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STAFF TRAINING NEEDS AND JOB PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ABIA STATE

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ABSTRACT

This study assessed staff training needs and job performance of teachers in public secondary schools in Abia State. Three research questions were posed to guide the study while five hypotheses were tested at 0.05 levels of significance. The design of the study was a correlation. carried out ex-post-facto. The population of the study comprised of 2306 teachers in the public secondary schools in Abia State. The sample of the study was 1090 teachers selected through multistage sampling techniques. The instrument for data collection was developed by the researcher titled "Staff Training Needs and Job Performance of Teachers" Questionnaire (STNJPTQ)". This instrument was subjected to face and content validity by the researcher's supervisors and two authorities from measurement and evaluation unit of the Department of Psychological Foundations, Abia State University, Uturu. The reliability of the instrument was obtained through test re-test method after two weeks' interval and the reliability coefficient was obtained using Pearson's Product Moment Correlation (PPMCC) statistic. The result obtained was 0.85, which was considered appropriate and suitable for the study. The instrument was administered and collected for analysis through the help of 6 research assistants. The data were analyzed using correlation to answer the research questions and the hypotheses tested at 0.05 levels of significance using two way analysisof variance (ANOVA) statistic. The findings of the study include among others indicates that the relationship between staff training needs in attendance to workshops and job performance of teachers in public secondary schools in Abia State is of low extent. The researcher therefore recommended amongst others that teachers should be trained to develop positive attitudes at workplace and increase efficiency and effectiveness in job performance and improve job satisfaction among the teachers.

INTRODUCTION

The problem of teachers' job performance has remained a major concern in improving secondary education. Teachers are expected to demonstrate subject knowledge, instructional skills, classroom management, assessment competence and commitment to their responsibilities effectively. However, these expectations may not always be matched by opportunities to update teachers' knowledge and skills. UNICEF (2024) reported that inadequate teaching quality remains among the challenges affecting educational outcomes in

Nigeria and highlighted teacher professional development as an approach to improving teaching effectiveness. Consequently, staff training is important in addressing professional gaps. According to Odunayo (2024), staff training was positively related to teachers' job performance in public secondary schools in Lagos State. Similarly, Ogunbayo and Mhlanga (2022) reported that training is important for enhancing teachers' job performance in Nigerian public secondary schools. Furthermore, Anulika (2020) found significant positive relationships between in-service training, workshop training, conference attendance and teachers' job performance in public secondary schools in Enugu State. These findings indicate that professional development can improve teachers' instructional practices. Nevertheless, training may not automatically improve performance because its relevance, quality and practical application are also important.

Before discussing the specific forms of training examined in this study, the major concepts require clarification. Staff training refers to planned learning activities designed to improve employees' knowledge, skills, attitudes and competencies for effective performance of their duties. In teaching, it involves opportunities through which teachers strengthen professional knowledge and instructional skills. Job performance refers to the extent to which an employee effectively carries out assigned duties and meets expected work responsibilities. For teachers, this includes lesson delivery, classroom management, assessment, record keeping and professional responsibilities. Thus, staff training and job performance are connected through the development and application of professional competence. One important form of staff training is participation in conferences. A conference provides teachers with opportunities to interact with researchers and practitioners, exchange experiences, receive information about emerging issues and developments in their field. According to the OECD (2019), conferences and seminars are among the professional development activities undertaken by teachers, while many teachers reported positive effects of professional development on teaching practices. Similarly, Akpomi and Eleonu (2024) found a high relationship between participation in conferences, seminars and workshops and teachers' job performance in senior secondary schools in Rivers State. Therefore, conferences may support teachers' professional growth when content is relevant to classroom needs.

