IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN ASABA METROPOLIS IN DELTA STATE, NIGERIA

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BY

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A DISSERTATION SUMBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN EDUCATION ADMINISTRATION AND PLANNING, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION,
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NOVEMBER, 2016

DECLARATION

I declare that the work in this dissertation entitled, "Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Asaba Metropolis in Delta state, Nigeria", has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation has been previously presented for another degree or diploma at this or any other Institution.

_____ _____

Helen Opuana Date

CERTIFICATION

This dissertation entitled, "IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN ASABA METROPOLIS IN DELTA STATE, NIGERIA" by HELEN OPUANA meets the regulations governing the award of the degree of Master of Education (Educational Administration and Planning) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved parents, late Mr. Peter Opuana and late Mrs. Comfort Opuana, Mr. Eric Opuana and Mrs. Sarah Umaru.

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ABSTRACT

This study investigated the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta State, Nigeria. Six objectives were formulated among which are to: examine the impact of in-service training on the performance of teachers in secondary schools and ascertain the impact of conference on the performance of teachers in secondary schools. Six research questions and six hypotheses were also formulated in line with the objectives of the study. The research design used for this study is descriptive survey design. The population of the study comprises 31 supervisors, 64 principals and 1814 teachers, making the total of 1909. Stratified sampling technique was used to determine the sample size in case of principals, teachers and zonal educational supervisors, the sample used for the study are 6 principals, 10 supervisors and 203 teachers making the total of 219 respondents. A self-developed questionnaire was used to collect relevant data. The instrument was validated by the researcher's supervisors and other experts in the department of Educational Foundations and Curriculum. The instrument was pilot tested and a reliability index of 0.945 was obtained. The six (6) hypotheses formulated for the study were tested using Analysis of Variance (ANOVA). Five null hypotheses were accepted (retained) and one was rejected. The results showed that in-service training, conferences, seminars, symposium and mentoring have improved the performance of teachers in secondary schools in Asaba Metropolis in Delta State. However, from the findings, it revealed that workshops were not properly carried out by the teachers in secondary schools in Asaba Metropolis that led to the rejection of the hypothesis. In view of the findings of the study, recommendations were made among which were that government and school administrators should encourage teachers in secondary schools in Asaba Metropolis to go for in-service training in order to enhance high performance in the classroom. Also, Policy on the conduct of conference should be strengthened to enable teachers benefit further from such training because of its effectiveness on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.

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OPERATIONAL DEFINITION OF TERMS

Development

Development refers to the growth of a person in his or her professional role by gaining increased experience.

Staff Development

Staff development refers to the planned programme to increase the teachers growth for efficiency and productivity in the service.

Job Performance

Job performance is a means to reach a goal or set of goals within a job, role, or organization. It is the work related activities expected of an employee and how well those activities were executed.

Workshop

A workshop is a form of discussion and practical work on a subject in which a group of people show their knowledge and experience under the guidance of resource personnel usually with prepared modulus or material.

Seminar

Seminar involved a group of people who engaged in advanced study and original research and meeting regularly to exchange information and hold discussions.

Conference

Conference is a large form of meeting usually lasting for a few days at which people of the same field come together either locally, national or internationally to debate topical issues.

In-service

It is a training or course of study undertaken by a worker in an institution where he/she is still on the job to acquire higher qualifications e.g. NCE, Degree, Master and so forth.

Symposium

A symposium is usually used to describe a small conference where teachers interact on a single subject to enhance their performance in their chosen fields.

Mentoring

Mentoring is a process of consciously building a mutual relationship between two or more experienced colleagues for the purpose of promoting personal and professional growths.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Organizing and structuring of a solid academic staff development program influences the realization of the school goals. Employee development refers to the human resource development programs designed to enhance the value of employee after they have joined the organization. This according to Bingilar and Etale (2014) includes employee training, orientation promotion, mentoring, seminar and workshop among others. Training is the organized way in which organizations provide development and enhanced quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization Fanny (2001), thus it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes.

Staff development has been accepted as an effective method of increasing the knowledge and skills of teacher's in order to enable teachers to teach more effectively. According to Lawal (2004), staff development programmes for teachers are important aspects 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. Meet particular needs, such as curriculum development and orientation. Help in leadership responsibility. Help new teachers to adjust to teaching field. Helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Madumere-Obike, 2007).

The need for teachers in secondary schools to improve their knowledge, skills, attitude and behaviours while on the job is more critical now in the developing nation like Nigeria than ever before for a number of reasons for example, academic programmes in our schools rarely adequately prepared students as finish products for their future position as teachers and their accompanying responsibilities (Peretomode, 2001; Peretomode & Chukwuma, 2014).

Moreover, the issue of quality assurance to ensure credibility of certification is essential in teacher production. Uche and Enukoha (2004), points out that teaching is a profession, therefore all who desire to work as teachers should be well groomed in the art of teaching. Brennen (2001), asserts that new teachers are faced with several challenges upon beginning their teaching career; such as: class assignment, classroom discipline and management, demanding teaching workloads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students among others. Hence there is need to provide effective staff development programmes which will assist novice teachers as they begin their teaching career. Staff development can be regarded as series of activities an organization put in place in order to assist members of its staff acquire the knowledge, skills and experiences necessary for efficient and effective performance of jobs and responsibilities in the organization (Banta, 2008).

It is worth understanding that to undertake new strategies for delivering instruction; teachers need to be provided with the necessary training to utilize the new opportunities to ensure student success. Staff development is the key to increasing student achievement through the improvement of teachers' skills and abilities. A successful staff development program is cyclic in nature. This ongoing process must be collaborative in nature involving teachers, administrators and stakeholders. Schools and

school administrators must balance their student learning goals and curriculum with state requirements and then analyze the student achievement data to determine deficiencies in student learning. Once the problem areas are identified, research should be used to determine which effective and efficient instructional strategies would produce the desired results.

Therefore, staff development is the provisions of skills to enable staff members effectively perform their duties. The types of staff development programmes include: simple orientation programmes, organized visit, seminars and conferences, participatory management, and internal training programmes (Ifidon & Ifidon, 2007). Mohammed (2010), posited that all these training programme can help both professional and non-professional staff to be current with new knowledge and development in the field. Also, given the deteriorating academic performance of secondary school student in external examinations Ekpoh (2007), a lot of people, notable among them; parents, students and government have expressed dissatisfaction with the quality of teaching and learning that take place in schools.

Esu (1997), observed that teachers who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training. She further stated that the 2-3 years teacher preparation programmes in higher institutions of learning do not adequately prepare teachers for the teaching job, as there are too many grounds to be covered in the teacher preparation programmes. To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria, in the National Policy on Education (2004), 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 training for teachers and head teachers shall be regulated. This therefore emphasizes the importance and the

need for every staff to be constantly upgraded to keep abreast with the rapid changing society. This situation requires investigation into the staff development programmes in secondary schools.

1.2 Statement of the Problem

Teachers' ability and teaching performance are often in the center of attention in educational institution, the challenges experienced by secondary schools currently such as large students enrolments, globalization of education with inherent competition for staff and students has called for more current expertise in delivery of quality education, need for recognition and prestige. The importance of staff professional development cannot be over emphasized. In spite of its apparent advantages there are still many employers particularly in secondary schools, management do not commit sufficient funds to the development of their staff (Peretomode & Chukwuma, 2014). The significance of staff development and job performance has necessitated the introduction of policies to encourage staff development; the policy thrust enable staff to add to their qualification in an area of study directly relevant to their primary assignment. The National Policy on Education (NPE, 2004) States that continuous training of teachers in all educational institution shall be encouraged.

Having the new educational challenges, there is a growing concern that the preparation of teachers need to be enhanced for them to be fully effective in the discharge of their duties. Newly employed teachers needs to be effectively integrated into the system through orientation programmes which many secondary schools have now abandoned, though the school management believed that effective mentoring programmes are vital to improve new teacher retention and development for beginning teachers. Our experienced teachers are held in very high esteem and are valued for the professional support they give to new teachers, but unfortunately there are no officially

organize mentoring programmes in secondary schools in Asaba Metropolis Delta State, Nigeria. Many schools are now running external examinations such as West African Examination Council (WAEC) and National Examination Council (NECO) among others with some examination boards but do not adequately prepare their teachers for the task. The society, student and stakeholders are complaining that teachers are not performing to the expected standards and neither do they seem to address the needs of students and other stakeholders. Their performance is still less satisfactory than the expected standards and consequences have been predictable as there are rising concerns over poor coverage of students' assessment and general performance, delayed examination results and missing marks, poor assessment of examinations, poor teacher-student interaction, deteriorating academic performance are worrisome.

The use of modern teaching techniques to handle large class size and the information technology system in teaching seems to be a challenge to some teachers in this modern age, these situations motivated the researcher to investigate into the staff development programmes in secondary schools. This research tries to examine if teachers' participation in staff development programmes can help impact on their performance, teachers performance will be considered in terms of their commitment to attending training programmes such as in-service training, conference and workshop among others, student assessments supervise to completion, examination invigilation, and number of hours spent for teachers relationship with students among others in secondary schools in Asaba Metropolis, Delta State Nigeria.

1.3 Objectives of the Study

The main objective of this research was to investigate the Impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta State, Nigeria. The specific objectives are to:

1. Examine the impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
2. Ascertain the impact of conference on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
3. Assess the impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
4. Determine the impact of seminars on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
5. Examine the impact of symposium on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
6. Examine the impact of mentoring on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.

1.4 Research Questions

The following research questions guided the conduct of the study.

1. Is there impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis, Delta State?
2. To what extent do conferences have impact on teachers' performance in secondary schools in Asaba Metropolis, Delta State?
3. To what extent does workshop have impact on teachers' performance in secondary schools in Asaba Metropolis, Delta State?
4. What is the impact of seminar on teachers' performance in secondary schools in Asaba Metropolis, Delta State?
5. What is the impact of symposium on teachers' performance in secondary schools in Asaba Metropolis, Delta State?

6. What is the impact of mentoring on teachers' performance in secondary schools in Asaba Metropolis, Delta State?

1.5 Research Hypotheses

For the purpose of this study, the following hypotheses are formulated:

1. There is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
2. There is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of conference on the performance of teachers in secondary schools in Asaba Metropolis Dealta State.
3. There is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
4. There is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of seminar on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
5. There is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of symposium programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.

.6. There is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of mentoring programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.

1.6 Basic Assumptions

The research is being undertaken based on the following assumptions that:

1. In-service training is assumed to improve productivity of teachers' job performance in secondary schools in Asaba Metropolis, Delta State.
2. Conference training is assumed to improve job performance of teachers in secondary schools in Asaba Metropolis, Delta State.
3. Workshop training is assumed to stimulate teachers' job performance in secondary schools in Asaba Metropolis, Delta State.
4. Seminar training is assumed to improve job performance of teachers in secondary schools in Asaba Metropolis, Delta State.
5. Symposium programmes is assumed to improve teachers' job performance in secondary schools in Asaba Metropolis, Delta State.
6. Proper mentoring is assumed to enhance teachers' job performance in secondary schools in Asaba Metropolis, Delta State.

1.7 Significance of the Study

Staff development has become a central function for teachers' management in that it improves the overall level of productivity after pre-service training. The significance of this study is based on the research finding that will avail to the academic community on how staff development programmes impact on teachers' effectiveness. The study is relevant to students and other researchers who are furthering their studies on different aspects of staff development, school management and the larger academic communities as well will rely on the work. The study will benefit the federal government being the major financer of education across the country has spent a lot on staff development programmes.

However, the teachers' service commission will also benefit from the research work because of being the co-coordinating organ and policy making body for secondary

schools. The study is reliable in encouraging government on the importance of in-service training, workshop, seminars, conferences, symposium and mentoring programmes for teachers to improve their skills and academic performance in secondary schools. Furthermore, the study is relevant to administrators, stakeholder and non-governmental organization on the need for every staff to be constantly upgraded to keep abreast with the rapid changing society.

1.8 Scope of the Study

This study investigated the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis Delta State, Nigeria. This study was delimited to principals, zonal inspectors and teachers in secondary schools in Asaba metropolis, Delta State. The independent variables of the study include staff development programmes, in-service training, conference, workshop, seminar, symposium, mentoring and the dependent variable, teachers' performance.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The study examined the Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Asaba Metropolis, Delta State Nigeria. The review of literature is based on the objectives of the study. In view of this, the following concepts were reviewed.

2.2 Conceptual Framework

The study assesses impact of staff development programmes on the performance of teachers in secondary schools in Delta State – Nigeria. In view of this, the following conceptual definitions are going to be reviewed to guide the study:

2.2.1 Concept of Development

2.2.2 Concept of Staff Development

2.2.3 Concept of In-Service

2.2.4 Concept of Conference

2.2.5 Concept of Workshop

2.2.6 Concept of Seminar

2.2.7 Concept of Symposium

2.2.8 Concept of Mentoring

2.2.9 Concept of Job Performance

2.3 Theoretical Framework.

2.4 Importance of Staff Development

2.5 Types of Staff Development Programmes

2.6 Impact of in-service training on performance of secondary school teachers

2.7 Impact of conference on performance of secondary school teachers

2.8 Impact of workshop on performance of secondary school teachers

2.9 Impact of seminars on performance of secondary school teachers

2.10 Impact of symposium on performance of secondary school teachers

2.11 Impact of mentoring on performance of secondary school teachers

2.12 Constraints militate against successful staff development programmes

2.13 Factors responsible for successful implementation of staff development programmes

2.14 Empirical Studies

2.15 Summary

2.2.1 Concept of Development

The term "Development" has several meanings expressed by the scholars. Thus, as defined by Chabra (2004), development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them". Also, development means effective strategies for improving performance. In some situations, they may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the development process is to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Mammer, 1999).

2.2.2 Concept of Staff Development

Many definitions have been stated by educationist as regard to the meaning of staff development. Staff development according Cole (2004) is any learning activity that is directed towards further needs rather than present needs of staff and is concern more with career growth than immediate performance. Shahzad, Bhatt and Khalid

(2007) view staff development (Human Resources) as being concerned with the provision of learning, Development and training opportunities for individuals in an organization in order to improve organizational performance. It is concern with enhancing resource capability in line with the believe that an organization's staff and the major source of competitive advantage. Thus, staff development implies developing the intellectual capital required by an organization as well as ensuring that the future and present needs of an organization in terms of the right quality of people is created. Olagboye (2004) affirms that staff development is concern with teaching or providing an employee with the skills he needs for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks.

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 aspects 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.

2.2.3 Objectives of Staff Development

Staff development in any organization is carried out for a purpose or to achieve certain objectives. Nassazi (2013) and Cole (2004) perceive the purpose of staff development to be increased productivity, effectiveness of workers, preparation for higher responsibilities, curtailing incessant labour turnover and boosting of workers' morale. The need for staff development is therefore closely linked to the achievements of organizational goals.

The objectives 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 competence required in current and future jobs.
2. To foster a climate that facilitates personal self-fulfillment, 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. It saves money as it is costly to hire and then dismiss employees who do not work according to expectations while it is also costly to loose good employees because they are frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities that lead towards the objective of optimal development on the part of each individual.
5. To establish viable and meaningful programmes, that enables personnel to cooperatively towards achieving the system's goals and their own personal goals in the areas of achievement, satisfaction and self-fulfillment.
6. Technological developments and organizational change have gradually caused some employers to realize that success lies in the skills and abilities of their employees and this implies considerable and continuous investment in training and development.
7. Achieving suitable human resources to introduce and implement new programmes.
8. Ensure rapid and suitable replacement for any staff that leaves the organization.

The objective of staff development skills, keeps 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 field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Medumere-Obike, 2007).

