

TEACHER DEVELOPMENT STRATEGIES FOR JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOL BAYELSA STATE

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Abstract

The study investigated the teachers' development strategies for job performance in public secondary school in Bayelsa state. A descriptive survey design was adopted. The population of the study consists of 9,657 teachers in the 192 public secondary schools and 262 Ministry of Education officials (in training department) in the eight (8) educational zones in the state (Bayelsa State Ministry of Education, 2021). A sample 499 respondents consisting of 419 teachers from the 9 schools and 80 officials from the zonal offices of the ministry was used in the study. The instrument for data collection was a structured questionnaire developed by the researchers, tagged; "Teacher Development Strategies for Job Performance Questionnaire". The content and face validity of the instrument was done by one expert from measurement and evaluation and two others from Education management. Their corrections and suggestions resulted to the final draft used in the study. The instrument was trial tested using twenty (20) teachers that did not participate in the research but possess the same characteristics of the population of interest. The reliability co-efficient of 0.88 was obtained using Cronbach Alpha formula which was considered appropriate for this study. The researcher administered questionnaire to the respondents during school hours, in all, 100% return rate was achieved. The data was analyzed using mean and standard deviation for the research questions and z-test at 0.05 level of significance to test the research hypotheses. The findings revealed that the extent to which in-service training, conferences/workshop/seminars and mentoring and orientation influenced job performance of public secondary school teachers in Bayelsa state was high. Also the study has affirmed that there is no significant difference between the mean responses of teachers and ministry officials on the influence of in-service training, conferences/workshop/seminars and mentoring and orientation on the job performance of public secondary teachers in Bayelsa state. It was recommended among others that there is need for broader and wider acquisition of knowledge by the teachers is necessary.

Keywords: Teacher, development, strategies, job performance, secondary school

The coming together of people in pursuance of common goals made an organization possible. A head that steers the organization for optimal utilization of resources towards the attainment of the goals of the organization manages the organization. The resources can be human and natural that are harnessed together to achieve the organizational objectives. The utilization of resources such as teachers, non-academic staff and classrooms, tables and chairs and all the school plants that are necessary for the appropriate implementation of those activities that will enable the attainment of the desired educational objectives are the responsibility of the head of the school. The resources need appraisal all the time. This is to enable proper update of the resources in line with the changing circumstances of this time as well as the tendency of being worn out by some of the resources. An upgrade is required of them to meet the challenges that may confront them.

In order to make desired and proper upgrade of resources possible, most especially the human resources, development programmes must be entrenched to avail them with the necessary skills that will enable them discharge their responsibilities efficiently. No organization can strive to the test of time without qualified staff. Many organizations suffer inadequacy of staff particularly our educational institutions. This inadequacy creates a pivotal problem to the provisions of qualified work force that will give the educational system the type of personnel that we need for a brighter future of our educational system. It has also created a great pandemonium to the provision of essential services to totality of the citizens of our great nation. This is because, the entire workforce needed by any organization is mainly provided through the educational system. To affirm the above assertions, Aliyu and Ibrahim (2019) indicated that, the pupils cannot get the best and this inadequacy constitutes a draw back towards achievement of the educational objectives for quality teachers. Incompetent teachers are one of the causes of the falling standard of education which contribute to the production of half-backed teachers. The inadequacy may be in terms of the number of teachers and the number of unqualified teachers, who find themselves in the service through godfathers rather than competence, or due to brain drain as the case may be. Aliyu and Ibrahim (2019) emphasized that many of our schools in Nigeria are deficient in terms of quality and quantity of teaching manpower especially, special education teachers and teachers who can combine theory and practice.

In order to upgrade the teachers to meet the challenges ahead of them, several staff development programmes such as; in-service training, conferences, workshops, seminars, mentoring etc have been in place. However, have these series of programmes aimed at enhancing the development of teachers really impacted on the performance of teachers in Bayelsa State? The research work is pinned on finding out answers to this question.

