of significance were used. The questionnaire was designed by the researchers based on issues raised in the objectives. The questionnaire was pilot tested where the reliability coefficient was found to be 0.89.

Similarly, analysis of variance statistical technique was used in testing the hypotheses where by hypotheses 1, 3, 4 and 5 were retained. While hypothesis 2 was rejected and Scheffe test was employed to ascertain the extent of differences of the three categories of respondents. The findings of the study revealed that teachers' performance was positively impacted through regular in-service training, workshop, seminar and mentoring.

5.3 Conclusion

Teachers and administrators have crucial roles to play in bringing about improved learning in students. Their ability to effectively carryout these roles would be determined largely by the quality of staff development programmes made available to, and utilize by them. Staff development efforts in schools should consider the complex relationship between staff development and improvement in staff job performance. Such improvement could then lead to marked improvement in content, process, context and outcomes of student learning in schools. Thud the student learning outcomes would be the starting point for further school improvement and staff development efforts (a cyclical process).

However, on the basis of the findings, the following conclusions are made:

1. In-service training was a good means through which teachers in most secondary schools Yola metropolis learnt how to plan lesson well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning

techniques, carryout formative and summative evaluation, increase their knowledge and effectively communicate in and outside class room.

2. Through conferences, teachers in most secondary schools in Yola metropolis learnt how to plant lessons well, master their subject, did not learn how to control classes, learnt how to introduce and present lessons, did not learn how to evaluate lessons, learnt how to employ questioning techniques, carryout formative and summative evaluation of students, increase their knowledge and effectively communicate, which enhanced their performances

3. Through Workshops, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class;

4. Through Seminars, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class;

5. Through Mentoring, teachers in most secondary schools in Yola Metropolis learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class.

5.4 Recommendations

In line with the research findings and conclusion the following recommendations were made:

1. There is the need for continuous permission for teachers to go on in-service training programmes since their performance are enhanced through such trainings.
2. A policy on conduct of conference should be put in place to allow every teachers to benefit from such training because of its desirability.
3. 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 workshops of secondary school teachers.
4. Teachers need to be acquainted with the current trends in education. The study has therefore recommended that government should sensitize secondary school teachers on the need for regular attendance of seminars to enable them to abreast on current educational strategies, methods etc.
5. It has been recommended that there is the need for proper utilization of mentorship among teachers in secondary schools.

Moreover, training and education should be provided for better performance, greater responsibilities and higher status. As such, the training programmes should provide for continuous evaluation by both the individual and the school to determine the worth and effectiveness of the training activities. The result would form the basis for future training programmes, thereby providing a continuous pathway for development and improvement of the school staff, and lifelong learning in the students.

5.5 Suggestions for Further Studies

The researcher hereby suggest research in the following areas:

1. Impact of conditions of service on the performance of teachers in secondary schools.
2. Effects of leadership styles on the performance of teachers in secondary schools.
3. Impact of organizational climates on the performance of teachers in secondary schools.

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APPENDIX

Department of Educational

Foundation and Curriculum,
Ahmadu Bello University,
Zaria.
26th July, 2015.

Dear Respondent,

This questionnaire is designed to obtain your opinion on the Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Yola Metropolis of Adamawa State. All information given will be treated with strict and optimum confidentiality. Thus, your sincere response will be highly appreciated.

Thank you for your anticipated cooperation.

Yours faithfully,

Sadiqa Musa

QUESTIONNAIRE ON THE IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS DESIGNED BY B.A. MAINA (2014) FOR USE BY POST GRADUATES STUDENTS IN CONDUCTING RESEARCHES

Tick in the appropriate box that relates to you.

SECTION A: Bio-Data

1. Status
   a. Principal ( )
   b. Teacher ( )
   c. Official of M.O.E/Proprietor ( )

2. Gender
   a. Male ( )
   b. Female ( )

3. Ownership of school

   a. Private ( )
   b. Public ( )

4. Type of school
   a. Day school ( )
   b. Boarding school ( )
   c. Boarding /Day ( )

5. Location of school
   a. Rural ( )
   b. Urban ( )

Tick in appropriate column that relates to your opinion

Section B: Impact of In-service training on the performance of teachers in Secondary Schools

S/N	Item Statement	Strong Agree	Agree	Undecided	Disagree	Strongly 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, teacher sin my school master their subjects and this improves their performances in the class					
3	Through in-service training, teachers 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 lessons, hence improve their performances					
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 class					

Section C: Impact of conferences on the performance of teachers in Secondary Schools

S/N	Item Statement	Strong Agree	Agree	Undecided	Disagree	Strongly 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, teacher in my school master their subjects and this improves their performances in the class					
13	Through conferences, teachers 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 lessons, hence improve their performances					
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 class					

Section D: Impact of workshops on the performance of teachers in Secondary Schools

S/N	Item Statement	Strong Agree	Agree	Undecided	Disagree	Strongly 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, teacher in my school master their subjects and this improves their performances in the class					
23	Through workshops, teachers 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 lessons, hence improve their performances					
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 class					

Section D: Impact of seminars on the performance of teachers in Secondary Schools

S/N	Item Statement	Strong Agree	Agree	Undecided	Disagree	Strongly 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, teacher in my school master their subjects and this improves their performances in the class					
33	Through seminars, teachers 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 lessons, hence improve their performances					
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 class					

Section D: Impact of Mentoring on the performance of teachers in Secondary Schools

S/N	Item Statement	Strong Agree	Agree	Undecided	Disagree	Strongly 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, teacher in my school master their subjects and this improves their performances in the class					
43	Through mentoring, teachers 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 lessons, hence improve their performances					
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 class					