2.2.4 Concept of In-service

In-service training is an attempt to improve staff competence through continuing education courses, meetings and study groups, lectures and personnel reform to enhance staff professional growth. According to Nakpodia (2011), in-service training programmes is a process for continuous up-dating of teachers' knowledge, skills and interests in chosen field. It is a means for continues professional growth, which encourages the extension of technical assistance by teachers educators. In-service training is an integral part of staff development programmes which is organized for teachers while in service. Aitken (2004) defines in-service training as the ongoing training of practicing teachers, which is typically arranged by school boards that employ them. In-service training can affect all practicing teachers, and can thus have a wider and more immediate impact on the effectiveness of the teaching workforce as a whole. There is always a need for training when the performance of a worker is noticeably poor and cannot be improved through maturation and simplifying the work procedure .The extent of development in an organization is to improve employee's conceptual and human skills in preparation for a future job. It is concerned with teaching workers more general skills that will assist them in career growth, thereby equipping them for the future.

2.2.5 Concept of Conference

A conference is generally understood as a meeting of several people to discuss a particular topic. It is also seen as a gathering of scientists or academicians, where research findings are presented or a workshop is conducted. Most conferences have one or more keynote spearkers who will deliver the keynote speech at academic conferences. The speakers chosen are eminent personalities in the related field and their presence is meant to attract more people to attend the conference. Conference is a form of teacher re-training programmes where skills and experiences are acquired especially in teaching and learning activities during conference. According to Ezenne (1998), Conferences are usually used to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussions, workshops and so forth. Example of such is the national conference of principals of secondary schools. Hornby (2012) defines a conference as "a large official meeting at which people with same work or interests come together to discuss their view. Conference, is mostly comprises of different personalities in the educational system with different ideas to enhance teachers' teaching performance in their fields. Teachers have access to a broad range of ideas through conferences which leads to enhanced performance.

2.2.6 Concept of Workshop

A workshop is an interactive training where participants carry out a number of training activities rather than passively listening to a lecture or presentation. It is also seen as a re-training exercise not to upgrade qualification but to update knowledge and skills. According to Al-Talib (1993), effective workshop is built around what is practiced and relevant to the need of the learners' perspective. The main aim of workshops is to acquire new knowledge and skills that are related to the work of the participants. They identify needed change in behavior, learn new skills, and practice

behavior in simulated work environment. Through workshops, teachers are exposed to new skills which they may not necessarily acquire in the school. Hamby (2012) affirms that workshops tend to be smaller and more intense than seminars and often involves participants trying new skills during the event under the watchful eye of the instructors. The goal of an academic workshop is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the presenter prepares the concepts, techniques, presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. These promote and encourage sharing of information among teachers and provide them with current information in their various fields.

2.2.7 Concept of Seminar

A seminar is a form of academic instruction, offered by a commercial or professional organization. It has function of bringing together small groups for recurring meetings, focusing each time on some particular subjects in which everyone present is requested to actively participate. This is often accomplished through a leader or instructor, or through a more formal presentation of research. Seminar is an effective way to allow teachers to explore in detail specific areas of interest to them. Seminar is a topic oriented event designed to educate and inform an audience about subject of interest, Al-Talib (1993). The idea is to familiarize teachers more extensively with the methodology of their chosen subject and allow them to interact with examples of the practical problems that always occur during research work. It involves assigning readings and discussion, questions can be raised, and debate can be conducted. The goal of seminars is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the instructor or presenter prepares the concepts and techniques to presents and discuss it through a combination of visual materials,

interactive tools or equipment and demonstrations. Emphasis is on discussion and questions from all the participants for effective interaction and enhancing staff performance in teaching methods.

2.2.8 Concept of Symposium

This refers to a meeting or conference for the discussion of some subjects, especially a meeting at which several speakers talk on or discuss a topic before an audience. A symposium is usually used to describe a small conference where teachers interact on a single subject to enhance their performance in their chosen fields. For example, a series of lectures on a single day might be called a symposium. A symposium is a bit like an academic conference involving scholars and researchers to present their findings to improve teachers' skills and their performance in teaching and learning A symposium is usually used to describe a small conference where teachers interact on a single subject to enhance their performance in their chosen fields. For example, a series of lectures on a single day might be called a symposium. A symposium is a bit like an academic conference involving scholars and researchers to present their findings to improve teachers' skills and their performance in teaching and learning. A symposium is a bit like an academic conference involving scholars and researchers to present their findings to improve teachers' skills and their performance in teaching and learning. In symposium there is a more narrowly defined topic for each session, and speakers make presentations of their work uninterrupted with questions asked later. Also in symposium the expert in the subject or field speaks before the audience. Participants listen to the learned speakers. Here the questions can come from the audience and group usually a large one.

2.2.9 Concept of Mentoring

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 programmes is a great way to get involved and make a valuable contribution in the school organization. Mentoring is a process of consciously building a mutual relationship between two or more experienced colleagues for the purpose of promoting personal and professional growth. The experienced colleagues usually have differentials in knowledge, skills, and experiences in the practice of teaching. The more experienced and skilled professional (Mentor) guides and nurtures the less experienced (Mentee) to foster professional growth and development (Deresh, 2001). The actions in mentoring are focused on providing support through modeling, teamwork, questioning, observations, and critical constructive feedback. This allows for professional development through cooperation and the power to influence professional knowledge and skills at minimal cost to the organization. The quality of staff in a school organization has great influence on its graduates' efficiency and effectiveness, since teachers can impart only what they know to their students. Staff development includes everything that is done to extend the knowledge and skills of staff so that they can contribute fully towards the achievement of the mission and vision of the organization.

2.2.10 Concept of Job Performance

The performance of an individual on a job is very important to the individuals and the Organizations they work for. Job performance has been described as the degree to which an individual executes his or her roles with reference to certain specified standards set by the organization (Nakpodia, 2011). However, job performance is regarded as a complex phenomenon that has to be described using a multi-dimensional

approach. Campbell, Edwin and Nystrand (cited in Nakpodia, 2011) describe job performance as an individual level variable. That is, performance is something a single person does which differentiates it from more encompassing constructs such as organizational performance and national performance.

According to Obadan (cited by Nakpodia, 2011) performance as a multidimensional phenomenon that has the following elements: effectiveness, efficiency, economy, productivity, quality and behavior. These sub-concepts of job performance are explained as follows: effectiveness measures the extent to which an employee achieve the output requirements of his position; efficiency is a measure of how well resources are being used to produce output or result and quality refers to the desired characteristics of the achieved output or result such as timelines, reliability, accuracy and frequency. A key feature of job performance is that it has to be goal relevant. Performance must be directed towards organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended towards achieving peripheral goals. For example, the efforts put towards the goal of getting to work in the shortest amount of time, is not performance, except when it is concerned with avoiding lateness. Despite the emphasis on the defining and predicting job performance, it is not a single unified construct. Therefore, job performance is conceptualized as a multidimensional construct consisting of more than one kind of behaviour.

2.3 Theoretical Framework

The theoretical basis of this study is Human Capital Theory. The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (2004) postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in the form of knowledge and skills, which in turn

increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion. According to Flamholtz and Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects.

Davenport (1999) suggests that the human capital perspective is also illustrative of the employee's point of view. He contends that employees are not costs, factors of production, or assets, but rather investors in a business. They invest their own human capital, and they expect a return on their investment. Davenport further indicates that the predisposition for an employee to invest their time in an organization is based on sense of commitment. Nevertheless, staff development programs may be viewed as generalized investments in human capital. Such investments can reassure employees that the expenditure of their time in the organization will contribute to their development and thus improve employee commitment and loyalty. Staff development programs can give organizations a competitive advantage by linking the strategic interests of the organization with the interests of their employees (Ginn & Terrie, 2001). For the employee, human capital theory justifies time spent at the workplace on regenerative activities. Training has thus, added value to human resource hence become skilled. If Delta state ministry of education is to enhance the job performance of

teachers in secondary schools, then, more effort should be made to facilitate these programmes if they perceive that this would be valuable.

2.4 Importance of Staff Development

Staff development training has increasingly significant in view of the profound breakthrough in Information and Communication Technologies (ICT) and advancement in science and technology. Society or Organizations are now more than ever before knowledge driven and much value is now attached to human resource in the production of goods and services. Their value is what contributes to a better society or organizational performance.

Staff development in the secondary schools will therefore enable the employees to acquire and improve upon their skills. Globalization has further necessitated the optimal utilization of new knowledge, technologies and innovations to make secondary schools improve organizational performance and competiveness in the global village so as to achieve their objectives. Through staff development, the teacher whose position is crucial in the educational system, could become knowledgeable with new teaching methods, thereby avoiding the use of obsolete method to teach students of the 21st Century Information Age.

Williams (2001:4) points to the important role of staff development in school reform efforts by referring to the involvement of people and the role of motivation in the teaching profession. Staff development focuses on the development of people, the teachers, and therefore it is important to explore their views on development. A variety of factors interacts and may impact on the development of teachers and subsequently on the quality of teaching and learning. Development implies a change from a current to a new situation involving the physical, emotional and cognitive parts of the individual.

However, change (considered to be an integral component of development) is also associated with resistance as teachers may feel that they are not what they ought to be. Change brings with it perceptions of uncertainty. This may lead to resistance and should thus be addressed in the development process. Development encompasses self-development, personal and professional development, all of which may be voluntarily or forced. The approach towards development is thus important.

2.4.1 Staff Training

Training according to Cole (2004) suggests that training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task while Ivancevich, Lorenzi, Skinner and Crosby (1994) views training as a systematic process of altering employee's skill to the point he or she can do the current job for organizational performance. The Manpower Services Commissions as cited by Wilson (2005) defines training as planned process to modify attitude, knowledge or skills and behavior through learning experiences to achieve effective performance in an activity or range of activities. In similar vein, Stoner, Freeman and Gilbert (2006) refer to training as the acquisition of specific skills by an individual for the purpose of performing a particular task. According to Buckley and Caple (2004), training normally has an immediate application and is generally completed in a shorter time scale.

2.4.2 Purpose of Staff Training

In Nigeria where the system of education is deregulated since 2003, many private schools springing up tend to be having many unqualified and in experienced teachers in their employment. Staff development in any organization is carried out for a purpose or to achieve certain objectives. Nassazi (2013) and Cole (2004) perceive the purpose of staff development to be for increased productivity, effectiveness of workers, preparation

for higher responsibility curtailing incessant labour turnover and boosting of workers' moral. The need for staff development is therefore closely linked to the achievement of organizational goals. The objective of staff development can be summarized as follows:

1. To expose serving teachers, supervisors/inspector and principals to the content and most modern methodologies of teaching all subjects.
2. To make them prepare for new roles as Headmasters/Headmistress, Supervisors, Administrators, Counselors and so forth.
3. For newly employed teachers who have to work in new areas with different students' needs staff development training to have necessary confidence and avoid trial and error.
4. It create avenue for serving teachers to make up in their deficiencies in the area of newly introduced subject in the school curriculum like basic science, social studies, computer science, test construction and evaluation techniques record keeping, teaching and learning aid, improvising, communication and language training, crisis management, peace and conflict studies, caring for special children and first-aid education and so forth.
5. To enable serving workers improve academically and professionally at lesser cost to them at little or no cost to government.
6. Staff members work together through in service programmes such as workshop, conferences, symposium, mentoring, and study groups in area of common interest in order to enhance their professional growth and competences.
7. To serve the school system's primary goals, enhancing and achieving quality teaching and learning for students.
8. To foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity and system renewal.

9. Ensure rapid and suitable replacement for staff that leaves the organization.

2.5 Types of Staff Development Programmes

In order to ensure that teachers perform their task effective and efficiently, stakeholders in the educational sector as well as educational administrators and planners must identify and utilize various programmes for training and re-training of teachers for quality service delivery. These include among others;

1. **Conferences:** Another form of teachers re-training programme which normally takes place like a seminar or workshop is conference. Skills and experiences are acquired especially in teaching and learning activities during conference. Ezenne (1998) said that," conferences are usually used to tackle a single or set of problem". It may involve session of various types; such as lectures, panel discussion, workshop and so on. example of such is the National Conference of principals of secondary schools. According to Kate wood and Jackson (undated) Conference is an event, sometimes lasting a few days, at which there are group of talks on a particular subject, or a meeting in which business matters are discussed formally.
2. **Orientation**: orientation is usually given to new members of staff in an organization or institution as it encourages new members to quickly adapt and take interest in their jobs. Orientation usually emphasizes on the following themes; organization mission and history, the key staff and rules of the employees
3. **Correspondence Course**: this relates in mode to the conventional teacher training institution but uses a different medium of correspondent to train teachers. It allows those that do not have the opportunity to leave their place of

work or family to acquire additional knowledge and other educational attainments.

4. **Seminar**: this refers to as a course of intense study relating to students major. Seminar is a topic oriented event designed to educate and inform an audience about a subject of interest, Al-Talib (1993) seminar can also be seen as general form of academic instruction or offered by a commercial or professional organization. The idea is to familiarize students more with the methodology of their chosen subject and allow them to interact with examples of the practical problems that always occur during research work. It is informal when compared to the lecture system of academic instruction. Kate wood and Jackson (undated) stressed that seminar is an occasion when teachers or an expert and a group of people meet to study and discuss something.
5. **Pre-service Training**: this type of training is conducted at teachers colleges. Farant (1981) indicates, "It has been available to teachers, in such institution as teachers college. Advance teachers colleges and institution of education". Similarly, institutions such as federal colleges of education, colleges of education technical and so on form the bases of this claim. Professional teachers are trained in this type of institution with ideas and groomed to teach.
6. **Workshop**: A workshop is an office or conference room meeting intended to create or generate plan, analysis, or design to support organizational efforts. The main aim of workshop is to acquire new knowledge and skills that relate to the work of the participants. They identify needed changes in behavior, learn new skills, practice behave or in simulated work environment. According to Al-Talib (1993) "effective workshop is built around what is practiced and relevant to the need of the learner's perspective. It is specific and focused on it subject matter"

based on the above, workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills. Kate wood and Jackson (undated) added that "workshop is a meeting of people to discuss and or perform practice work in a subject or activities. This could be a drama, poetry and training workshop.

7. **Orientation**: orientation is usually given to new members of staff in an organization or institution as it encourages new members to quickly adapt and take interest in their jobs. Orientation usually emphasizes on the following themes; organization mission and history, the key staff and rules of the employees
8. **Mentoring**: this involves designating a more senior staff member to work-shadow or to provide professional support to new or relatively inexperienced employees.
9. **Coaching**: A coach acts as a cheerleader and most often work with individual on one basis by focusing on the present and future needs. A coach can help a person develop and implement worthy goals provide feedback or listen to feedback, help a person think through alternative solutions. Help develop priorities and give career information. A coach can be someone internal or external to the organization in which the individual is employed.
10. **Clinical supervision**: staff development can also be facilitated through effective clinical supervision; it focuses on instructional improvement through improved staff performance. Assessment carried out by the supervisors help to improve future performance of the staff.

2.6 Impact of In-Service Training on the Performance of Secondary School Teachers

In-service training is the training given to teachers already in the service. According to Nakpodia (2011), in-service training programmes is a process for continuous up-dating of teachers' knowledge, skills and interests in chosen field. It is a means for continues professional growth, which encourages the extension of technical assistance by teachers educators. In-service teacher education is an integral part of staff development programmes which is organized for teachers while in service. Nakpodia outlined 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 teachers 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 earlier 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 teachers' moral and thus, engendered positive work performance among them.

Aitken (2004) defines in-service training as the ongoing training of practicing teachers, which is typically arranged by school boards that employ them. Training of teachers is an essential means through which they can improve on their previous

knowledge thereby making them more productive. It also enables them to perform effectively as well as versatile in skills utilization. It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training). In-service refers to periodic upgrading and additional professional development received on the job, during employment (Ingersoll & Strong, 2011).

No matter the quality of the type of training initially acquired by a teacher additional knowledge is necessary to improve and enhance his performance. Pauline (2013) said "all teachers' require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak leaners. Teachers who have received some in-service training are generally found to teach better than those who have not, although it demands on the purpose and quality of the training.