Another important component is participation in seminars. A seminar is a structured professional learning activity through which participants examine a particular subject or educational issue through presentations, discussion and exchange of ideas. Seminars can help teachers understand curriculum changes, instructional methods, assessment and contemporary educational challenges. In line with this, Anulika (2020) reported positive relationships between professional development activities and teachers' job performance, including conference and workshop attendance. Moreover, the OECD (2019) noted that professional development can be more impactful when it provides opportunities for active learning, collaboration and application of new ideas. Consequently, seminars may address training needs when aligned with teachers' responsibilities. Workshops constitute another practical form of teacher development. Workshops provide participants with opportunities to practise skills, solve problems and apply new knowledge to practical situations. The OECD (2019) indicated that effective professional development involves active learning, collaboration and application of new knowledge. Furthermore, UNICEF (2024) emphasised collaborative, school-based teacher development to strengthen teaching effectiveness in Nigeria. In addition, Akpomi and Eleonu (2024) reported a high relationship between workshop participation and teachers' job performance in Rivers State. However, findings are not uniform across settings. Ayoola and Oyeromi (2024), for instance, reported that professional development did not significantly contribute to teachers' job performance in public primary schools in Ekiti State. Therefore, the present study focuses on staff training needs and teachers' job performance in Abia State, particularly in relation to conferences, seminars and workshops.

Purpose of the Study

The purpose of this study is to examine staff training needs and job performance of teachers in public secondary schools in Abia State. The specific objectives of the study are to:

1. Examine the relationship between staff training needs of teachers' participation in conferences and their job performance in public secondary schools in Abia State.

2. Investigate the relationship between staff training needs of teacher's participation in seminars and their job performance in public secondary schools in Abia State.

3. Examine the relationship between staff training needs of teacher's participation in workshops and their job performance in public, secondary schools in Abia State.

Research Questions

The following research questions are posed to guide the study.

1. To what extent is there a relationship between staff training needs of teacher's attendance to conferences and their job performance in public secondary schools in Abia State?

2. To what extent is there a relationship between staff training needs of ', teacher's participation in seminars and their job performance in public secondary schools in Abia State?

3. To what extent is there a relationship between staff training needs of teacher's participation in workshop and their job performance. in public secondary schools in Abia State?

Hypotheses

The following null hypotheses are formulated for this study and to be tested at 0.05 level of significance.

Ho_1 There is no significant difference in the mean responses of male and female teachers' training needs in participation to conferences and their job performance in public secondary schools in Abia State

Ho_2 There is no significant difference in the mean responses of male and female teachers' training needs in participation to seminar and their job performance in public secondary schools in Abia State

Ho_3 There is no significant difference in the mean responses of male and female teachers' training needs in participation to workshop and their job performance in public secondary schools in Abia State.

2. Literature Review

Concept of Staff Training needs Analysis

Cole (2022) posits that business organizations that want to stay alert to the kind of training that are needed, where they are needed, who needs them, and which methods will best deliver needed knowledge, skills and abilities (KSAs) to employees must conduct training needs assessments regularly. According to Noe (2020), organizations are to carry out training needs assessment to evaluate the organization, individual employees, employee's task and future needs, to determine what kinds of training, if any are necessary. Business organization should conduct training needs assessment to plan for better rewards, improve motivation, better hiring decisions and better safety precautions identify and analyze the cause of observed disparity in organizational and individual performances, equally. training needs analysis is also necessary when workers

consistently fail privatization and commercialization policies which have brought about keen competition among organizations have also informed the need for continuous training of the workforce in work organizations (Jeks, 2022). Peretomode and Peretomode (2021). remarked that staff training need has become increasingly necessary in educational institutions because of the need for employees to improve their knowledge, skills, attitudes and behaviours while on the job. They identified the following employees while on the job. Academic programmes rarely adequately prepare workers for their future positions and their accompanying responsibilities: consequently. many persons enter their careers with no practice and with no experience in using the tools of their profession. The declining rate of employee mobility and high tenure density coupled with less hiring of new blood in educational institutions. The presence of new work methods, ethics, practices and explosion of knowledge created the need for employees in work situations to be assisted to remain vibrant, vital, productive, and pertinent through employee renewal training activities. Equally, the need for staff training in work organization can be further be seen from Castetter's (2020) assertion which claimed that there is a significant relation between staff training and workers performance in work organization or establishment. Thus, Eneh (2019) states that staff training needs for teachers in the school system involves the use of systematic approach and number of different sets of decisions. Thus, he identified the following steps to be taken in planning training programmes in school organizations that will improve performance of teachers.