Teacher development strategies such as in-service, workshops, mentoring, seminar and conferences is vital. Edem (2011) noted that education should be provided as a means of enriching an individual's knowledge and developing his full personality as well as seeking to prepare people to undertake specific tasks and employment functions which are essential for the transformation of their own environment. For a school to produce the type of people that will manage the resources of our society efficiently, the teachers must be up to date knowledgeable

and skillful. Agbim (2014) stressed that professional development refers to skills and knowledge attained for personal development and career advancement. The programmes that will enable teaching and be well equipped to allow them perform their responsibilities with vigor and commitment must be articulated as well as utilized. Teacher development strategies are of different types. Kalagbor (2018) indicated that it involves facilitated learning opportunities, ranging from college degrees to formal coursework, conferences, and informal learning opportunities situated in practice. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. e.g. effectiveness skills, team functioning skills etc. The skills and competencies acquired because of prudent teacher development programmes will enable the teachers to perform optimally if not maximally. Their performance will not only enable them give efficient and proficient services but will provide the avenues for technological advancement as well as enabling the attainment of varied policies towards reaching our national most expected destination compassionately. However, Abdulhalim and Mozahar, (2015) lamented that for teachers to develop, they needed training in all ramifications. In their view, training is the process of acquiring specific skills to perform a job better, also it helps people to become qualified and proficient in doing some jobs (Dahama, in Abdulhalim&Mohazar, 2015).

Usually, an organization facilitates the employees' learning through training so that their modified behavior contributes to the attainment of the organization's goals and objectives. Van-Dersal 2012, in Abdulhalim & Mohazar, (2015) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility. The above has made it clear in terms of desirability of teacher training, particularly teachers who are saddled with the responsibility of molding the behavior of their students for the benefit of the society. When teachers are trained, they will as well train the students very adequately. Training and education are interrelated but distinct. Flippo, in Abdulhalim and Mohazar, (2015) differentiated between education and training, locating these at the two ends of a continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities, which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision-making, and adjustment to new situations. Training can be conducted to enable teaching staff acquire skills on the job such as seminars, workshops, in-service, mentoring, conferences etc. It makes the teacher to be drilled fully on the day-to-day discharge of his responsibilities under prompt supervision of a superior colleague. For instance, from 2017 to 2019, the Bayelsa State Ministry of Education in collaboration with Nigerian Content Development and Monitoring Board (NCDMB) engages a total number of 500 senior secondary school teachers in in-service training in during long vacations. This is to upgrade the educational system with a view to have quality education in Bayelsa State.

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In a related development, the State Universal Basic Education Board organizes a capacity-building workshop on Inclusive Education in order to meet the EFA & MDGs goal by the year 2030. This type of work has been in place since 2012.

Secondary schools are educational institutions which have been established for building human potentials for capacity development in Nigeria. The secondary schools all over the country are among institutions for educating people. They are academic citadel of learning which also prepares students for the world of work through the acquisition of practical life skills. The Federal Republic of Nigeria (FRN, 2013) described secondary schools as institutions responsible for developing sound intelligent learning societies, fit and relevant for the 21st century. Secondary education therefore, prepares individuals for higher education. Given the responsibilities of secondary schools, they have been set up to achieve certain objectives which include providing the Nigerian citizens with opportunity for education of a higher level, irrespective of one's gender, social status, religious or ethnic affiliations. Secondary education offers diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles. It provides trained manpower in the applied sciences, technology and commerce at sub-professional grades; and provides entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development, etc. (FRN, 2013). The objectives of secondary education cannot be achieved if the schools are not highly governed with qualified teachers.

On the other hand teachers' commitment according to Crosswell (2016) is usually used to describe desirable attributes of a teacher which could be viewed as the attachment or engagement of teachers in the school. Teachers as important members of the school play pivotal roles in educating the students. The process of evaluating teachers' job performance involves several processes for accountability, transparency and building of quality assurance. Teachers' job performance is a value-added post for the enhancement of knowledge production (Armstrong, 2016).

Statement of Problem

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

Based on the above, Bayelsa State has been sending both the secondary school teaching staff to train in various fields within and outside the country. The training ranges from in service training, on-the-job training, mentoring, seminars, workshops, conferences, symposia etc. The training and re-training of teaching staff has grossly affected the quality and quantity of teaching and staff, hence its degeneration on the management and policy implementation of any educational programme. The above-mentioned types of trainings that have been in place may not necessarily have impact on the performance of teachers in Bayelsa state that contributed to the low performance of students. As such, the quest for understanding how conferences, seminars, in-service training, workshops, symposia, mentoring etc

influenced the performance of secondary school teaching staff in Bayelsa state towards effective teaching and learning emanates. Hence, the problem of this study in question form is what is the influence of teachers' development strategies on teacher performance in public secondary schools in Bayelsa state?