2.6.1 Types of In-Service Training

In order to ensure effective training for teachers, stakeholders in the educational sector as well as educational administrators and planners must identify and utilize training programmes of teachers for quality job performance. According to Akinyemi (1991) in-service training are as follows:

1. **Distance Learning/Teaching:** This is applied to any training that enables students to carry on their studies without the need to attend a school or college regularly. The Lesson are carried to students either by broadcasts or through post, what the student can receive it at home or any other convenient place.

Distance learning is important to teachers because they need to leave their jobs to pursue studies.

2. **Correspondence Courses:** As the name implies it is assumed that it corresponds with the normal conventional teacher training. It is usually by sending lessons to students through the post. This kind of training has been used in recent years to teach student at a distance, "It has been used successfully with student covering a wide range of ages and educational attainment and more recently. National Teachers Institute has been using correspondence as its main teaching medium for the in-service training of teachers".
3. **Professionalization Course:** This is done through in-service education for graduates of non-education institutions like polytechnics and even universities who are having "non-professional practitioners" they are compelled to train and update their knowledge else, they lose their jobs teaching in Nigeria is currently witnessing a lot of revival in many respects and in due course.
4. **Higher Qualifications:** Even as professionals a teacher may desire to obtain higher degrees to qualify for higher responsibilities and improved earnings such may be Grade II holders gunning for the NCE certificate, NCE holders seeking first Degree Certificate B.Ed or B.A. (Ed) or B.Sc (Ed) holders going for masters and master holders running Ph.D programmes exist in full-time, part-time, sandwich, correspondence or distance learning modes among others.

2.6.2 Training process

There are two methods of training used by educational organization which are:

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

instructions. The superior points out the mistakes and gives suggestions for improvement. Also, job rotation is another system of on-the job training, the trainees move from one job to another, so that they may acquire different job experiences. This enables the employees to perform any type of job within the organization. A teacher in this regard can acquire various techniques of teaching in different subject areas. This type of training has so many advantages to educational bodies. The trainee learns his work while working. The trainee learns the job in the actual work place. He can size up his subordinates and in turn, be appraised by them, without artificial support.

Off-the-job Training: this is the type of training method that are conducted outside the normal work setting and individuals are therefore relieved from the stress and demands of the work place. Conducting training away from the work setting has several advantages. If offers trainees the opportunity to meet people from other departments or organization and are thus exposed to useful new ideas and experiences. Off the job method/classroom training includes lecture, discussion, vestibule training, case studies, role play and simulation as well as programmed instructions or computer based training.

2.7 Impact of Conference on the Performance of Secondary School Teachers

The word conference may simply refer to a group of teachers or academics presenting and arguing about a theme or topic on a college campus. Conference can also be seen as "a large official meeting at which people with same work or interest come together to discuss their views". Teachers' conference is primarily aimed at enabling them perform their current jobs and help them acquire the knowledge and skills they need to be effective teachers.

Conference is equally re-training exercise to make teachers' up to date in their profession. Ezenne (1998) stated that, "conferences are usually used to tackle a single or set of problems". Hornby (2012) defines a conference as "a large official meeting at

which people with same work or interests come together to discuss their view. Conference, is mostly comprises of different personalities in the educational system with different ideas to enhance teachers' teaching performance in their fields. Teachers have access to a broad range of ideas through conferences which leads to enhanced performance. Attending a conference allows teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.

The structure and contents of conference can vary greatly, but a typical frame work would include one or more presentations of work and or ideas about a given topic. The presentation may take the form of lectures, slide shows or films, workshops, panel discussions, and or interactive experiences. A conference may last a few hours or several days. It could be a onetime event or a regular (usually annual) fixture on participant schedules. Conferences vary in size in terms of number of the participants which can range from group of three to thousands of participants.

2.7.1 Attributes of Conference on Teachers' performance

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

1. Keynote presenters, and discussion forums that explore broader educational issue impacting of schools, teachers, curriculum and physical programmes.
2. Theory and practice session that assist in the developing knowledge of physical education content, planning and delivery, relevant to curriculum and the needs of learners.

3. Ideas about ways to challenge excite and engage students in all areas of a physical education program, including non-traditional aspects.
4. The information's relating to national policy initiatives and developments.
5. Access to be experience of, a range of innovative games and activities for use in a physical education program.
6. Access to the wealth of knowledge.

2.8 Impact of Workshops on the job Performance of Secondary School Teachers

A workshop refers to an interactive and participatory group exercise designed to reinforce, imprint and enable participants to implement and put to practice the actual concepts and techniques (Peterson, 2011). The main objective of workshops is to acquaint participants with practical skills in the use of equipment or machines. Hamby (2012) affirms that workshops tend to be smaller and more intense than seminars and often involves participants trying new skills during the event under the watchful eye of the instructors. The goal of an academic workshop is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the presenter prepares the concepts, techniques, presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. These promote and encourage sharing of information among teachers and provide them with current information in their various fields.

In secondary schools professionals within or outside the organization are often invited to conduct workshops and its duration may last for a few hours, days or weeks. Whenever new technology is introduce in the school (e.g. computerized machines), they need to update the skills of the teachers who use it. Consequently they can organize training workshops to train teachers specifically to use such machines. Through workshops, teachers are exposed to new skills which they may not necessarily acquire

in the school. Harwell (2003) indicated that, “I will describe the characteristics of high quality-professional development and make a case for an unconventional approach to professional development that, unlike “one shot” workshop and in-service days, allow teachers to acquire and practice new skills over time”.

Workshop can assist teachers acquire skills in various aspect of teaching and learning. Harwell (2003) affirmed that, for many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teachers and administrators learning can occur through such means as diverse as collaborative lesson design, the examination of student work, curriculum development, and immersion in the work of mathematics and scientists, case studies, action research, study groups, and professional networks, to name a few such processes.

For many educators, staff development is similar with training, workshops, courses, and large group presentations. The workshops are conducted generally to upgrade the competence of technical teachers. All these are done to enhance their professional competence. However, the impact of workshops on the performance of teachers in secondary schools needs to be determined. The main aim of workshop is to acquire new knowledge that relates to the work of the participants. They identify, needed changes in behavior, learn new skill and practice behavior and skills in stipulated work environment “An effective workshop is built around what is practiced and relevant from the learners perspective, it is specific and focused on its’ subject matter Al-Talib (1993). Workshop is a sort of re-training exercise not to upgrade qualification but to upgrade knowledge and skills.

Finally, special education staff development workshops are some of the best classes an educator can take whether they have special education students in their

classroom or not as schools become more inclusive. It is crucial that both special education teachers and general education teachers work together to adapt curriculum materials and teaching techniques to meet the needs of students with disabilities. An in-service focusing on special education will train educators to work cooperatively and maintain joint responsibility for specified educational instruction. The general education teacher and the special education teacher will learn that they can collaboratively bring their skills, training and perspectives together to strengthen teaching and learning opportunities.

2.8.1 Impact of Workshops on Teachers Performance

The impact of workshops on teachers' performance includes the followings:

a. **Becoming more reflective and aware as a teacher:** The ability to look at classrooms with 'fresh eyes' and a deeper sense of learning process have enable teachers to become more reflective and aware when planning lessons and when making decisions in the classroom. The quotations that follow demonstrate what this looks like in practice.

b. **Providing a framework for reflection:** The reflective circle gave a more medical way to do what I was doing already. The teacher is a reflective person, thus, workshop gives him a structure that would lead his teaching activities. It proves a framework that can be used to think about a specific student, or a specific incident. The teacher can look at students' learning and there are questions he can ask to get them to reflect so that he would know how he could help them accordingly.

c. **Being more self-aware 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. It

is like doing a kind of research. For instance, if certain students are not paying attention, instead of saying, these students don't know how to pay attention. Therefore, workshop makes teachers well reflective in their services.

d. **Need for non-judgmental attitudes:** There was something during the first workshop that had impact on a teacher. It was a question asked about how to make a teacher receptive to feedback and role of judgment in that. For instance, during a discussion when paraphrasing what somebody said; it might be bringing a judgment and this might limit to a teacher's ability to receive feedback. This expectation during workshop may make teachers to be creative to non-judgmental 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.

2.9 Impact of Seminars on the Performance of Secondary School Teachers

A seminar is a topic oriented event designed to educate and inform an audience about a broad subject of interest. A seminar in a secondary school is therefore a lecture or presentation delivered to an audience on a particular topic that is educational in nature. Seminars are highly interactive sessions in which presenters lead a small group of participants in discussion about a defined topic. Oyebade (2008) posits that seminars are undertaken to update knowledge and improve the skills of staff in their subject areas especially whenever a new curriculum is introduced. The goal of seminars is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the instructor or presenter prepares the concepts and techniques and presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. Emphasis is on discussion and questions from all the

participants. The objectives of seminars are to familiarize participants with the methodology of their chosen subject and allow them to interact and discuss problems.

According to Edem (2007), Joyce and Showers (2002) for any professional development to be effective it must be based on curricular and instructional strategies that have a high probability of affecting students' learning. There, Edem, (2007) and Joyce and Showers (2002) emphasis that the content of a professional development activity such as seminar should;

a. Deepen teachers' knowledge of the subject taught.
b. Sharpen teaching skills in the classroom.
c. Keep up with the development in the individual fields and education generally.
d. Generate and contribute new knowledge.
e. Increase ability to monitor students' work in order to provide constructive feedback to students and appropriately redirect learning.
f. It should address identified gaps in student achievement.
g. Centre on subject matter, pedagogical weakness and measurement of students' performance.

In addition, seminars also promote and encourage sharing of information among attendees and provide them with information and sometimes technological displays encompassing best and most current information in their field.

2.9.1 Benefits of Seminar Training and Development to Teachers

Training is one of the major factors in ensuring that the teachers possess and polish their skills to enable them deliver quality education. Ojo (2008), enumerated benefits of seminar training and development thus:

a. It helps in training new employees without specific skills.

b. It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training). It provides initial training for new employees, professional, technical and other skills and some skilled personnel.

c. It helps in fulfilling specific work force needs.

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

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

f. It encourages the professional development of workers and improves their benefits. Promotion training is an example of employees' new knowledge and job skills gained through training increase their marketability and earning capacity, enhance their job security, poor performance if not affected by problems such as poor motivation or training.

2.9.2 Importance of Seminars on Teaching and Learning Activities

The importance of seminars on teaching and learning are as follows:

1. **Learning New Skills:** An openness to learn new ways of doing things is a central motive that passes through all impact fellows' report and therefore is important as a criterion of impact success. Not only does this node reflect real progress in secondary socializations to the norms of the institution, as is also evidenced by the two aforementioned nodes, but, more importantly, it captures the openness of the seminar participants to new modes of thinking and behavior, as well as their adaptability and flexibility to new social environments.

2. **Attitude Change:** Attitude can be seen as a complex of beliefs and feelings that teachers have about specific ideas, events or other educational issues. The intensive seminar is designed to foster an environment in which participants begin to trust their new colleagues enough to analyze publicly their own beliefs about the institution and their role in it. Such reflections are encouraged throughout their year of participation in monthly team meetings.
3. **Empowerment:** This node is a reflection of the fact that many teachers attest to being empowered in consequence of the positive experiences and encounters developed in the course of the seminar. At the level of personality development empowerment means a culmination of self-realization (Ozer & Bandura, 1990). It means that teacher has come to an understanding of his or her own worth and through the resources available through the program, self-realization becomes possible.
4. **Increased Productivity:** As already stipulated earlier, time and stress management was not only set as a priority by many teachers, but also a number of the program seminars and workshops are routinely allocated to address teaching and learning problems. 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. The better results in a very limited framework of the seminar.
5. **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. Social environment are significant

others (including role models) provide us with the stimuli to imitate which results in creating common patterns of behavior (Dewey, 1916). Although the integration of personality usually manifests itself through a variety of behaviours', an integrated personalities self-identify themselves as "being together", "being whole".

6. **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. Apart from "keeping the focus" and "staying in focus" which are repeated motifs in the fellows' reports, the integration of research and teaching is perceived as an important strategy to be employed by the junior faculty in the process of their professional development. It is by utilizing this strategy that the strategy that the continuous enhancement of the scholarly work of teaching and research becomes a virtually limitless opportunity (Cross, & Steadman, 1996).
7. **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 fellows' annual reports, interest in leadership is seen as not just a personal enterprise 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. This effort should lead to the formation of a cadre of leaders who may take up the sustainability of institutional change. Availability of role models is one of the most important factors that affect leadership as a process. The formation of integrated personality, in theory, relies on the exposure to role models that show a successful career is possible.

8. **Sense of Community:** This node captures the ways teachers experience the feeling of belongingness to a school as a community. 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.
9. **Collegiality:** Collegiality in the context of an educational institution means an ability on the part of individual faculty to effectively participate in decision making given the existing diversity of opinions. A mutual definition of a problem and a shared process of decision making are important components of collegiality and are essential for professional development. Collegiality dwells upon the ethical code of behavior which is based on mutual respect and allows collective understanding of common problems.
10. **Certification (Industrialization):** A number of teachers supported the view that seminar should become institutionalized. Moreover, some even proposed that it should become mandatory for all secondary schools in Kaduna state, given the perceived benefits of the program.

2.10 Impact of Symposium on the Performance of Secondary School Teachers

Symposium is a Latin Greek word symposium, from sumpinein meaning to drink together. Symposium is a meeting or conference for the discussion of some subject, especially a meeting at which several speakers talk on or discuss a topic before an audience. It is a collection of opinion expressed or article contributed by several persons on a given subject or topic. It can also be a social gathering at which there is free interchange of ideas or a formal meeting at which several specialists deliver short addresses on a topic or a related topic. Attending such programmes can bring about

improvement in one's job performance. This is because it will enable one to get new knowledge, ideas or innovations in a particular area of discussion or topic thereby enhancing the participant's job performance.

2.11 Impact of Mentoring on the Performance of Secondary School Teachers

Training on the job is of paramount importance to the teacher, this is because many teachers learnt the art through a senior colleague without which they might face numerous challenges. Mentoring is a term generally used to describe a relationship between a less experienced individual called a mentee or protégé and a more experience individual known as a mentor. It is also seen as one-on-one relationship in which expects or a senior person voluntarily gives time to teach, support and encourage another Santamaria, (2009). According to Koki (2009), mentoring in education has been defined as the process of guiding, teaching, influencing and supporting, a novice teacher.

Thus, Mentoring passes on knowledge of subjects, facilitate personal development, encourages wise choices, and helps the protégé to make transitions. The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance, and prevent the loss of teachers' human capital, with the ultimate aim of improving the growth and learning of students. Many people may not have the opportunity to develop a mentoring relationship in an informal way. The organization has an investment in all its members and must develop each employee to the greatest extent possible. This is why formal mentoring programmes are developed and operated within organizations. Formal mentoring is not as powerful as informal mentoring in some ways, but it is a process the organization should still pursue. The benefits are too important to pass up. The organization should develop a mentoring program that is well thought out and implemented, with adequate resources.

Mentoring provides a non-threatening environment for learning and growth to occur. Also, mentors and mentoring have a positive and powerful impact on professional growth, career advancement, and career mobility for the protégé. The mentoring creates enthusiasm, camaraderie, and professionalism, and impacts positively the entire culture of the organization, promoting organizational values, norms, and standards (William, 2011). The reason for establishing a mentoring program must be liked to an organization's business goal. A benefit for the organization is that it gets a leadership team ready to accomplish its objectives (Benabou & Benabou, 2000). Mentoring improves employee's performance, increase commitment to the organization, improves flow of organizational information, and supports leadership and management development.

2.11.1 Roles and Responsibilities of a Mentor

In order for mentoring programmes to be successful, leaders must provide guidelines and determine the roles and responsibilities of the mentor. According to William (2011) mentor's role includes the following:

a. Assist the novice teacher in developing her/ his skills and improving instructional techniques.
b. Address administrative routines and check to see how things are going by guiding and giving answers as well s celebrate success.
c. Observing, providing feedback, lesson plan, utilizing new curriculum materials, assisting in action research and serving as a resource and consultant to the mentee.
d. Enhancing the mentee's ability to reflect, solve problems and make decisions that can promote student learning.

e. Assist the mentee in improving present skill and developing new ones particularly in the area of class management, curriculum, instruction and assessments.

f. Offer ideas, model instructional strategies, team teach, collaborate on lesson planning, supply resources and engage in on-going problem solving.