i) Define learning objective of training: A learning objective is a statement of what the trainee will be able to do, to what standard and in what circumstances, at the programme. Therefore, planning an effective training required that the objectives of the programme: must be stated in clear terms with regards to the desired competence and skills to be acquired by trainees (teachers) the expected standard of changes in behavior of the trainee to be achieve, what the trainee should be able to do on competing the training programme, the level or quality of performance that would be acceptable in the present job after training and the conditions under which the trainee is expected to apply what he or she learned. A clear statement of specific and intended outcome of training activity will help trainees to be interested in training. learn best, help trainers communicate effectively with the trainees and know materials to present at any given session. Finally, it will enable the programme achieve its objective and enhances easy evaluation of the programme.

ii) Specify content and sequence of learning activities: There should be planning an effective training programme that will improve performance of teachers" demands that the content and sequence of presenting of learning activities must be specified for learning to take place. The content must specify as clearly as possible what skills and knowledge have to be learnt, what competencies need to be developed and what attitude need to be changes in order to improve performance. Also, learning experience must be stated in order of presentation to the trainee during sessions.

iii) Specify types of training: Planning an efficient training programme for teachers of the school system required specifying the types of training programmes like conferences, workshops, seminars, supervision of instruction and in-service training programmes available for different categories of workers in the work situations. This also involves planning specific training programmes based on identified needs of the teachers and the school as an organization.

Concept of Job Performance of Teachers

Brown (2020) defines job performance as how well a person completes tasks and the attitude with which the person completes the task. Similarly. Baldwin (2021) defines job performance as earning out actions efficiently and effectively to meet agreed job objectives. McCloy. Campbell and Cudek (2022 define job performance as behaviours or actions that are relevant to the achievement of the goals of an organization. Job performance is also described as meeting the predetermined set standard of behaviour or action of an institution with the co-operation of employees in the system (Feb. 2020 Business Dictionary (2002) defined

job performance as the general accomplishment of a given tasks measured against present standards of accuracy, completeness, cost and speed. To teachers, job: performance means increasing the peace and quality of work done in the school system to meet the educational goals of a level of education (Adeyemi, 2022). According to Hersen (2019. job performance can be seen as the quantifiable outcomes of work-related-behavioral dimensions such as effectiveness, efficiency, competence, commitment, satisfaction, problem solving, communication and acquisition of new skills, knowledge, abilities, and attitude among others. Job performance could also be viewed as the way tasks are clone by individuals, group of individuals or work teams in an organization (Heery& Mon. 2021). In the opinion of Campbell (2022). job performance refers to the way in which individuals or groups of individuals in organizations institution or teams get work done in relation to the set standards. Teachers" job performance refers to teachers school and classroom behaviours while teaching in and outside the classroom (Medley. 2020 Teachers job performance is defined by Eneasator2019 as how well a teacher completes his/her teaching tasks in the school system. Teacher's job performance is also viewed by Ndu (2018) as the ability of an individual teacher to accomplish his/her duties in line with the predetermined set standards of the level of education. In other words, teacher's performance means what the teacher actually do in the classroom and outside the classroom in the school system.

Conferences and Teacher Job Performance in Public Secondary School in Abia State

This is the coming together of individuals of common interest to share innovative ideas that will promote educational development. Teachers take advantage of conference opportunities at local, national and international levels to improve their knowledge, skills and attitudes which they use in imparting knowledge to the learners. According to Nnabuo (202l), all staff in an organization requires conferences to update their knowledge and skills to meet contemporary demands of the job. Nwachukwu (2018) observed that in such conferences scholarly papers are presented by experts and discussions are centered on them. New techniques and concepts are examined and participants are encouraged to ask questions and express themselves. The supervisor should give room for participation and comments and even questions from the teachers. Conferences programmes may be used for internal or external training of teachers. Teachers through these programmes are exposed to new ideas, to old and new concepts in the field of study within the school system. External conferences according Ikediugwu (2018) may vary greatly ranging from programmes on specific teaching techniques to programmes on broad topic such as curriculum change. These programmes can be valuable if they are well planned. To Samuel (2021), conferences are annual or bi-annual meetings of professional associations during which scholarly papers from different educational institution are presented by participants. It features keynote presentations delivered to all attendees as well as multiple break-out sessions. Conferences are normally annual or bi-annual meetings of professional associations. It is during professional conferences that scholarly papers are presented by participants from various educational institutions in the country (Asaya, 2018).