Aims and Objectives of Study

The main purpose of this study is to determine the influence of teacher development strategies on teachers' job performance in public secondary schools in Bayelsa State, Nigeria. Specifically, the following objectives were achieved.

- 1.) To determine the extent to which in-service training influences job performance of secondary school teachers in Bayelsa state;
- 2.) To determine the extent to which conferences/seminars/workshops influences job performance of teachers in public secondary schools in Bayelsa state
- 3) To determine the extent to which mentoring influence job performance of teachers in public secondary school in Bayelsa State.

Research Questions

The study was designed to answer the following research questions:

- 1) To what extent does in-service training influence job performance of public secondary school teachers in Bayelsa state?
- 2) To what extent does workshop/seminars/conferences influence job performance of public secondary school teachers in Bayelsa state?
- 3) To what extent does mentoring and orientation influence job performance of public secondary school teachers in Bayelsa state?

Research Hypotheses

The following null hypotheses were raised and tested at 0.05 level of significance.

1. There is no significant difference between the mean responses of teachers and ministry officials on the influence of in-service training on the job performance of secondary school teachers in Bayelsa state.
- 2) There is no significant difference between the mean responses of teachers and ministry officials on the influence of conferences/workshops/seminars on the performance of public secondary school teachers in Bayelsa state.
- 3) There is no significant difference between the mean responses of teachers and ministry officials on the influence of mentoring and orientation on the job performance of public secondary teachers in Bayelsa state.

Methodology

This study adopted a descriptive survey research design. Descriptive survey research design, according to Armstrong (2013), is the one in which a group of people or item is studied by collecting analyzing data from only a few individuals or items considered to be representatives of the entire group. This design is appropriate for this study since information will be gathered from a sample of the population (teachers and officials of the training department in the state ministry of education in Bayelsa), who are familiar with the ideas relating to the purpose of study with the aim of generalizing the results for the entire population. The population of the study consists of 9,657 teachers in the 192 public secondary schools and 262 Ministry of

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Education officials (in training department) in the eight (8) educational zones in the state (Bayelsa State Ministry of Education, 2021). The choice of teachers was predicated upon the fact that they are the beneficiaries of the staff development strategies and they have acquired experiences that are directly relevant to the attainment of the objectives of the research. On the other hand, ministry officials were chosen due to the fact that they perform the supervisory duties to the schools as well as serving in most cases as the trainers during workshops and serving as teacher mentors. Stratified random sampling techniques based on the three senatorial districts in the state, was used to sample 3 out of the 8 Local Government Areas. Simple random sampling was used to select three (3) schools from each of the local government areas, making it a total of nine (9) schools. All 419 teachers from the 9 schools and 80 officials from the zonal offices of the ministry, formed the sample of the study. The instrument for data collection was a structured questionnaire developed by the researchers, tagged; “Teacher Development Strategies for Job Performance Questionnaire” It consists of four (4) sections, namely; Section A, B C and D. Section A measured the demographic variables of the respondents, while section B, C and D contained items reflecting the variables as in research questions and hypotheses. The content and face validity of the instrument was done by one expert from measurement and evaluation and two others from Education management. Their corrections and suggestions resulted to the final draft used in the study. The instrument was trial tested using twenty (20) teachers that did not participate in the research but possess the same characteristics of the population of interest. The reliability co-efficient of 0.88 was obtained using Cronbach Alpha formula which was considered appropriate for this study. The researcher administered questionnaire to the respondents during school hours, in all, 100% return rate was achieved. The data was analyzed using mean and standard deviation for the research questions and z-test at 0.05 level of significance to test the research hypotheses.

Analysis and Results

Research question 1

To what extent does in-service training influence job performance of public secondary school teachers in Bayelsa state?