All these roles will help to minimize the isolation felt by beginning teachers in the secondary schools.

2.11.2 Types of Mentoring Programmes

Richard (2014) defines mentoring as a system for pairing an experienced person with a less experienced one for the purpose of having the less experienced person grow and develop the required competencies. This composite description can be implemented in many different ways from the casual to the very specific, with different approaches for measuring progress.

1. Formal Mentoring:

Programmes that exist for the purpose of creating mentoring relationships encourage formal mentoring. Mentors and protégés (mentees) are grouped by a third party for a specific purpose. Formal mentoring programmes are often hampered by lack of funds and inability to adequately oversee the administration of the programmes over time.

2. Informal Mentoring:

Informal mentoring develops in a one-on-one relationship, where one person approaches another and introduces the idea of forming a mentoring relationship. The relationship develops without the aid of a program or without anyone overseeing the time spent or progress made.

3. Traditional Mentoring:

Whether informal or formal, traditional mentoring takes the form of a one-on-one, long-term relationship. Many times this type of mentoring is used in educational settings and pairs adults with students who need extra help in one or more subjects in school. Mentors not only assist staff or students with schoolwork, but also over time can provide a stable, encouraging relationship that students can depend on.

4. Special Project Mentoring:

Some mentor-protégé relationships do not need to be a long-term commitment. Especially helpful in business settings, special project mentoring is best for a specific purpose. For example, an experienced project manager takes a younger manager with less experience under his wing and guides him throughout the project, offering advice and sharing experiences.

5. Situational Mentoring:

Situational mentoring applies to specific skills needed during short-term projects. For example, if your company has tenured employees that have done the annual company inventory before, then those employees can mentor newcomers to the inventory process to make sure it is done properly.

6. Nurturing Mentoring:

Nurturing mentoring is an informal mentoring programmes that does not have a specific schedule or set of guidelines. New employees are introduced to experienced staff members who can act as a resource for hands-on training and daily job function information. The experienced employees are asked to monitor the new employees' progress and offer assistance when it is needed.

7. Career Mentoring:

Managers can act as career mentors to employees that have indicated that they have a career path in mind. The manager and the employee discuss the employee's career goals, and the two create a plan designed to help the employee reach those goals. Another form of career mentoring is offering internships to college students. The company benefits from having ambitious people with fresh points of view offering input, and the college student benefits by getting valuable career experience. Career mentoring is a chance for you to preserve your corporate culture by developing your staff's skill-set based on your company's policies. It is the chance to create your organization's future leaders that will help to grow your company based on the vision the company was founded on.

8. Facilitated Mentoring:

Some experts make a distinction between formal mentoring and facilitated mentoring. Nakpodia (2011) defines facilitated mentoring as "A structure broken down into a series of processes designed to create supportive relationships, to guide the desired behavioral change of those involved, and to evaluate the results for protégés (mentees), mentors, and the organization".

2.12 Constraints Militating Against Implementation of Staff Development in a School Organization

Staff development training in Nigeria is constraint by numerous national problems. As a result of these problems, most of the staff development training in Nigeria since independence has not produced the desired national objectives. According to Dare (2009), suggested the following:

1. Political Constraints:

Political Constraints is one of the problems facing staff development in Nigeria. Staff development training is based on the ideology and policies of government. In most cases such planning is done without consideration on the financial implications. As a result of this, Planners are often requested to plan on the basis of such policies which might be difficult or too expensive to implement, considering the available resources.

Furthermore, political rivalry among different groups in the country may sometimes influence financial allocation to education. This can be as a result of the knowledge that education is a powerful tool for political influence for example in Nigeria in 1979 and 1983, the action group party in the West promised quantitative education while the NPN in the North promised qualitative education programmes. Educational planners who operated under such a political setting may find it difficult to develop realistic or operational plans.

Political instability in Nigeria is also another bane of effective educational planning. For instance the political intervention in Nigerian politics in 1966, 1976, 1983 and 1988 coupled with protracted civil war I 1967-70 also disrupted the process of planning in Nigerian. As a result of these crises, some plans that have reached advance stages were abandoned and new ones were hurriedly introduced. Political instability may also affect international aids from international organizations such a United Nations Educational, Scientific and Cultural Organisation (UNESCO), United States Agency for International Development (USAID), World Health Organization (WHO), and so on.

2. Economic Constraints:

Economic constraint is another related problem encountered in the process of staff development training. Adequate financial allocation is necessary for effective implementation of educational programmes. However due to political consideration and inflation, educational programmes in the country have been unrealistic and unattainable in relation to the available resources. There is also over reliance on foreign aids. The problem arises when the anticipated help from money does not come which automatically leads to the end of the planned educational programmes. Furthermore, Nigeria like other countries in Africa does not have a strong economic base to support a viable educational planning because of tying the economy solely to petroleum products. Worst still, the limited financial allocation to education is often carted away by corrupt government officials living little or nothing for educational programmes.

3. Shortage of Skilled Personnel:

Inadequate professionally trained personnel in staff development unit of the Ministry of Education constitute a serious problem to effective staff training in Nigeria. It is often assumed that those who have worked in the ministry of education for so many years can perform the functions of educational planners. This is erroneous because the functions of educational planners go beyond many years of working experience. Rather, they require specific training and acquisition of the basic skills in education planning. Furthermore, the few available specialists who are employed in the planning divisions of education sometimes opt for private sectors as a result of the poor conditions of service offered in the ministry of education.

4. Inaccurate Statistics for Planning:

The process of staff development is also impeded by the critical problem of inadequate demographic statistics. It is difficult to obtain accurate data for planning in

Nigeria for many reasons. The first reason is poor record keeping in the aspects of death and birth rates which were not properly kept. As a result the various rational censuses conducted in 1939 and 1952 were confronted with the problem of insufficient personnel. Other census conducted in 1963, 1973 and that of 2006 were highly inflated. Since independence, families and communities have the tendency of inflating their size as a result of the fear of ethnic or political domination. In the present day Nigeria, states have the tendency of inflating census figures because it is often considered by the federal government for allocation of national resources.

5. Inadequate Planning Facilities for Planning:

There are no adequate staff planning facilities for planning for example; planning facilities such as computer machines calculators, conducive office, mobility and other planning facilities are not readily available to planners. It must also be mentioned that educational planners in the country are not consulted before planning is done. In view of this, planners often develop education policies that are both unrealistic and unacceptable.

6. Implementation Problem:

This is another serious problem militating against staff development in Nigeria. In the first instance, educational planners are not given enough freedom to implement their plans. In most cases, the process of plan implementation is carried out by people, who did not participate in planning the programmes. As a result of this it becomes extremely difficult for the planner to successfully evaluate the progress made in the implementation of the plan in order to determine areas that require modification. This explains why some educational programmes in the country are not successfully or fully implemented.

2.13 Successful Implementation of Staff Development Programmes

To minimize the problems associated with the process of Staff development training in Nigeria the following measures must be taken. Dare (2009) gave the followings;

1. Political stability should be encouraged in Nigeria to enhance stability and continuity of staff development and implementation of national objectives.
2. Staff development planners should establish a close relationship and have regular consultation with the policy makers. Again, educational planners in the ministry of education should be involved in formulation and execution of educational policies.
3. Formulation of educational policies and other related plans should take into consideration the available educational resources.
4. Federal government should increase financial allocation to education; so that the positive effects of such improved funding can trickle down to staff development training. The present 8% budgetary allocation to education is unacceptable. The federal government should consider the 26% allocation recommended by UNESCO.
5. Staff development planners should be left in the hands of trained and skilled personnel. Moreover, more educational planers should be trained and better conditions of service offered to them to attract them to remain in the planning division of the Ministry of Education.
6. Staff development planners must be provided with necessary equipment, tools and materials that are require for effective operation. For example, computers and other gadgets should be provided in the Ministry of Education to enhance the process of planning.

In conclusion, effective staff development planning is necessary for effective implementation of educational goals in Nigeria. In order to achieve these tasks, it is necessary for professional staff development planners to study the socio-economic and political situations in the country before planning.

2.14 Empirical Studies

The study of the impact of staff development programmes on job and organizational performance has attracted the attention of many researchers worldwide such that there are several research reports; expert opinions and theory papers on the subject. Akinyele (2007) carried out a study titled "staff development programmes and secondary school teachers' job performance in Uyo Metropolis, Nigeria". The study was conducted with the objectives among others to: find out the impact of staff development on teachers' job performance; and determine the impact of staff development organizational management. The researcher adopted descriptive survey research design and data was collected using two types of questionnaires; Staff Development Programmes Questionnaire for teachers and Teachers Job Performance Questionnaire for students. This instrument was pilot tested and a reliability index of 0.78 was obtained. The population of the study consisted of 2,250 out of which 450 teachers and 1,800 students were used for the study. The data collected was analyzed using t-test statistical tools at 0.05 levels of significance. The findings showed that teachers who were exposed to staff development programmes such as seminars, workshops, educational conference, symposiums among others, were more effective in their jobs. To this effect, the study is closely related to the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta State. The study will help improve teachers and implement changes in teaching as

well as improve their knowledge and skills when training is much related to daily experiences.

Relatively, a research was conducted by Fredrick and Stephen (2009) titled "Teachers Perceptions of Staff Development as it relates to teachers' effectiveness: A study of rural primary schools in Kenya". The objective of the study was to find out the perceptions of stakeholders on Staff Development as it relates to teachers' effectiveness. The research used descriptive survey design with a sample of 100 secondary school teachers. The Likert Scale of questionnaire was used for the collection of data. The reliability figure obtained from the pilot study conducted was 0.923. The data collected from the study was analyzed using t-test at 0.05 level of significance. The result has shown that; participation in staff development programmes such as seminars, workshops, educational conferences and symposium and so on have impacted positively on teachers' effectiveness. The study is closely related to the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta State which shares relatively similar variables and making provision for the professional growth of teachers that often leads to greater teacher effectiveness in their different field of teaching. Also, given the importance of staff development programmes in the career of serving teachers, there seem to be no alternative to sustained, continuous staff development practices.

A similar study by Rashid (2008) was on the effect of Manpower Training and Development of staff performance in the Federal College of Education (FCE) Zaria. The study was carried out with the objective to: identify the type of developmental training staff are exposed to at FCE; and determine the impact of developmental training on academic staff. The survey method was used for the used. A total 125 respondents was used in the study. Data was collected with the aid of a questionnaire

from 125 academic and non-academic staff. The reliability index of the instrument was 0.69. The study only made use of descriptive statistics such as frequency counts and percentages to analyze data and test the hypothesis. The Findings shows that the various training programmes that are available in FCE Zaria did not impact positively in enhancing the skill, knowledge of the staff, and their performances on the job and service delivery. The ineffectiveness of the programmes had also led to the problem of staff retention in the college, especially among the highly experienced senior academic staff. Therefore, the study recommended that the college should emphasize on both on the-Job and off-the-Job training for staff of the college and staff training should be adopted to evaluate the effect of training on staff of the college. Finally, training should not be seen as a routine activity, but as an important aspect of personnel management and should be a constant and continuous exercise. The study is also related to the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta State. Both studies discussed on training, on the-job and off-the job training for staff. More so, staff development programmes aim at improving teachers' competences as to ensure transfer of quality knowledge, skills and activities through which every organization develops.

Idem and Archibong (2012) investigated the adjustment challenges of new academic staff in the University of Calabar, Cross River State. The main aim of the study was to identify the challenges of new academic staff in the University of Calabar. The survey research design was adopted and four research questions were used to guide the study. The population of the study consisted of 110 academic staff out of which 55 academic staff was sampled out. A questionnaire was developed, validated and used for data collection from a sample of 55 new academic staff drawn using stratified random sampling techniques. The questionnaire was pilot tested and a reliability index of 0.811

was obtained. The data collected were analyzed using descriptive statistics (percentages). The result showed that there was systemic deficiencies on the part of the University administration in terms of organizing a planned orientation/training programmes for new academic staff, they had to contend with problems associated with teaching and learning, relationship or related issues (mentoring) and work environment related issues on their own. It was therefore recommended that orientation or induction programmes should be provided for new staff. This study is closely related to the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta Statate. Both studies gave emphasis on staff orientation in their different areas of specialization. Also, the studies made clear recommendations on the importance of professional bodies to handle training programmes for new staff to ensure transfer of quality skills, knowledge and activities through which teachers improve their performance in productivity for the attainment of organizational goals.

A similar study by Richard (2014) was on the impact of developmental training on staff performance in the Adeyemi College of Education, Ondo. The objective of the study was to find out the impact of developmental training on staff performance. The survey research design was used in the study. The population of the study was made up of 201 academic staff out of which a total of 101 academic staff was sampled out for the study. A self-designed questionnaire was used to collect data in the study. The instrument shows a unique reliability index of 0.86. The descriptive statistics such as frequency counts and percentages was used for analyzed the bio-data of the respondents and to answer the research questions. The Findings shows that the various training programmes that are available in Adeyemi College of Education, Ondo did not impact positively in enhancing the skill, knowledge of the staff, and their performances on the job and service delivery. The ineffectiveness of the programmes had also led to the

problem of staff retention in the college, especially among the highly experienced senior academic staff. Therefore, the study recommended that the college should emphasize on both on the-Job and off-the-Job training for staff of the college and staff training should be adopted to evaluate the effect of training on staff of the college. Finally, training should not be seen as a routine activity, but as an important aspect of personnel management and should be a constant and continues exercise. The study is related to the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis, Dealta Sate. Both studies gave emphasis on staff development programmes in schools to enhance teachers' performance on their job. This is because increase in job performance invariably leads to increase in productivity and achievement of organizational goal.

2.15 Summary

This chapter has reviewed some literatures on the topic, the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta State, Nigeria. In the process of this review, conceptual definitions of some terms were presented. Also, objectives of staff development, also concept of in-service, conference, workshop, seminar, symposium, mentoring, job performance were discussed. Furthermore, the importance of staff development, staff training, purpose of staff training and types of staff development programmes as related to regular conducts of in-service training programmes were discussed. In the light of the literature reviewed, 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. Also, in the context of this chapter, Job performance has been described as the degree to which an individual executes his or her roles with reference to certain specified standards set by the organization. The chapter further reviewed on some empirical

studies in line with the objectives raised in the study. The gaps observed in the areas of title, methodology and statistical tools used for data analysis were filled in this study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methods and procedures used in carrying out the study on the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta state, Nigeria. It presented the research design, population of the study, sample and sampling techniques, instrumentation, validity of research instrument, pilot study, reliability of the study, procedure for data collection and procedure for data analysis.

3.2 Research Design

The survey research method was adopted for this study. This is because the nature of the topic has to do with the impact of the variables. It also allows views of the respondents to be collected from a sample of a large population. This was done using questionnaire technique, which gave room for the researcher to collect data from different groups in order to make inferences and generalizations on the entire population of the study.

3.3 Population of the Study

The total population of this study was made up of 1909 which comprises of 31 zonal inspectors, 64 principals and 1814 teachers of public and private secondary schools in Asaba Metropolis in Delta state. The schools comprises of 54 day and 10 boarding schools located in the urban and rural areas. The population is shown in appendix III.

3.4 Sample and Sampling Techniques

The total samples that have been selected for the study was 219 representing Teachers, Principals and Zonal Inspectors. Moreover, random sampling method is

suitable because it eliminates bias in the selection process and ensures equal chances of representation and maximizes the effect of extraneous variable. Following the recommendation by Aderonmun (1985), 30% or above of a given population will be an accepted representation. In view of the above, stratified sampling technique was employed in the selection of teachers based on the fact that teachers' population is large and not evenly distributed among the 64 public and Private Secondary Schools. Consequently, 203 teachers have been randomly selected for the study, 6 principals and 10 zonal inspectors.