Conference papers, which are usually based on an agreed theme and sub-themes, will help to increase the teachers' knowledge, skills, administrative and teaching experiences because some conference papers deal with reports of research findings on educational issues or practices like seminars, conferences give practicing school administrators opportunities to write articles and participate in professional conferences, thereby improving their skills and competences in the day-to-day running of his school. Conferences give participants opportunities to question others and discuss ideas presented. It seems that teachers in Nigeria are not generally interested in professional conferences. The lame excuse usually given by some of them is that they have not seen the need for one, as their employers are not keen about it. According to Rao (2017), it is therefore important that teachers be encouraged to join academic or professional associations, which will promote their academic and administrative growth. They should try to read journals produced from professional conference; but more importantly, the Ministry of Education should urge these school administrators to belong to professional associations and attend conferences. Conferences are congregations

of like-minded people in a profession who gather to share their views and opinions on a broader range of subjects; The atmosphere is typically formal and the venue may also be different from a workshop. The place chosen for a conference is required to have all audio-visual aids as well as accommodation facilities for the participants as conferences can spill over a period of few days as participants come from far places. In a conference, luminaries on the subject chosen as a topic of discussion are invited and there are various kinds of sessions. Participants are given a chance to share their views and opinions and the focus is more on sharing of knowledge than imparting some skills which is the case in workshops. In general, a conference has a wide scope and spectrum than a workshop which is limited to a few participants who come together to enhance their skills in a particular field.

Seminars and Teachers Job Performance in Public Secondary Schools in Abia State

Singh and Sharma (2020) asserted that seminars are normally organized for professionals or personnel of organization to keep them adequately informed of certain educational issues or development, which are vital to the performance of their primary functions and professional growth. The organizers should choose the topics, invite some resource persons to prepare and present papers at the seminars. It could be in a book form or given to the participants during the seminar. Unlike professional conference where the presenter is given a few minutes to present his paper, papers at seminars are usually read by the presenter and discussed by the participants. Seminars could also be prepared in a book form and given to the participants, during the seminars. In this case, it will be easier for the participants from various schools to organize similar seminar in their respective schools (Singh & Sharma, 2020) In most cases seminar precede and also follow observation. It serves as a means of getting relevant information from the teachers which help the supervisor (Principal) discuss his observation in the classroom. It provides opportunity of giving the teacher feedback on their performance and also provide basis for establishing positive supervisor supervisees relationship which will help in teaching learning process and good academic performance of students (Oku et al., 2022).

The seminar involves a small group of people that is temporally formed to discuss a specific topic, or work on a common problem and trying to find solution to a specific problem or resolve issues affecting teaching-learning process in schools. Improved methods of teaching basic concepts and topics are not only discusses but also demonstrated during the workshop (Adenike, 2020) The situation also provides opportunity for critical analysis of ideas related to the issue, problem or topic at hand in a permissive, topic-centred and face-to-face interaction and directed practice. Tape recordings of selected portions of a class meeting have been successful in stimulating group discussions and consequently modifying teacher behaviour toward higher teacher job performance. A seminar is typically lecture oriented and it delivers the same content to the audience as a workshop does. However, the involvement and interaction with the audience is limited or at least less than a workshop. A seminar is better suited when the number of participant is more than a hundred. This does not mean that one cannot have an engrossing session in a seminar. It all boils down to the skills of a teacher imparting knowledge to the participants to make sessions more interesting and live seminars are mostly held at places where there is a classroom environment, and audio visual aids make up an integral part of the presentation in a seminar.