Table 1: Mean and Standard Deviation of Responses on Research Question 1

		Ministry N = 80			TEACHERS, N =419			N = 499		
S	ITEMS	X ₁	S.D	REM	X ₂	S.D	REM	X _T	S.D	REM
/		1		ARK	2		ARK	T		ARK
N										
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.	3.2 66 7	0.4 626 1	L.E	3.2 50 0	0.4 626 5	L.E	3.2 59 8	0.4 614	*H.E

2	Through In-service training, teachers in my school master their subjects and this improves their performance in class	3.2 91 7	0.4 744 9	L .E	3.2 61 9	0.4 687 6	L.E	3.2 79 4	0.4 712 1	H.E
3	Through In-service, teachers in my school learn how to control their classes and this enhances their performances in the class.	3.3 50 0	0.5 128 6	L.E	3.3 21 4	0.4 698 3	L.E	3.3 38 2	0.4 946 1	H.E
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	3.4 50 0	0.4 995 8	L.E	3.4 52 4	0.5 242 3	L.E	3.4 51 0	0.5 086 0	H.E
5	Through In-service training, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class	3.2 91 7	0.4 721 3	L.E	3.2 61 9	0.4 687 6	L.E	3.2 79 4	0.4 712 1	H.E
GRAND MEAN		3.5 53 2	0.4 721 3		3.5 83 2	0.5 721		1.3 21 6	0.4 635	

*HE= High Extent Source: Fieldwork (2021)

Results presented in Table 1 above indicated that the extent to which in-service training influence job performance of public secondary school teachers in Bayelsa state was high. The mean of each item was higher than the criterion mean of 2.5 which implies that all respondents (teachers and ministry staff) believes that the

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extent to which in-service training influence job performance of public secondary school teachers in Bayelsa state was high.

Research Question 2

To what extent does workshop/seminars/conferences influence job performance of public secondary school teachers in Bayelsa State?

Table 2: Mean and Standard Deviation of Responses on Research Question 2

Ministry N =80

TEACHERS N =419

N = 499

S/ N	ITEMS	X ₁	S.D 1	REMARK	X ₂	S.D 2	REMARK	X _T	S.D T	REMARK
1	Through Conferences Teachers in my school master their subjects and this improves their performance in class.	3.2 66 7	0.4 626 1	H.E	3.2 500	0.4 626 5	H.E	3.2 598	0.46 14	H.E
2	Through Conferences, teachers in my school learn how to control their classes and this enhances their performances in the class	3.2 91 7	0.4 744 9	H.E	3.2 619	0.4 687 6	H.E	3.2 794	0.47 121	H.E
3	Through Conferences, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence	3.3 50 0	0.5 128 6	H.E	3.3 214	0.4 698 3	H.E	3.3 382	0.49 461	H.E

	improved performance in the class.									
4	Through Conferences, teachers in my school learn how to evaluate their lessons, hence improve their performance in the class	3.500	0.49958	H.E	3.4524	0.52423	H.E	3.4510	0.50860	H.E
5	Through Conferences, teachers in my school learn questioning techniques, which helps to improve their performances in the class	3.2917	0.47213	H.E	3.2619	0.46876	H.E	3.2794	0.47121	H.E
6	Through Conferences, teachers in my school learn how to carry out formative evaluation of students	3.3195	0.48111	H.E	3.2619	0.4687	H.E	3.2598	0.46147	H.E
	GRAND MEAN	3.3195	0.48111	H.E	3.2996	0.3979		3.3112	0.4653	

Source: Fieldwork (2021)

Results presented in Table 2 above indicated that the extent to which workshop/seminars/conferences influence job performance of public secondary school teachers in Bayelsa State high. The mean of each item was higher than the criterion mean of 2.5 which implies that all respondents (teachers and staff) believes that the extent to which workshop/seminars/conferences influence job performance of public secondary school teachers in Bayelsa State high.

Research Question 3

To what extent does mentoring and orientation influence the performance of public secondary school teachers in Bayelsa state?