Table 1: Sample Size of Schools Selected for the Study in Asaba Metropolis

S/N	Name of Schools	Status	Zonal Inspectors	Principals	Teachers	Sample size
1	Asagba Mixed Secondary School, Asaba	Public		1	115	35
2	Niger Mixed Secondary School, Asaba	Public		1	101	30
3	Osadenis Mixed Secondary School, Asaba	Public		1	114	34
4	Kiddies Kingdom College Asaba	Private		1	4	1
5	Little Saints College, Asaba	Private		1	21	7
6	New Era International College, Asaba	Private		1	12	4
7	Royal Pathway International School Asaba	Private		1	10	3
8	Staff Demonstration Secondary School, Asaba	Private		1	48	14
9	Wisdom Secondary School, Asaba	Private		1	11	3
10	Young Achievers Secondary School, Asaba	Private		1	10	3
11	Anglican Girls Grammar School Asaba	Private		1	58	17
12	Benita International College, Asaba	Private		1	12	4
13	Blooming Heights Academy Asaba	Private		1	23	7
14	Graceville College Asaba	Private		1	30	9
15	Holywood International Secondary School, Asaba	Private		1	27	8
16	Honour Roll International School (Secondary), Asaba	Private		1	15	5
17	Master Care International School Asaba	Private		1	22	7
18	Redeemers International High School, Asaba	Private		1	31	9
19	Royal Mira Secondary School, Asaba	Private		1	9	3
	Total		**31**	**19**	**675**	**203**

Source: Delta State Ministry of Education (2015)

3.5 Instrumentation

The research instrument used for data collection was the adapted questionnaire titled 'Impact of Staff Development Programmes on the Performance of Teachers (ISDPT)'. The questionnaire was designed by Maina (2004) and adapted for this study.

The instrument is a Likert five point scales of Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. Section 'A' of the instrument contained the demographic characteristics of respondents such as Bio-Data, Gender, Ownership of Schools, Types of School and Location. Sections 'B, C, D, E, F and G' were structured questions based on the impact of staff development programmes on the performance of teachers in secondary schools in relation to the research questions raised and developed. The instrument is the Likert 5 point rating scale response pattern that consists of:

Strongly Agreed	(SA)	-	5
Agreed	(A)	-	4
Undecided	(U)	-	3
Strongly Disagree	(SD)	-	2
Disagree	(D)	-	1

The choice of the Likert five point rating scale questionnaire was used to test the null hypotheses which were formulated to determine the level of significance differences in the opinions of zonal inspectors, principals and teachers.

3.5.1 Validity of the Instrument

The ISDPT was adapted from the already validated questionnaire designed by Maina (2004). But in addition, the instrument was further moderated by the researcher's supervisors and experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The instrument was used to assesse the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta state, Nigeria.

3.5.2 Pilot Study

A pilot study was conducted at Ibusa Grammar school and St. Thomas College, Ibusa in Oshimili North local government in Delta State in order to assess the effectiveness and the appropriateness of the research instrument. The questionnaire was responded under the same conditions as would be done for those in the sample of the study. The essence is to give opportunity for testing the reliability of the research instrument. A total of 23 copies of the questionnaire were administered to zonal inspectors, principals and teachers.

3.5.3 Reliability of the Study

The reliability of the instrument was ascertained based on the results of a pilot study conducted to determine the internal consistency and stability of the items in the instrument. In testing the reliability of the study, a pilot study was conducted using 2 schools from Oshimili North local government in Delta State outside the schools sampled for the study. Cronbach Alpha formula (α) was used to calculate the reliability co-efficient. The result showed a reliability co-efficient of .945 which indicates good reliability of the instrument used for the study.

3.6 Procedure for Data Collection

To administer the questionnaire instrument of the study, an introductory letter was collected from the head of department, Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria and presented to the ministry of education and the sampled schools. The researcher carried out the research with the help of a research assistant, who was educated on how to distribute and collect the questionnaires and who is qualified to be given the questionnaire.

3.7 Procedure for Data Analysis

The copies of the questionnaires administered were retrieved upon completion from the respondents. The data generated was subjected to descriptive statistical analysis of frequency, mean, standard deviation, percentages as well as the inferential statistics using Analysis of Variance (ANOVA) to test the significant at 0.05 level of significant to the six hypotheses in chapter one. This was done in order to determine the differences in the opinions of the respondents on the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta state, Nigeria.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis and discussion of the data collected during the study. The data collected was divided into two sections. Section 'A' dealt with the demographic data of the respondents such as status, gender, ownership of school, type of school, location of school, qualification and years of experience. On the other hand section 'B' dealt with presentation, analysis, and discussion on the 60 item statements being formulated from the hypothesis that generated the opinions of the respondents that were subjected to test.

In order to generate the needed information for this research work, 203 copies of questionnaire was distributed to teachers, but only 197 copies were returned. In addition, 6 copies of questionnaire were distributed to principals and all were returned, and another 10 copies of the questionnaire were distributed to the zonal inspectors where all were returned. Consequently, 219 copies of questionnaire were distributed, but only 213 copies of questionnaire were returned.

The presentation and analysis of the data was based on the number of questionnaires returned by the respondents. The data was presented in tables. The tables were numbered serial1y, category of respondents, item statements, response categories were presented in frequencies and percentages. In addition, the interpretation of hypotheses testing in tabular forms, with explanations of acceptance or otherwise based on Analysis of Variance (ANOVA) was also contained in the chapter. To these effects, sixty item statements were used in the assessment of the respondents' opinions (Appendix A) as such, six Tables were used to present the findings.

4.2 Bio-Data of Respondents

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

Table 2: Status of Respondents

Category	Frequency	Percentage
Principals	6	2.8
Teachers	197	92.5
Zonal Inspectors	10	4.7
Total	**213**	**100**

Table 2 showed the status of the respondents, 6 representing (2.8%) are principals, 197 representing (92.5%) are teachers, and 10 representing (4.7%) are zonal inspectors.

Table 3: Gender of Respondents

Category	Frequency	Percentage
N/r	2	1.0
Male	88	41.3
Female	123	57.7
Total	**213**	**100**

Table 3 showed that 2 no respondents, representing 1.0, 88 respondents, representing (41.3%) are male and 123 respondents, representing (57.7%) are females.

Table 4: Ownership of School

Category	Frequency	Percentage
N/r	6	2.8
Private	85	38.8
Public	128	58.4
Total	**219**	**100**

Table 4 showed that 6 respondents, representing (2.8%) are not classified, while 85 respondents, representing (38.8%) are private and 128 respondents; representing (58.4%) are public.

Table 5: Type of School

Category	Frequency	Percentage
N/r	6	2.7
Day School	203	92.7
Boarding	10	4.6
Total	**219**	**100**

Table 5 showed that 6 respondents, representing 2.7% were not registered, while 203 respondents, representing (92.7%) are day school and 10 respondents, representing (4.6%) are boarding.

Table 6: Location of School

Category	Frequency	Percentage
N/r	6	2.7
Rural	9	4.1
Urban	204	93.2
Total	**219**	**100**

Table 6 showed that 6 of the respondents, representing (2.7%) were not registered, while 9 respondents, representing (4.1%) are from the rural located schools and 204 respondents; representing (93.2%) of the respondents are from urban schools.

Table 7: Qualification

Category	Frequency	Percentage
NCE/OND	67	31.5
HND	44	20.7
MA/MSc	34	16.0
BA/BSc	40	18.8
B.ED/B.Sc	28	13.4
Total	**213**	**100**

Table 7 revealed that 67 respondents, representing (31.5%) of the respondents have NCE/OND, while 44 respondents, representing (20.7%) have HND, 40 respondents representing (18.8%) have MA/MSc, 40 respondents representing (18.8%) have BA/BSc while 28 respondents representing (13.4%) have B.ED/B.Sc.

Table 8: Years of Experience

Category	Frequency	Percentage
N/r	1	0.5
0-5years	23	10.8
6-10years	48	22.5
11-15years	49	23.0
16-20years	59	27.7
21 and above	33	15.5
Total	**213**	**100**

Table 8 showed that, 1 respondent, representing (0.5) was not registered, 23 of the respondents, representing (10.8%) each have worked between 0-5years, 48 representing (22.5%) have worked between 6-10 years, 49 representing (23.0%) have

worked for 11-15years, 59 representing (27.7%) have worked for 16-20years while 33 respondents representing (15.5%) have 21years and above working Experience.

4.3 Opinions of Respondents on Research Questions

This section presents the analysis of data related to the objectives of the study. These are: Impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis in Delta State presented in table 9 through items 1-10 of the questionnaire. Impact of conference on the performance of teachers in secondary schools in Asaba Metropolis in Delta State presented in table 10 through items 11-20 of the questionnaire. Impact of workshop on the performance of teachers' in secondary schools in Asaba Metropolis in Delta State presented in table 11 through items 21-30 of the questionnaire. Impact of seminars on the performance of teachers in secondary schools in Asaba Metropolis in Delta State presented in table 12 through items 31- 40 of the questionnaire. Impact of mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State presented in table 13 through items 41-50 of the questionnaire. Impact of symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State presented in table 14 through items 51-60 of the questionnaire. The analysis was presented through the use of frequency tables and mean percentages. Details of the opinions of respondents can be seen as mentioned above as follows:

Table 9: Opinions of Respondents on Impact of In-service training on the performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State

S/N	Item Statement	Respondent	Response						
			SA	A	U	SD	D	Mean	S.D
1	Through in-service training, teachers in my school learn how to plan lesson well and these enable them to perform better in the class	Principals	2	3	0	0	1	4.00	1.095
		Teachers	101	59	1	0	2	3.74	1.835
		Z/Inspectors	4	5	0	0	0	4.00	1.491
2	Through in-service training, teachers in my school master their subject and this improves their performances in the class	Principals	2	3	0	0	1	4.00	1.095
		Teachers	100	54	2	0	7	3.74	1.835
		Z/Inspectors	4	4	1	0	0	3.90	1.524
3	Through in-service training, teachers in my school learn how to control their classes and this enhances their performances in the class	Principals	2	3	0	0	1	4.00	1.095
		Teachers	85	74	0	1	3	3.70	1.795
		Z/Inspectors	6	3	0	0	0	4.20	1.549
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	Principals	1	4	0	0	1	3.83	.983
		Teachers	69	84	6	0	4	3.59	1.752
		Z/Inspectors	5	4	02	0	0	4.10	1.524
5	Through in-service training, teachers in my school learn how to evaluate lessons, hence improve their performances	Principals	0	5	0	0	1	3.67	.816
		Teachers	61	93	1	0	7	3.52	1.757
		Z/Inspectors	5	4	0	0	0	4.10	1.524
6	Through in-service training, teachers in my school learn questioning techniques which helps to improve their performance in the class	Principals	0	5	0	0	1	3.67	.816
		Teachers	53	108	1	0	1	3.56	1.697
		Z/Inspectors	5	4	0	0	0	4.10	1.524
7	Through in-service training, teachers in my school learn how to carry out formative evaluation of students	Principals	2	3	0	0	1	4.00	1.095
		Teachers	45	110	3	1	1	3.44	1.736
		Z/Inspectors	3	4	1	0	0	3.40	1.897
8	Through in-service training, teachers in my school learn how to carry out summative evaluation of students	Principals	2	3	0	0	1	4.00	1.095
		Teachers	49	104	3	2	2	3.43	1.759
		Z/Inspectors	2	5	1	0	0	3.30	1.829
9	Through in-service training, teachers knowledge increase and this helps to enhance their performance in class	Principals	2	4	0	0	0	4.33	.516
		Teachers	54	102	5	0	2	3.54	1.704
		Z/Inspectors	4	4	1	0	0	3.90	1.524
10	Through in-service training, teachers in my school learn how to effectively communicate and this enhances their performances in and outside class	Principals	2	4	0	0	0	4.33	.516
		Teachers	39	110	5	0	12	3.42	1.632
		Z/Inspectors	3	6	0	0	0	3.90	1.449
						Overall Mean		**3.8**	**1.4**

Table 9, item 1 aimed to ascertain whether through in-service training, teachers in my school learn how to plan lessens well and this enables them to perform better in the class. The result shows that 4.00 mean score of principals, 3.74 mean score of teachers and 4.00 mean score of zonal inspectors were in agreement with the statement. Item 2

raised the issues of whether through in-service training, teachers in my school master their subject and this improves their performance in the class. The result shows that 4.00 mean score of principals, 3.74 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statement. Item 3 examined the issues of whether through In-service training, teachers in my school learn how to control their classes and this enhances their performances in class. The responses showed that 4.00 mean score of principals, 3.70 mean score of teachers and 4.20 mean score of zonal inspectors agreed with the statements. Likewise, item 4 sought to investigate whether through In-service training, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improve their performance in the class. The analysis showed that 3.83 mean score of principals, 3.59 mean score of teachers and 4.10 mean score of zonal inspectors agreed with the statements. The result shows that teachers have actually benefited from the conduct of in-service training in Asaba Metropolis in Delta State. However, Item 5 enquired whether through In-service training, teachers in my school learn how to evaluate lessons, hence improve their performance. The analysis reveals that 3.67 mean score of principals, 3.52 mean score of teachers and 4.10 mean score of zonal inspectors agreed with the statements. Item 6 looked at the issue of whether through In-service training teachers in my school learn questioning techniques which helps to improve their performance in the class. The views of the respondents reveals that 3.67 mean score of principals, 3.56 mean score of teachers and 4.10 mean score of zonal inspectors agreed with the statements. Item 7 investigated whether through In-service training, teachers in my school learn how to carryout formative evaluation of students. The opinions of the respondents showed that 4.00 mean score of principals, 3.44 mean score of teachers and 3.40 mean score of zonal inspectors were in agreement with the statements. Item 8 enquired whether through In-service training,

teachers in my school learn how to carryout summative evaluation of students. The result revealed that 4.00 mean score of principals, 3.43 mean score of teachers and 3.30 mean score of zonal inspectors agreed with the statements. Item 9 enquired whether through In-service training, teachers' knowledge increases and this helps to enhance their performance in class. The analysis reveals that 4.33 mean score of principals, 3.54 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statements. Item 10 findings reveals that through In-service training, teachers in my school learn how to effectively communicate and this enhances their performance in and outside the class. The result showed that 4.33 of principals, 3.42 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statement.