Workshop and Teachers Job Performance in Public Secondary Schools in Abia State

This is a forum for addressing and identifying solutions to prevailing educational problem. Issues like introduction of new technique curriculum and technology, as well as examination malpractice, poor academic performance, curbing cultism and effective classroom management are treated in workshop and seminar with distinguished scholars and experts as facilitators. Olelabi in Samuel (2021) defined workshop as a planned session of discussion or practical work on a particular subject matter. He continued that a workshop may involve discussion or demonstration of new techniques of teaching some subjects or execution of a project. Workshops or courses are often based on series of presentation or lectures which provide negative models of passive learning. The workshops are "expert driven" in that a desk-board

specialist typically transmits abstract information to teachers. Most often, they tend to be ad hoc in content and rarely provide a comprehensive learning programme for teachers and they lead to little change in teachers classroom approaches because the trainings are conducted in very artificial circumstances outside the teachers environment which no realistic linkages to his/her current practices.

Rao (2017) opined that a workshop is a planned session of discussion or practical work on a particular subject matter. It could also be regarded as a forum where a group of people share their knowledge and experiences on particular topics. A workshop, therefore, may involve some discussions and demonstrations of new techniques of teaching some subjects or carrying out some projects (Asaya, 2018). For a workshop to be effective it must be well planned and the participants sufficiently informed of the purpose and what they have to bring to workshop. It is usually a moderate - sized group where each person has a problem to solve that is closely related to his field. A skilled consultant works with each group. As the name implies, a workshop is a short-term educational training course that is designed to enhance the skills of participants in a particular field or professions where advancements in techniques force people to upgrade their skills. Workshops typically have a small number of participants who come together to benefit from the knowledge from experts. The classes in a workshop tend to be informal and there is less attention on lectures. The experts prefer to demonstrate the new skills rather than giving lectures. There is active participation from attendees and individualized attention is a special feature of workshops. The strength of participants is thus deliberately kept low to enable experts to help all the attendees to gain maximum knowledge in a short duration.

Theoretical Framework

Human Capital Theory

Human capital theory was proposed by Schultzin 2018anddeveloped by Becker in 2021. According to the theory, Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their life time earnings. The human capital model suggests that an individual's decision to invest in training is based upon an examination of the net present value of the costs and benefits of such an investment. Individuals are assumed to invest in training during an initial period and receive returns to the investment in subsequent periods. In his view, human capital is similar to "physical means of production" e.g. for factories and machines: one can invest in human capital (via education training, medical treatment etc.) and one outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but. not transferable like Sand, labour, or fixed capital. The implication of the theory to educational development focused on the benefits of human capital to the nation as a whole. They pointed out the relationship between education and economic growth. Many of the classical economists argued strongly for government's active support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace, while formal education has expanded rapidly in many countries, a large portion of human capital accumulation in the forms of on-the-job training and other modes for working adults actually take place both inside and outside the workplace. This infers that the teaching effectiveness which is as a result of human capital development inadvertently produced valuable output that influenced their economy positively. High productivity (performance) has always been related to education and training which is the fulcrum on which human capital theory revolves.

3. Research Methods

The study adopted a correlational research design using an ex-post facto approach. The correlational design was considered appropriate because the study sought to determine the extent to which staff training needs were related to teachers' job performance without manipulating or controlling the variables under

investigation. The study was conducted in Abia State, a state in the South-Eastern geopolitical zone of Nigeria. Abia State was selected because of its numerous public and private educational institutions. The state was divided into three educational zones, namely Aba, Umuahia and Ohafia, each comprising several Local Government Areas and secondary schools. The population of the study consisted of 2,306 secondary school teachers in 166 public secondary schools in Abia State. This information was obtained from the Research and Statistics Unit of the Abia State Ministry of Education (see Appendix B, page 133). A sample size of 1,090 teachers was used for the study to ensure adequate representation of the three educational zones. A multistage stratified random sampling technique was employed in selecting the respondents. The sample size was determined using the Taro Yamane formula and proportionate sampling approach, which ensured that each educational zone contributed to the sample according to its proportion of the total population. Accordingly, 510 teachers were selected from Aba Zone, 350 from Umuahia Zone and 230 from Ohafia Zone. Within each zone, teachers were selected through simple random sampling, which gave every teacher an equal chance of being selected for the study (see Appendix B, page 133).