Table 3: Mean and Standard Deviation of Responses on Research Question 3

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Ministry N =80		TEACHERS N =419					N = 499			
S	ITEMS	X₁	S.D	REM	X₂	S.D	REM	X_T	S.D_T	REM
/		1	1	ARK	2	2	ARK			ARK
N										
1	Through Mentoring, teachers in my school learn how to plan lesson well and this enables them to perform better in the class	2.5 66 7	0.4 626 1	H.E	2.5 500 5	0.4 626 5	H.E	2.5 598 14	0.46 14	H.E
2	Through Mentoring. Teachers in my school master their subjects and this improves their performance in class	3.2 92 7	0.4 744 9	H.E	3.2 419 6	0.4 687 6	H.E	3.2 794 121	0.47 121	H.E
3	Through Mentoring, teachers in my school learn how to carry out formative evaluation of students	3.1 50 0	0.5 128 6	H.E	3.3 214 3	0.4 698 3	H.E	3.3 082 461	0.49 461	H.E
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	3.1 45 0	0.4 995 8	H.E	3.4 324 3	0.5 242 3	H.E	3.4 510 860	0.50 860	H.E
5	Through Mentoring, teachers in my school learn how to carry out summative	2.2 91 7	0.4 721 3	L.E	3.2 619 6	0.4 687 6	H.E	2.2 794 121	0.47 121	H.E

evaluation of students									
6 Through Mentoring, teachers knowledge increases and this helps to enhance their performances in the class	3.3 19 5	0.4 811 1	H.E	3.2 619	0.4 687	H.E	3.2 598	0.46 147	H.E
GRAND MEAN	3.3 19 5	0.4 811 1	H.E	3.2 996	0.3 979		3.3 112	0.46 53	

Source: Fieldwork (2021)

Results presented in Table 3 above indicated that the extent to which mentoring and orientation influence the performance of public secondary school teachers in Bayelsa state was high. The mean of each item was higher than the criterion mean of 2.5 which implies that all respondents (teachers and staff) believes that the extent to which mentoring and orientation influence the performance of public secondary school teachers in Bayelsa State was high.

Research Hypotheses

HO1 There is no significant difference between the mean responses of teachers and ministry officials on the influence of in-service training on the job performance of secondary school teachers in Bayelsa state.

Table 4: Z-test analysis on hypothesis 1

Category	N	Mean	St.D	d _f	P	Z _{cal}	Z _{crit}	Decision
Teachers'	41	3.55	0.47	497	0.05	1.73	1.96	Accept Ho ₁
Ministry officials	80	3.58	0.57					

Source: Fieldwork (2021)

From Table 4 above, the calculated z-value is 1.73 at 497 degree of freedom and 0.05 level of significance. Since the calculated z-value of 1.73 is less than the critical table value of 1.96, the null hypothesis is not rejected. In other words, there is no significant difference between the mean responses of teachers and ministry officials on the influence of in-service training on the job performance of secondary school teachers in Bayelsa state.

HO2 There is no significant difference between the mean responses of teachers and ministry officials on the influence of conferences/workshops/seminars on the performance of public secondary school teachers in Bayelsa state.

Table 5: z-test analysis on hypothesis 2

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Category	N	Mean	St.D	d _f	p	z _{cal}	z _{crit}	Decision
Teachers	41	3.32	0.47	497	0.05	1.283	1.960	Accept Ho ₂
Ministry officials	9	3.34	0.48					

Source: Fieldwork (2021)

From Table 5 above, the calculated z-value is 1.283 at 497 degree of freedom and 0.05 level of significance. Since the calculated z-value of 1.283 is less than the critical table value of 1.96, the null hypothesis is not rejected. In other words, there is no significant difference between the mean responses of teachers and ministry officials on the influence of conferences/workshops/seminars on the performance of public secondary school teachers in Bayelsa state.

HO3 There is no significant difference between the mean responses of teachers and ministry officials on the influence of mentoring and orientation on the job performance of public secondary teachers in Bayelsa state.

Table 6: z-test analysis on hypothesis 4

Category	N	Mean	St.D	d _f	P	z _{cal}	z _{crit}	Decision
Teachers'	41	3.45	0.49	497	0.05	0.185	1.960	Accept Ho ₄
Ministry officials'	9	3.46	0.48					

Source: Fieldwork (2021)

From Table 6 above, the calculated z-value is 0.185 at 497 degree of freedom and 0.05 level of significance. Since the calculated z-value of 0.185 is less than the critical table value of 1.96, the null hypothesis is not rejected. In other words, there is no significant difference between the mean responses of teachers and ministry officials on the influence of mentoring and orientation on the job performance of public secondary teachers in Bayelsa state.