Table 10: Opinions of Respondents on Impact of Conference on the Performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State

S/N	Item Statement	Respondent	Response						
			SA	A	U	SD	D	Mean	S.D
1	Through conferences, teachers in my School learn how to plan lesson well and this enables them to perform better in the class	Principals	1	5	0	0	0	4.17	.408
		Teachers	89	88	8	1	6	4.23	1.008
		Z/Inspectors	5	5	0	0	0	4.50	.527
2	Through conferences, teachers in my School master their subjects and this improves their performances in the class	Principals	1	5	0	0	0	4.17	.408
		Teachers	93	88	4	4	7	4.30	.902
		Z/Inspectors	4	5	0	0	0	4.30	.675
3	Through conferences, teachers learn how to control their classes and this enhances their performances in the class	Principals	2	4	0	0	0	4.33	.516
		Teachers	100	77	5	0	12	4.30	.967
		Z/Inspectors	4	6	0	0	0	4.40	.516
4	Through conferences, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Principals	0	5	0	0	1	3.67	.816
		Teachers	86	95	3	1	11	4.27	.855
		Z/Inspectors	6	4	0	0	0	4.60	.516
5	Through conferences, teachers in my school learn how to evaluate lessons, hence improve their performances	Principals	0	6	0	0	0	4.00	.000
		Teachers	56	123	3	1	13	4.10	.827
		Z/Inspectors	5	5	0	0	0	4.50	.527
6	Through conferences, teachers in my School learn questioning techniques, which helps to improve their performances in the class	Principals	0	6	0	0	0	4.00	.000
		Teachers	47	137	3	1	7	4.10	.773
		Z/Inspectors	3	6	0	0	0	3.90	1.449
7	Through conferences, teachers in my school learn how to carry out formative evaluation of students	Principals	0	5	0	0	1	3.67	.816
		Teachers	45	143	5	2	1	4.14	.655
		Z/Inspectors	5	5	0	0	0	4.50	.527
8	Through conferences, teachers in my school learn how to carry out summative evaluation of students	Principals	0	5	0	0	1	3.67	.816
		Teachers	48	137	2	1	8	4.12	.730
		Z/Inspectors	3	6	1	0	0	4.20	.632
9	Through conferences, teachers' knowledge increases and this helps to enhance their performances in the class.	Principals	1	5	0	0	0	4.17	.408
		Teachers	64	122	9	1	0	4.24	.664
		Z/Inspectors	4	6	0	0	0	4.40	.516
10	Through conferences, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	6	0	0	0	0	4.00	.000
		Teachers	48	117	16	5	10	3.96	.917
		Z/Inspectors	4	6	0	0	0	4.40	.516
					Overall Mean			**4.2**	**0.63**

Table 10, item 1 tries to discover whether through conferences, teachers in school learn how to plan lesson well and this enables them to perform better in the class. The analysis reveals that 4.17 mean score of principals, 4.23 mean score of teachers and 4.50 mean score of zonal inspectors were in agreement with the statement. Item 2 raised the

issue of whether through conferences, teachers in school master their subjects and this improves their performances in the class. The result shows that 4.17 mean score of principals, 4.30 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statement. Item 3 examined the issues of whether through conferences, teachers learn how to control their classes and this enhances their performances in the class. The responses showed that 4.33 mean score of principals, 4.30 mean score of teachers and 4.40 mean score of zonal inspectors agreed with the statements. Likewise, item 4 sought to investigate whether 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. The analysis showed that 3.67 mean score of principals, 4.27 mean score of teachers and 4.60 mean score of zonal inspectors agreed with the statements. The result shows that teachers have actually benefited from the conduct of conferences in Asaba Metropolis in Delta State. However, Item 5 enquired whether through conferences, teachers in my school learn how to evaluate lessons, hence improve their performances. The analysis reveals that 4.00 mean score of principals, 4.10 mean score of teachers and 4.50 mean score of zonal inspectors agreed with the statements. Item 6 looked at the issue of whether through conferences; teachers in my school learn questioning techniques, which helps to improve their performances in the class. The views of the respondents reveals that 4.00 mean score of principals, 4.10 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statements. Item 7 investigated whether through conferences, teachers in my school learn how to carry out formative evaluation of students. The opinions of the respondents showed that 3.67 mean score of principals, 4.12 mean score of teachers and 4.50 mean score of zonal inspectors were in agreement with the statements. Item 8 enquired whether through conferences, teachers in my school learn how to carry out summative

evaluation of students. The result revealed that 3.67 mean score of principals, 4.12 mean score of teachers and 4.20 mean score of zonal inspectors agreed with the statements. Item 9 enquired whether through conferences, teachers' knowledge increases and this helps to enhance their performances in the class. The analysis reveals that 4.17 mean score of principals, 4.24 mean score of teachers and 4.40 mean score of zonal inspectors agreed with the statements. Item 10 findings reveals that through conference teachers learn how to effectively communicate and this enhances their performance in and outside the class. The result showed that 4.00 of principals, 3.96 mean score of teachers and 4.40 mean score of zonal inspectors agreed with the statement.

Table 11: Opinions of Respondents on Impact of Workshops on the Performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State

S/N	Item Statement	Respondent	Response						
			SA	A	U	SD	D	Mean	S.D
1	Through workshops, teachers in my School learn how to plan lesson well and this enables them to perform better in the class	Principals Teachers Z/Inspectors	1 106 4	3 76 6	0 0 0	0 1 0	1 11 0	3.17 4.25 4.40	1.835 1.123 .516
2	Through workshops, teachers in my School master their subjects and this improves their performances in the class	Principals Teachers Z/Inspectors	2 98 4	2 84 6	0 0 0	0 6 0	1 3 0	3.33 4.25 4.40	1.966 1.123 .516
3	Through workshops, teachers learn how to control their classes and this enhances their performances in the class	Principals Teachers Z/Inspectors	1 105 4	3 74 6	0 11 0	0 0 0	1 6 0	3.17 4.40 4.40	1.835 .799 .516
4	Through workshops, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Principals Teachers Z/Inspectors	1 94 6	3 84 4	0 7 0	0 0 0	1 11 0	3.17 4.31 4.60	1.835 .852 .516
5	Through workshops, teachers in my school learn how to evaluate lessons, hence improve their performances	Principals Teachers Z/Inspectors	1 73 4	3 109 5	0 7 1	0 0 0	1 7 0	3.17 4.24 4.30	1.835 .757 .675
6	Through workshops, teachers in my School learn questioning techniques, which helps to improve their performances in the class	Principals Teachers Z/Inspectors	1 52 3	4 122 7	0 6 0	0 0 0	1 16 0	3.83 4.05 4.30	.983 .838 .483
7	Through workshops, teachers in my School learn questioning techniques, which helps to improve their performances in the class	Principals Teachers Z/Inspectors	1 48 3	3 139 6	0 2 1	0 1 0	2 4 0	3.50 4.12 4.20	1.225 .783 .632
8	Through workshops, teachers in my school learn how to carry out summative evaluation of students	Principals Teachers Z/Inspectors	2 51 1	2 137 9	1 2 0	0 3 0	1 3 0	3.83 4.15 4.10	1.169 .726 .316
9	Through workshops, teachers' knowledge increases and this helps to enhance their performances in the class	Principals Teachers Z/Inspectors	2 64 2	3 127 8	1 3 0	0 1 0	0 1 0	4.17 4.26 4.20	.753 .648 .422
10	Through workshops, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals Teachers Z/Inspectors	0 55 2	5 121 8	1 5 0	0 2 0	0 13 0	3.83 4.07 4.20	.408 .860 .422
						Overall Mean		**4.0**	**1.2**

Table 11, 1 item raised the issues of whether through workshops, teachers in school learn how to plan lesson well and this enables them to perform better in the class. The result reveals that 3.17 mean score of principals, 4.25 mean score of teachers and

4.40 mean score of zonal inspectors were in agreement with the statement. Item 2 discovered whether through workshops, teachers in school master their subjects and this improves their performances in the class. The analysis reveals that 3.33 mean score of principals, 4.25 mean score of teachers and 4.40 mean score of zonal inspectors were in agreement with the statement. Item 3 examined the issues of whether through workshops, teachers learn how to control their classes and this enhances their performances in the class. The responses examined that 3.17 mean score of principals, 4.40 mean score of teachers and 4.40 mean score of zonal inspectors agreed with the statements. More so, item 4 sought to investigate whether 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. The analysis find out that 3.17 mean score of principals, 4.31 mean score of teachers and 4.60 mean score of zonal inspectors agreed with the statements. It is important to note that some state governments, especially Delta state should consider conducting workshops to secondary school teachers, so that they can be made abreast on the current methodologies of teaching. However, Item 5 enquired whether through workshops, teachers in my school learn how to evaluate lessons, hence improve their performances. The analysis examined that 3.17 mean score of principals, 4.24 mean score of teachers and 4.30 mean score of zonal inspectors were in agreement with the statements. Item 6 attempted to find out whether through workshops, teachers in my School learn questioning techniques, which helps to improve their performances in the class. The responses of the respondents reveals that 3.83 mean score of principals, 4.05 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statements. Item 7 investigated whether through workshops, teachers in my school learn how to carry out formative evaluation of students. The opinions of the respondents showed that 3.50 mean score of

principals, 4.12 mean score of teachers and 4.20 mean score of zonal inspectors were in agreement with the statements. Another issue that was examined as contained in Item 8 was whether through workshops, teachers in my school learn how to carry out summative evaluation of students. It revealed that 3.83 mean score of principals, 4.15 mean score of teachers and 4.10 mean score of zonal inspectors agreed with the statements. Item 9 attempts to understand whether through workshops, teachers' knowledge increases and this helps to enhance their performances in the class. The analysis shows that 4.17 mean score of principals, 4.26 mean score of teachers and 4.20 mean score of zonal inspectors are in agreement with the statement. Item 10 tries to determine whether through workshops, teachers learn how to effectively communicate and this enhances their performances in and outside class. The opinions showed that 3.83 of principals, 4.07 mean score of teachers and 4.20 mean score of zonal inspectors were in agreement with the statement.

Table 12: Opinions of Respondents on Impact of Seminars on the Performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State

S/N	Item Statement	Respondent	Response						
			SA	A	U	SD	D	Mean	S.D
1	Through seminars, teachers in my School learn how to plan lesson well and this enables them to perform better in the class	Principals	1	4	0	0	1	3.83	.983
		Teachers	102	79	7	0	8	4.38	.810
		Z/Inspectors	3	7	0	0	0	4.30	.483
2	Through seminars, teachers in my School master their subjects and this improves their performances in the class	Principals	2	3	1	0	0	4.00	1.095
		Teachers	98	87	1	7	3	4.34	.926
		Z/Inspectors	3	7	0	0	0	4.30	.483
3	Through seminars, teachers learn how to control their classes and this enhances their performances in the class	Principals	2	3	0	0	1	4.00	1.095
		Teachers	96	79	17	0	4	4.34	.790
		Z/Inspectors	3	7	0	0	0	4.30	.483
4	Through seminars, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Principals	2	3	0	0	1	4.00	1.095
		Teachers	85	95	5	4	7	4.25	.896
		Z/Inspectors	3	7	0	0	0	4.30	.483
5	Through seminars, teachers in my school learn how to evaluate lessons, hence improve their performances	Principals	1	4	0	0	1	3.83	.983
		Teachers	71	102	7	6	10	4.11	.973
		Z/Inspectors	2	6	0	0	1	3.60	1.506
6	Through seminars, teachers in my School learn questioning techniques, which helps to improve their performances in the class	Principals	1	4	0	0	1	3.83	.983
		Teachers	58	123	3	0	12	4.14	.787
		Z/Inspectors	3	7	0	0	0	4.30	.483
7	Through seminars, teachers in my School learn how to carry out formative evaluation of students	Principals	1	4	0	0	1	3.83	.983
		Teachers	56	128	8	0	3	4.17	.722
		Z/Inspectors	1	8	0	0	1	3.90	.738
8	Through seminars, teachers in my school learn how to carry out summative evaluation of students	Principals	0	4	0	0	2	3.33	1.033
		Teachers	54	133	5	0	4	4.19	.655
		Z/Inspectors	1	8	0	0	0	3.70	1.337
9	Through seminars, teachers' knowledge increases and this helps to enhance their performances in the class	Principals	0	4	0	0	2	3.33	1.033
		Teachers	67	123	3	0	0	4.24	.790
		Z/Inspectors	2	8	0	0	0	4.20	.422
10	Through seminars, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	0	5	0	0	1	3.67	.816
		Teachers	56	116	11	0	13	4.08	.826
		Z/Inspectors	3	6	0	0	1	4.20	.632
					Overall Mean			**4.0**	**0.8**

Table 12, Item 1 attempts to find out whether through seminars, teachers in school learn how to plan lesson well and this enables them to perform better in the class. The result reveals that 3.83 mean score of principals, 4.38 mean score of teachers and 4.30 mean score of zonal inspectors were in agreement with the statement. Item 2 discovered

whether through seminars, teachers in my School master their subjects and this improves their performances in the class. The analysis reveals that 4.00 mean score of principals, 4.34 mean score of teachers and 4.30 mean score of zonal inspectors were in agreement with the statement. Item 3 examined the issues of whether through seminars, teachers learn how to control their classes and this enhances their performances in the class. The responses examined that 4.00 mean score of principals, 4.34 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statements. More so, item 4 sought to investigate whether through seminars, teachers in school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The analysis find out that 4.00 mean score of principals, 4.25 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statements. It is important to note that some state governments, especially Delta state should consider conducting workshops to secondary school teachers, so that they can be made abreast on the current methodologies of teaching. However, Item 5 enquired whether through seminars, teachers in my school learn how to evaluate lessons, hence improve their performances. The analysis examined that 3.83 mean score of principals, 4.11 mean score of teachers and 3.60 mean score of zonal inspectors were in agreement with the statements. Item 6 attempted to find out whether through seminars, teachers in school learn questioning techniques, which helps to improve their performances in the class. The responses of the respondents reveals that 3.83 mean score of principals, 4.14 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statements. Item 7 investigated whether through seminars, teachers in my school learn how to carry out formative evaluation of students. The opinions of the respondents showed that 3.83 mean score of principals, 4.17 mean score of teachers and 3.90 mean score of zonal inspectors were in agreement with the statements. Another issue that was

examined as contained in Item 8 was whether through seminars, teachers in my school learn how to carry out summative evaluation of students. It revealed that 3.33 mean score of principals, 4.19 mean score of teachers and 3.70 mean score of zonal inspectors agreed with the statements. Item 9 attempts to understand whether through seminars, teachers' knowledge increases and this helps to enhance their performances in the class. The analysis shows that 3.33 mean score of principals, 4.24 mean score of teachers and 4.20 mean score of zonal inspectors are in agreement with the statement. Item 10 tries to determine whether through seminars, teachers learn how to effectively communicate and this enhances their performances in and outside class. The opinions showed that 33.67 of principals, 4.08 mean score of teachers and 4.20 mean score of zonal inspectors were in agreement with the statement.

Table 13: Opinions of Respondents on Impact of Symposium on the performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State

S/N	Item Statement	Respondent	Response						
			SA	A	U	SD	D	Mean	S.D
1	Through symposium, teachers in my School learn how to plan lesson well and this enables them to perform better in the class	Principals	2	3	0	0	0	3.67	1.862
		Teachers	75	101	7	0	13	4.19	.853
		Z/Inspectors	3	7	0	0	0	4.30	.483
2	Through symposium, teachers in my School master their subjects and this improves their performances in the class	Principals	2	3	0	0	0	3.67	1.862
		Teachers	76	92	8	6	14	4.09	1.031
		Z/Inspectors	3	7	0	0	0	4.30	.483
3	Through symposium, teachers learn how to control their classes and this enhances their performances in the class	Principals	4	2	0	0	0	4.67	.516
		Teachers	72	100	10	4	10	4.13	.933
		Z/Inspectors	2	7	0	0	1	4.00	.816
4	Through symposium, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Principals	3	3	0	0	0	4.50	.548
		Teachers	76	89	7	6	17	4.05	1.099
		Z/Inspectors	3	5	0	0	2	3.90	1.101
5	Through symposium, teachers in my school learn how to evaluate lessons, hence improve their performances	Principals	3	3	0	0	0	4.50	.548
		Teachers	65	95	12	6	18	3.97	1.057
		Z/Inspectors	3	4	0	0	3	3.70	1.252
6	Through symposium, teachers in my School learn questioning techniques, which helps to improve their performances in the class	Principals	2	4	0	0	0	4.33	.516
		Teachers	60	109	13	5	9	4.05	.930
		Z/Inspectors	3	6	0	0	1	4.10	.876
7	Through symposium, teachers in my school learn how to carryout formative evaluation of students	Principals	2	4	0	0	0	4.33	.516
		Teachers	48	122	11	7	8	3.98	.931
		Z/Inspectors	2	8	0	0	0	4.20	.422
8	Through symposium, teachers in my school learn how to carry out summative evaluation of students	Principals	1	4	1	0	0	3.67	1.366
		Teachers	52	121	5	8	10	3.99	.972
		Z/Inspectors	3	7	0	0	0	4.30	.483
9	Through symposium, teachers' knowledge increases and this helps to enhance their performances in the class	Principals	1	4	0	0	0	3.50	1.761
		Teachers	55	121	5	2	13	4.07	.941
		Z/Inspectors	1	8	0	0	1	3.90	.738
10	Through symposium, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	1	4	0	0	1	3.83	.983
		Teachers	46	116	11	2	21	3.91	.941
		Z/Inspectors	1	8	0	0	1	3.90	.738
						Overall Mean		**4.1**	**0.9**

Table 13, demonstrates the opinions of principals, teachers and zonal inspectors in response to item 1, the item tries to investigate whether through symposium, teachers in school learn how to plan lesson well and this enables them to perform better in the class. Finding disclosed that 3.67 mean score of principals, 4.19 mean score of teachers and 4.30 mean score of zonal inspectors were in agreement with the statement. Item 2, the

analysis attempt to investigate whether through symposium, teachers in school master their subjects and this improves their performances in the class. The analysis enquired that 3.67 mean score of principals, 4.09 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statement. Item 3 sought to find out whether through symposium, teachers learn how to control their classes and this enhances their performances in the class. The responses revealed that 4.67 mean score of principals, 4.13 mean score of teachers and 4.00 mean score of zonal inspectors agreed with the statement. More so, item 4 tries to investigate whether through symposium, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The opinions shows that 4.50 mean score of principals, 4.05 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statement. Item 5 also investigated whether through symposium, teachers in my school learn how to evaluate lessons, hence improve their performances. The analysis reveals that 4.50 mean score of principals, 3.97 mean score of teachers and 3.70 mean score of zonal inspectors agreed with the statements. Item 6 aimed to ascertain whether through symposium, teachers in my School learn questioning techniques, which helps to improve their performances in the class. The views of the respondents shows that 4.33 mean score of principals, 4.05 mean score of teachers and 4.10 mean score of zonal inspectors agreed with the statements. Item 7 tries to find out whether through symposium, teachers in my school learn how to carry out formative evaluation of students. The opinion of the respondents reveals that 4.33 mean score of principals, 3.98 mean score of teachers and 4.20 mean score of zonal inspectors agreed with the statements. Item 8 tries to investigate whether through symposium; teachers in my school learn how to carry out summative evaluation of students. The views revealed that 3.67 mean score of principals, 3.99 mean score of teachers and 4.30 mean score of

zonal inspectors were in agreement with the statements. Item 9 raised the issues of whether through symposium, teachers' knowledge increases and this helps to enhance their performances in the class. The result showed that 3.50 mean score of principals, 4.07 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statement. Item 10 tries to enquire whether through symposium, teachers learn how to effectively communicate and this enhances their performances in and outside class. The opinions revealed that 3.83 mean score of principals, 3.91 mean score of teachers and 3.90 mean score of zonal inspectors were in agreement with the statement. The opinions show that teachers have actually benefited from the conduct of symposium in Asaba Metropolis in Delta state.

Table 14: Opinions of Respondents on Impact of Mentoring on the performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State

S/N	Item Statement	Respondent	Response						
			SA	A	U	SD	D	Mean	S.D
1	Through mentoring, teachers in my School learn how to plan lesson well and this enables them to perform better in the class	Principals	1	4	0	0	1	3.83	.983
		Teachers	90	90	3	1	10	4.26	.948
		Z/Inspectors	3	7	0	0	0	4.30	.483
2	Through mentoring, teachers in my School master their subjects and this improves their performances in the class	Principals	1	3	0	0	1	3.17	1.835
		Teachers	91	82	11	5	5	4.22	1.024
		Z/Inspectors	4	6	0	0	0	4.40	.516
3	Through mentoring, teachers learn how to control their classes and this enhances their performances in the class	Principals	1	3	1	0	0	3.33	1.751
		Teachers	83	94	5	2	10	4.20	.974
		Z/Inspectors	3	7	0	0	0	4.30	.483
4	Through mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Principals	1	3	1	0	0	3.33	1.751
		Teachers	81	94	7	2	10	4.18	.978
		Z/Inspectors	5	5	0	0	0	4.50	.527
5	Through mentoring, teachers in my school learn how to evaluate lessons, hence improve their performances	Principals	1	3	1	0	0	3.33	1.751
		Teachers	65	103	10	8	8	4.02	1.076
		Z/Inspectors	3	7	0	0	0	4.30	.483
6	Through mentoring, teachers in my School learn questioning techniques, which helps to improve their performances in the class	Principals	1	3	1	0	0	3.33	1.751
		Teachers	68	101	11	6	8	4.06	1.041
		Z/Inspectors	1	8	1	0	0	3.90	.738
7	Through mentoring, teachers in my school learn how to carry out formative evaluation of students	Principals	1	3	1	0	0	3.17	1.835
		Teachers	59	113	11	1	10	4.07	.921
		Z/Inspectors	1	8	0	1	0	3.80	1.033
8	Through mentoring, teachers in my school learn how to carry out summative evaluation of students	Principals	1	3	0	0	1	3.17	1.835
		Teachers	50	119	9	3	13	3.97	.974
		Z/Inspectors	2	7	0	0	1	4.00	.816
9	Through mentoring, teachers' knowledge increases and this helps to enhance their performances in the class	Principals	1	3	1	0	0	3.33	1.751
		Teachers	47	122	12	3	10	3.97	.942
		Z/Inspectors	1	8	0	0	1	3.90	.738
10	Through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	5	0	0	0	0	3.33	1.633
		Teachers	51	122	12	1	8	4.04	.880
		Z/Inspectors	2	7	1	0	0	4.10	.568
						Overall Mean		**3.9**	**1.1**

Table 14, Item 1, examined the issues of whether through mentoring, teachers in school learn how to plan lesson well and this enables them to perform better in the class. Finding disclosed that 3.83 mean score of principals, 4.26 mean score of teachers and 4.30 mean score of zonal inspectors were in agreement with the statement. Item 2, the

analysis attempt to investigate whether through mentoring, teachers in school master their subjects and this improves their performances in the class. The analysis enquired that 3.17 mean score of principals, 4.22 mean score of teachers and 4.40 mean score of zonal inspectors agreed with the statement. Item 3 sought to find out whether through mentoring, teachers learn how to control their classes and this enhances their performances in the class. The responses revealed that 3.33 mean score of principals, 4.20 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statements. Likewise, item 4 tries to investigate whether 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. The opinions showed that 3.33 mean score of principals, 4.18 mean score of teachers and 4.50 mean score of zonal inspectors agreed with the statement. The opinions show that teachers have actually benefited from the conduct of mentoring in Asaba Metropolis in Delta state. However, Item 5 also investigated whether through mentoring, teachers in my school learn how to evaluate lessons, hence improve their performances. The analysis reveals that 3.33 mean score of principals, 4.02 mean score of teachers and 4.30 mean score of zonal inspectors agreed with the statements. Item 6 aimed to ascertain whether through mentoring, teachers in my School learn questioning techniques, which helps to improve their performances in the class. The views of the respondents shows that 3.33 mean score of principals, 4.06 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statements. Item 7 tries to find out whether through mentoring, teachers in my school learn how to carry out formative evaluation of students. The opinion of the respondents reveals that 3.17 mean score of principals, 4.07 mean score of teachers and 3.80 mean score of zonal inspectors agreed with the statements. Item 8 tries to investigate whether through mentoring, teachers in my school learn how to carry out

summative evaluation of students. The views revealed that 3.17 mean score of principals, 3.97 mean score of teachers and 4.00 mean score of zonal inspectors were in agreement with the statements. Item 9 raised the issues of whether through mentoring, teachers' knowledge increases and this helps to enhance their performances in the class. The result showed that 3.33 mean score of principals, 3.79 mean score of teachers and 3.90 mean score of zonal inspectors agreed with the statement. Item 10 tries to enquire whether through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class. The opinions revealed that 3.33 mean score of principals, 4.04 mean score of teachers and 4.10 mean score of zonal inspectors were in agreement with the statement.

4.4 Hypotheses Testing

This sections deals with the presentation of the summary of hypotheses in agreement with objectives raised and null hypotheses of the study. The data was analyzed using the Analysis of Variance (ANOVA) at 0.05 significant levels. To that effect, six hypotheses were formulated and tested. Relaying on the outcome, the hypotheses is retained when the probability value is more than the stated significant level, and is rejected when the probability value is lower than level of significance. The six hypotheses are depending on the data collected from question items on the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. These are; on impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis in Delta State, impact of conference on the performance of teachers in secondary schools in Asaba Metropolis in Delta State, impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis in Delta State, impact of seminar on the performance of teachers in secondary schools in Asaba Metropolis in Delta State,

impact of symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State, impact of mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

Hypotheses 1

There is no significant difference in the opinions of respondents on the impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Data collected through item 1-10 of the questionnaire were used to analyze agreements in the opinions relating to hypothesis 1. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The results are presented in table 15.

Table 15: Summary of Analysis of Variance on the impact of in-service training on the performance of teachers in Secondary Schools in Asaba Metropolis in Delta State

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical
Between groups	186.521	2	93.260	.347	.707	3.47
Within groups	56484.474	210	268.974			
Total	**56670.995**	**212**				

Table 15 above showed the f-ratio values (.347) at 2 df 210 and at the level 0.05. The critical value (3.47) is greater than f-ratio values (.347). The probability level of significance P (.707) is greater than 0.05. This indicated that there is no significant difference in the opinions of opinions principals, teachers and zonal inspectors on the impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis in Delta state. Therefore, the null hypothesis is retained.

Hypothesis 2

There is no significant difference in the opinions of respondents on the impact of conferences on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Data collected through item 11-20 of the questionnaire were used to analyze agreements in the opinions relating to hypothesis 2. Based on that, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 16.

Table 16: Summary of Analysis of Variance on the impact of Conference on the performance of teachers in secondary schools in Asaba Metropolis in Delta State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	59.454	2	29.727	.820	.442	3.47
Within groups	7613.654	210	36.255			
Total	**7673.108**	**212**				

From Table 16 above, f-ratio value (.820) at 2 df 210 and at the level 0.05. The critical value (3.59) is greater than f-ratio values (.820). The probability level of significance P (.442) is greater than 0.05. This showed that there is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of conference on the performance of teachers in secondary schools. Therefore, the null hypothesis is retained.

Hypothesis 3

There is no significant difference in the opinions of respondents on the impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Data collected through item 21-30 of the questionnaire were used to analyze agreements in the opinions relating to hypothesis 3. In view of this, all the items were

analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 17.

Table 17: Summary of Analysis of Variance on the impact of workshops on the performance of teachers in secondary schools in Asaba Metropolis in Delta State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	300.232	2	150.116	3.743	.025	3.47
Within groups	8422.200	210	40.106			
Total	**8722.432**	**212**				

Table 17 above showed the f-ratio values (3.743) at 2 df 210 and at the level 0.05. The critical value (3.47) is less than f-ratio values (3.743). The probability level of significance P (.025) is less than 0.05. This means that there is significant difference in the opinions of principals, teachers and zonal inspectors on the impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Therefore, the null hypothesis is rejected.

Table 18: Summary of Scheffe's Multiple Comparison Test on the impact of workshops on the performance of teachers in secondary schools in Asaba Metropolis in Delta State

Respondents	N	Mean
Principals	6	7.041146
Teachers	197	.89188
Zonal Inspectors	10	7.93333

As indicated in Table 18, the mean score of principals was found to be closer to that of zonal inspectors, implying that the difference between the two respondents was not significant. However, the mean score of teachers was found to be lower than that of principals and zonal inspectors. This implies that the teachers differs significantly in

their opinions regarding the impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

Hypothesis 4

There is no significant difference in the opinion of respondents on the impact of Seminars on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Data collected through item 31-40 of the questionnaire were used to analyze agreements in the opinions relating to hypothesis 4. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 19.

Table 19: Summary of Analysis of Variance on the impact of seminar on the performance of teachers in secondary schools in Asaba Metropolis in Delta State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	131.304	2	65.652	1.684	.188	3.47
Within groups	8186.020	210	38.981			
Total	**8317.324**	**212**				

Table 19 above showed the f-ratio value (1.684) at 2 df 210 and at the level 0.05. The critical value (3.47) is greater than f-ratio values (1.684). The probability level of significance P (.188) is greater than 0.05. This means that there is no significant difference in the opinions principals, teachers and zonal inspectors on the impact of Seminar on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Therefore, the null hypothesis is retained.

Hypothesis 5

There is no significant difference in the opinions of respondents on the impact of Symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Data collected through item 40-50 of the questionnaire were used to

analyze agreements in the opinions relating to hypothesis 5. Based on that, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 20.

Table 20: Summary of Analysis of Variance on the impact of Symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	.487	2	.244	.004	.996	3.47
Within groups	12872.424	210	61.297			
Total	**12872.911**	**212**				

As indicated on Table 20 above the f-ratio value (.004) at 2 df 210 and at the level 0.05. The critical value (3.47) is greater than f-ratio values (.004). The probability level of significance P (.996) is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of Symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Therefore, the null hypothesis is retained.

Hypothesis 6

There is no significant difference in the opinions of respondents on the impact of mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Data collected through item 50-60 of the questionnaire were used to analyze agreements in the opinions relating to hypothesis 6. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses. The outcomes are presented in table 21.

Table 21: Summary of Analysis of Variance on the impact of Mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	346.123	2	173.062	2.503	.084	3.47
Within groups	14520.788	210	69.147			
Total	**41866.911**	**212**				

Table 21 above showed the f-ratio value (2.503) at 2 df 210 and at the level 0.05. The critical value (3.47) is greater than f-ratio values (2.503). The probability level of significance P (.084) is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and zonal inspectors on the impact of Mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. Therefore, the null hypothesis is retained.

Table 22: Summary of Hypotheses Testing

	Hypothesis Statement	Statistical test	Results	Level of Significant	Decision at 5%
1	There is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.	ANOVA	Prob. Value .707 is greater than 0.05	0.05	Accepted
2	There is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of conferences on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.	ANOVA	Prob. Value .442 is greater than 0.05	0.05	Accepted
3	There is significant difference between the opinions of principals, teachers and zonal inspectors on the impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.	ANOVA	Prob. Value .025 is less than 0.05	0.05	Rejected
4	There is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of seminars on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.	ANOVA	Prob. Value .188 is greater than 0.05	0.05	Accepted
5	There is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.	ANOVA	Prob. Value .996 is greater than 0.05	0.05	Accepted
6	There is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.	ANOVA	Prob. Value .084 is greater than 0.05.	0.05	Accepted

From table 21, it was discovered hypotheses 1, 2, 4, 5, 6 were retained and 3 was rejected. It shows that:

1. Hypothesis one was retained to mean that, there is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of in-service

training on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

2. Hypothesis two was retained to mean that, there is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of conference on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

3. Hypothesis three was rejected to mean that, there is significant difference between the opinions of principals, teachers and zonal inspectors on the impact of workshops on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

4. Hypothesis four was retained to mean that, there is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of seminars on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

5. Hypothesis five was retained to mean that, there is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

6. Hypothesis six was retained to mean that, there is no significant difference between the opinions of principals, teachers and zonal inspectors on the impact of mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

4.5 Summary of Findings

In the light of the findings from this study, the following summary of findings are presented.

1. There is no difference in the opinions of opinions principals, teachers and zonal inspectors on the impact of in-service training on the performance of teachers in secondary schools in Asaba Metropolis in Delta state ($P = .707 > 0.05$).

2. There is no difference in the opinions of principals, teachers and zonal inspectors on the impact of conference on the performance of teachers in secondary schools in Asaba Metropolis in Delta state (P = .442 > 0.05).
3. There is difference in the opinions of principals, teachers and zonal inspectors on the impact of workshop on the performance of teachers in secondary schools in Asaba Metropolis in Delta State (P = .025 < 0.05).
4. There is no difference in the opinions of principals, teachers and zonal inspectors on the impact of Seminar on the performance of teachers in secondary schools in Asaba Metropolis in Delta State (P = .188 > 0.05).
5. There is no difference in the opinions of principals, teachers and zonal inspectors on the impact of Symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State (P = .996 > 0.05).
6. There is no difference in the opinions of principals, teachers and zonal inspectors on the impact of Mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State (P = .084 > 0.05).