Discussion of Findings

The results from research question 1 revealed that the extent to which in-service training influence job performance of public secondary school teachers in Bayelsa state was high. Also the result from hypothesis 1, revealed that there is no significant difference between the mean responses of teachers and ministry officials on the influence of in-service training on the job performance of secondary school teachers in Bayelsa state. This finding in agreement with that of Dorji (2014), who reported that the pre-service training alone cannot cater for the quality service needed from them. As rightly stated by NPE, in Afolakemi and David (2017), there is no educational system that may rise above the quality of its teachers. In addition, training and re-training are those activities, which were designed to improve the overall competence of the employee in specific direction, and beyond the job he now holds, Davis and Sorrel (2013). To that effect, concerted effort is highly needed by education managers to inform their teachers on the viability of proceeding to acquire knowledge through in-service training for their capacity building. On the other hand, the attention of policy makers should be drawn to enhance the provision of enabling environment as well as strong political will that will be geared towards motivating

teachers to engage in in-service training for quality development of teachers in Bayelsa state.

The results from research question 2 revealed that the extent to which workshop/seminars/conferences influence job performance of public secondary school teachers in Bayelsa State high. Also the result from hypothesis 2, revealed that there is no significant difference between the mean responses of teachers and ministry officials on the influence of conferences/workshops/seminars on the performance of public secondary school teachers in Bayelsa state. The finding collaborates with that of Harwell (2013) who reported that conference enables the teacher to rub minds with his counterparts, through discussing pressing, burning, and topical issues. This would go a long way molding the teacher to enable him perfect in his subject area and even have additional knowledge current methods of learning. Agabi (2018) stressed that, “conferences are usually used to tackle a single or set of problems. Currently, the All Nigerian Confederation of Principals of Secondary Schools (ANCOPSS) has continually been organizing conference yearly to keep members abreast on current issues as well as discuss vital activities that borders on education in Nigeria. Robinson (2016) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized it strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities.

The results from research question 3 revealed that the extent to which mentoring and orientation influence the performance of public secondary school teachers in Bayelsa state was high. Also the result from hypothesis 3, revealed that there is no significant difference between the mean responses of teachers and ministry officials on the influence of mentoring and orientation on the job performance of public secondary teachers in Bayelsa state.

Although, the respondents on the assertion have unanimously agreed, much of workshop usually is utilized rather than seminar, despite the fact that most people do not easily recognize the difference between the two. However, one cannot disagree with the fact that teachers that were opportune to attend such activity gained very much. As such, they are groomed in making effective communication through discussions with colleagues under diligent scrutiny. This gives the teacher the opportunity to determine loopholes which inter-alia converts such experiences for effective teaching and learning. Agbim (2014) reported that respondents agreed overwhelmingly on the impact of mentoring on teachers in secondary schools in Bayelsa state. This goes with the adage; „experience is the best teacher” . Teachers that work for many years became conversant with proper art of teaching in all ramifications. That made it simpler for them to direct and guide their junior colleagues on areas of difficulty. Mentoring has been a very fruitful guidance relationship between the junior and senior colleagues. The guidance given injects into the teacher confidence in handling and discharging his responsibilities. It also avails the teacher the ability to efficiently and effectively teach his lessons. Most teachers learn lesson plans through guidance they got from their colleagues which made them perfect better. It is obvious that most teachers master their subjects through prompt supervision and guidance of an older or some old hands. The ideas they initially learnt from the college became much more molded and strengthened through mentoring.

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The place of mentorship in education is therefore inevitable. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Akinyemi, 2014). There is much refining of the definition in the recent literature on mentoring. According to Anekwe (2015), mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is stated that most of the literature primarily examines mentoring in relation to individual career development, with the mentor as a friend, career guide, information source, and intellectual guide. This review promotes mentoring with peers where those in the mentoring relationship are colleagues.

Conclusion

The study has established that the extent to which in-service training, conferences/workshop/seminars and mentoring and orientation influenced job performance of public secondary school teachers in Bayelsa state was high. Also the study has affirmed that there is no significant difference between the mean responses of teachers and ministry officials on the influence of in-service training, conferences/workshop/seminars and mentoring and orientation on the job performance of public secondary teachers in Bayelsa state.

Recommendations

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

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

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