4.6 Discussion of the Findings

Based on the findings from this study, the opinions of respondents were gathered and their responses revealed that, in-service training had no significant impact on the performance of teachers in Asaba Metropolis in Delta State. This result is in line with the finding of Rashid (2008), whose finding revealed that the various training programmes that are available in FCE Zaria did not impact positively in enhancing the skill, knowledge of the staff, and their performance on the job and service delivery. Therefore, the inevitability of the need for quality teachers cannot be over emphasized. In the light of the above, teachers should be mobilized to enroll into an educational institution on both on the-job and off-the-job training and add to their already acquired

pre-service training. To that effect, concerted effort is highly needed by education managers to inform their teachers on the relevance to acquire knowledge through in-service training to improve on their competencies and enhancing the quality of education. On the other hand, the attention of policy makers should be drawn to enhance the provision of enabling environment that could help in motivating teachers to engage in in-service training for quality development of teachers in Asaba Metropolis in Delta State.

The need for quality teaching and learning is necessary in Asaba Metropolis in Delta State, based on the fact that the number of completers of secondary school education that lack the requirements for admission in to higher institutions is enormous. Although, in-service is one of the means by which such issues will be put to an end but the attitudes of some teachers to further their studies has a poor impression towards attaining quality education through it. Teachers can utilize the opportunity given to them and improve their ability to plan a good lesson, increase their knowledge, understand how to properly control their class, make the right evaluation and effectively communicate the planned lesson to students. Findings from the research work conducted by Richard (2014) supported this finding that training of staff should not be seen as a routine activity, but as an important aspect of personnel management and should be a constant and continue exercise.

Responses gathered on the opinions of respondents on conferences was analyzed which revealed that conferences had significant impact on the performance of teachers in Asaba Metropolis in Delta State. Conference enables teachers to share ideas with other colleagues through discussing pressing topical issues. This would assist in molding the teacher to perfect his subject area and have additional knowledge to current methods of 1earning. Ezenne (1998) stressed that, “conferences are usually used to

tackle a single or set of problems. Also this result corroborate the finding of Akinyele (2007) that teachers who were exposed to staff developmental programmes such as seminars, workshops, conference, symposiums among others were more effective in their jobs.

Respondents' responses showed that there is significant difference between the opinions of principals, teachers and zonal inspectors on the impact of workshops on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. This portrayed the fact that, teachers need more hands on workshop programmes to facilitate their knowledge to enable them discharge their responsibilities for better education development. Through workshops, teachers were facilitated, through seasoned educationist that came to the center with ideas that were shared during discussion. After many deliberations, participants were made to participate on the ideas shared. The process makes great impact on how teachers later perform in the class. On the other hand, respondents agreed that seminars has really impacted positively on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. A seminar being a topic-oriented event designed to educate and inform an audience about a subject of interest (Abutalib, 1993). Seminar involves assigned readings and discussion, questions can be raised, and debates can be conducted. It is informal when compared to 'the lecture, system of academic instruction. As such, teachers are groomed in making effective communication through discussions with colleagues under diligent scrutiny, this gives the teacher opportunity to determine loopholes and contribute their ideas for effective teaching and learning.

However, there is difference in the opinions of respondents on the impact of Symposium on the performance of teachers in secondary schools in Asaba Metropolis in Delta State. This means that through symposium teachers are able to enhance their

knowledge and have practical experience for quality education. Symposium is usually used to describe a small conference where teachers interact on a single subject to enhance their performance in their chosen fields. For example, a series of lectures on a single day might be called a symposium. Through symposium scholars and researchers present their findings to improve teachers' skills and their performance in teaching and learning. Previous study conducted by Idem and Archibong (2012) established this fact, that symposium and orientation or induction programmes are necessary for new staff to be effective on duty.

Lastly, the respondents agreed on the impact of mentoring on the performance teachers in secondary schools in Asaba Metropolis in Delta State. Mentoring programmes has made it easy for teachers to direct and guide their junior colleagues on areas of difficulty. This finding is in agreement with the research finding of Fredrick and Stephen (2009) that most teachers learn how to write good lesson plan through guidance they got from their colleagues which made them improve on their fields. Mentoring has been a guide among colleagues, the guidance given, helps the teacher confidence in handling and discharging his responsibilities for effective lessons. It is obvious that most teachers master their subjects through prompt supervision and guidance of an older or some old hands. The ideas they initially learnt from the college became much more molded and strengthened through mentoring.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study examined the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis in Delta State - Nigeria. In view of this, the study was carried out with the objectives to determine the differences between the performances of secondary school teachers that attended workshops and conferences and those that did not; identify the impact of seminar on the performance of teachers, assess the changes brought about by mentoring programmes in relation to the performance of secondary school teachers, determine how in-service and symposium training has impacted positively or otherwise on the performance of secondary school teachers in Asaba Metropolis in Delta State. Several related literatures were reviewed in line with the formulated objectives of the study, the literature were source from books, journals, magazines, internets and so forth. The review presented the conceptual framework which consisted of the concept of development, staff development, in-service, conference, workshop, seminar, symposium and mentoring among others.

However, the review also looked at constraints militating against implementation of staff development in a school organization and the successful implementation of staff development programmes. Additionally, the study further reviewed on some empirical studies in line with the objectives raised for the study. The study also described the research design used for the study, population of the study, sample and sampling technique, instrumentation, validity of research instrument, pilot study, and reliability of the instrument, procedure for data collection and procedure for data analysis respectively. The data collected from the respondents was analyzed using frequency

counts, mean and standard deviation in order to measure the significant difference among the variables of the study. Thus, Analysis of Variance (ANOVA) was used in testing the hypotheses formulated for the study. Findings from the study showed that there is significant difference between the opinions of respondents on the impact of workshops on the performance of teachers. There is significant impact of in-service training and conferences on the performance of teachers in secondary schools. Also, regular conduct of seminars has impacted positively, there was significant impact of symposium on the performance of teachers; regular mentoring had also impacted on the performance of secondary school teachers in Asaba Metropolis in Delta State.

5.2 Conclusion

The research examined the Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State-Nigeria. Six questions were asked to guide the study; each question was break down into ten item statements to ease understanding of the respondents. The respondents agreed with most of the statements and disagreed with others. In view of respondents' opinions, the study concluded that: Through regular in-service training, teachers were productive and competent; this improved their performance in the class in secondary schools in Asaba Metropolis in Delta State; Teacher's performance was impacted due to the regular conduct of conferences, which enable them to perform better in secondary schools in Asaba Metropolis in Delta State; Due to irregular conducts of workshops, teachers performances were poor and these affects the performance of teachers in secondary schools in Asaba Metropolis in Delta State; Regular conduct of seminars for education stakeholders has immensely impacted on teachers' performance in secondary schools in Asaba Metropolis in Delta State; Teacher's performance was positively impacted through regular symposium programmes in secondary schools in Asaba

Metropolis in Delta State. However, the study concluded that there was significant impact of mentoring on the performance of teachers in secondary schools in Asaba Metropolis in Delta State.

5.3 Recommendations

In view of the findings of the study and conclusion; the following recommendations were made:

1. Government and school Administrators should encourage teachers in secondary schools in Asaba Metropolis to go for in-service training in order to enhance high performance in the classroom.

2. Policy on the conduct of conference should be strengthened to enable teachers benefit further from such training because of its effectiveness on the performance of teachers in secondary schools in Asaba Metropolis, Delta State.
3. Adequate funds should be made available by the Ministry of education for staff development programmes such as workshops among others to encourage teachers in their chosen fields in Asaba Metropolis, Delta State.
4. Delta state government should ensure that adequate funds are provided for regular seminars so that secondary school teachers within Asaba Metropolis can benefit.
5. The state ministry education should make symposium a regular programme for teachers to acquaint them with current educational strategies and methods.
6. Mentoring of newly recruited teachers is necessary for teachers' performance. These newly recruited teachers should be attached to a mentor for effective performance in the classroom in Asaba Metropolis in Delta State, Nigeria.

5.4 Suggestions for Further Studies

However, based on the findings and conclusions of the study, the following suggestions for further research are were stated:

1. There is the need for research on the utilization of staff development programmes skills by beneficiaries as it affects the performance of secondary schools students in Asaba Metropolis in Delta state.

2. There is need for a research on the quality of staff development programmes in secondary schools in Asaba Metropolis in Delta State, to enable the understanding of the reasons for mass failures in examination.

3. The study also suggested that a research should be conducted on evaluation of staff development programmes in secondary schools in Asaba Metropolis in Delta State.

4. Also, a research should be conducted on the roles and functions of teachers on educational policy planning and implementation in Asaba Metropolis in Delta State

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APPENDIX I

QUESTIONNAIRE FOR ZONAL INSPECTORS, PRINCIPALS AND TEACHERS ON THE IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN ASABA METROPOLIS, DELTA STATE, NIGERIA

Department of Educational
Foundation and curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Respondent,

REQUEST LETTER

I am a student of the Department of Educational Foundations and Curriculum, Ahmadu Bello University (ABU) Zaria. Pursing a master's degree in Educational Administration and planning. This questionnaire is aimed at collecting information that represents your opinions in the quest to achieve the best way to manage our Secondary Schools through the impact of staff development programmes on the performance of teachers in Asaba Metropolis, Delta State.

Your response and co-operation will contribute a lot to the success of this research study and all information given will be treated as strictly confidential.

Thanks for your cooperation.

Yours faithfully,

Helen Opuana

APPENDIX II

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

Tick in the appropriate box that relates to you.

Section A: Bio-Data

1. **Status**
   a. Principal [ ]
   b. Teacher [ ]
   c. Supervisors [ ]

2. **Gender**
   a. Male [ ]
   b. Female [ ]

3. **Ownership of School**
   a. Private [ ]
   b. Public [ ]

4. **Type of School**
   a. Day School [ ]
   b. Boarding [ ]
   c. Boarding /Day [ ]

4. **Location of School**
   a. Rural [ ]
   b. Urban [ ]

5. **Qualification**
   a. N.C.E/OND [ ]
   b. HND [ ]
   c. MA/MSc [ ]
   d. BA/B.Sc [ ]
   e. B.ED/B.Sc [ ]

6. **Years of Experience**
   a. 0-5 years [ ]
   b. 6-10 years [ ]
   c. 11-15 years [ ]
   d. 16-20 years [ ]
   e. 21 and above [ ]

Tick in the 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, teachers in 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	Strongly 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, teachers 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	Strongly 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, teachers 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 E: Impact of Seminars on the Performance of Teachers in Secondary Schools

S/N	Item statement	Strongly 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, teachers 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 F: Impact of Symposium on the Performance of Teachers in Secondary Schools

S/N	Item statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
41	Through symposium, teachers in my School learn how to plan lesson well and this enables them to perform better in the class					
42	Through symposium, teachers in my School master their subjects and this improves their performances in the class					
43	Through symposium, teachers learn how to control their classes and this enhances their performances in the class					
44	Through symposium, 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 symposium, teachers in my school learn how to evaluate lessons, hence improve their performances					
46	Through symposium, teachers in my School learn questioning techniques, which helps to improve their performances in the class					
47	Through symposium, teachers in my school learn how to carry out formative evaluation of students					
48	Through symposium, teachers in my school learn how to carry out summative evaluation of students					
49	Through symposium, teachers' knowledge increases and this helps to enhance their performances in the class					
50	Through symposium, teachers learn how to effectively communicate and this enhances their performances in and outside class					

Section G: Impact of Mentoring on the Performance of Teachers in Secondary Schools

S/N	Item statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
51	Through mentoring, teachers in my School learn how to plan lesson well and this enables them to perform better in the class					
52	Through mentoring, teachers in my School master their subjects and this improves their performances in the class					
53	Through mentoring, teachers learn how to control their classes and this enhances their performances in the class					
54	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					
55	Through mentoring, teachers in my school learn how to evaluate lessons, hence improve their performances					
56	Through mentoring, teachers in my School learn questioning techniques, which helps to improve their performances in the class					
57	Through mentoring, teachers in my school learn how to carry out formative evaluation of students					
58	Through mentoring, teachers in my school learn how to carry out summative evaluation of students					
59	Through mentoring, teachers' knowledge increases and this helps to enhance their performances in the class					
60	Through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class					

APPENDIX III

Public Secondary Schools in Asaba Metropolis

Names of Schools		N0 of Teachers	N0 of Principals	No of Zonal Supervisors
1	Asagba Mixed Secondary School, Asaba	115	1	31
2	Basic Secondary School, Oko-Anala	28	1	
3	Niger Mixed Secondary School, Asaba	101	1	
4	State Model Secondary School, Asaba	52	1	
5	Oko Mixed Secondary School, Oko	40	1	
6	Okwe Secondary School, Okwe	79	1	
7	Osadenis Mixed Secondary School, Asaba	114	1	
8	West-End Mixed Secondary School, Asaba	138	1	
9	Zappa Basic Secondary School, Asaba	115	1	
10	Zappa Mixed Secondary School, Asaba	89	1	
	TOTAL	871	10	31

Source: Ministry of Basic and Secondary Education Oshimili South Local government area (field officer) Asaba, Delta State, (2015).

APPENDIX IV

Private Secondary Schools in Asaba Metropolis

Names of Schools		N0 of Teachers	N0 of Principals	No of Zonal Supervisors
1	Anglican Girls Grammar School Asaba	58	1	31
2	Benita International College, Asaba	12	1	
3	Blooming Heights Academy Asaba	23	1	
4	Born Great International College Asaba	25	1	
5	Brainstormer International Sec.School, Asaba	12	1	
6	Dell International College Asaba	16	1	
7	Dominion College, Asaba	9	1	
8	Evengelical Secondary Secondary, Asaba	15	1	
9	Goshen Secondary School, Okwe Asaba	11	1	
10	Graceville College Asaba	30	1	
11	Holy Child Sec. Sch.Asaba	17	1	
12	Holywood International Secondary School, Asaba	27	1	
13	Honour Roll International School (Secondary), Asaba	15	1	
14	Hums Creative Model School Asaba	8	1	
15	Immaculate int'l High School, Asaba	11	1	
16	Infant Jesus Academy Asaba	21	1	
17	Institute of Continious Education	44	1	
18	Jasmine Children Secondary School, Asaba	20	1	
19	Jubilee Academy College, Asaba	6	1	
20	Kiddies Kingdom College Asaba	4	1	
21	Lawrence Prentice Academy Asaba	16	1	
22	Leocons Educational Centre (Secondary School), Asaba	11	1	
23	Little Saints College, Asaba	21	1	
24	Lucia College Okwe	12	1	
25	Lumen Christi International Secondary School, Asaba	17	1	
26	Madonna International College, Asaba	15	1	
27	Master Care International School Asaba	22	1	
28	Mesirecodia Divine Care Secondary school, Asaba	6	1	
29	Nazarite Secondary School, Okwe	15	1	
30	New Era International College, Asaba	12	1	
31	Nwanonyei Secondary School, Asaba	13	1	
32	Overflow Secondary School, Asaba	15	1	
33	Patricia High School ASaba	20	1	
34	Redeemers International High School, Asaba	31	1	
35	Royal Mira Secondary School, Asaba	9	1	
36	Royal Pathway International School Asaba	10	1	
37	Sapientia Secondary School, Asaba	11	1	

38	Scared & Immaculate Secondary School, Asaba	12	1	
39	Seat of Wisdom Academy Asaba	13	1	
40	Scedam Moece Secondary School, Asaba	7	1	
41	SS Peter and Mary Juniorate	45	1	
42	ST Johns Comprehensive School Asaba	9	1	
43	ST Patricks College ASaba	27	1	
44	St. Augustine Secondary School, Asaba	12	1	
45	St. Brigids Girls Grammar School, Asaba	16	1	
46	St. Theresa College, Okwe	20	1	
47	Staff Demonstration Secondary School, Oduke	48	1	
48	Standard Life International Secondary School, Asaba	18	1	
49	Tiphon Comprehensive Secondary School, Oduke	10	1	
50	Tripple Knowledge International Secondary School, Asaba	13	1	
51	Wisdom Secondary School, Asaba	11	1	
52	Word of Faith College, Asaba	21	1	
53	Word of Power Secondary School, Asaba	11	1	
54	Young Achievers Secondary School Asaba	10	1	
	TOTAL	943	54	31

Source: Ministry of Basic and Secondary Education Oshimili South Local government area (field officer) Asaba, Delta State, (2015).