The researcher developed an instrument titled **Staff Training Needs and Job Performance of Teachers Questionnaire (STNJPQ)**. The questionnaire was structured using a four-point Likert-type scale on which respondents indicated the extent of their opinions as Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE), weighted 4, 3, 2 and 1 points, respectively. The questionnaire was divided into Sections A and B. Section A elicited information on the personal characteristics of the respondents, while Section B contained 66 items structured into six clusters of 11 items each in line with the research questions. The items elicited information on staff training needs and teachers' job performance in public secondary schools in Abia State (see Appendix A, page 127). The instrument was subjected to face validation by the researcher's supervisors and two experts in the Measurement and Evaluation Unit. The experts thoroughly scrutinized and vetted the instrument in terms of simplicity, clarity of vocabulary, sentence structure, appropriateness and relevance to the purpose of the study. Their observations, comments and suggestions were used to modify and improve the instrument.

The reliability of the instrument was established using the test-retest method. The researcher administered the instrument to 30 respondents selected from three public secondary schools that were not included in the sample for the study. After an interval of two weeks, the instrument was re-administered to the same respondents, and their scores were recorded. The two sets of scores were correlated using the Pearson Product Moment Correlation Coefficient, and a reliability coefficient of 0.85 was obtained. The coefficient was considered adequate for the study. The instrument was administered to the respondents with the assistance of six research assistants who were duly briefed and trained on the procedures for administering the questionnaire in the selected schools. The research assistants assisted in distributing and retrieving the completed copies of the questionnaire from the respondents. The data collected on staff training needs and teachers' job performance in public secondary schools in Abia State were analyzed using the Pearson Product Moment Correlation Coefficient. Analysis of Variance (ANOVA) was used to test the hypotheses at the 0.05 level of significance.

4. Data Analysis and Result

Research Question One: What relationship exists between attendance to conferences and job performance of teachers in public secondary schools in Abia State. The data analysis of the above research question is summarized and presented on table 1.

Table 1: summary Analysis of relationship between Attendance to conferences and job performance of teachers.

	Conference	Job performance	R2	100 x R2
Pearson correlation	1	0.063		
Conference Sig (2 tailed)	1,090	0.127		
N	0.6	1090	0.12	1.2%
Pearson correlation	0.127	1		
Job performance sig (2 tailed)				
N	1090	1090		

Table 1 presents the summary analysis of data in respect of the relationship between staff attendance to conferences and teachers job performance in public secondary schools, in Abia state. The relationship was found to be Pearson r = 0.063 and the coefficient of determination r2 0.12. This result shows that 1.2% of the teacher's performance is determined by attendance to conference. Hence, the result shows that the relationship between staff training needs in attendance to conference and teaches job performance in public secondary schools in Abia State is of low extent.

Research Question Two: What relationship exist between staff attendance to seminars and job performance to teachers in public secondary schools in Abia State. The data analyses of the above research question is summarized and presented in table 2

Table 2: Summary Analysis of Relationship between staff Attendance to seminars and job performance of Teachers

		Seminars	Job Performance	R^2	100 x R^2
Seminars	Pearson correlation	1	0.07		
	Sig (2 tailed)		323		
	N	1090	1090	0.015	1.5%
Job Performance	Pearson correlation	0.07	1		
	Sig (2 tailed)	323			
	N	1090	1090		

Table 4.2 presents summary analysis of data in respect of the relationship between staff attendance to seminars and teachers job performance in public secondary schools in Abia State. The relationship was found to be pearson r=0.07 and the coefficient of determination r2 =0.015. This result shows that 1.5% of the teacher job performance is determined by attendance to seminars. Hence, the result shows that the relationship between staff attendance to seminars and teachers job performance in public secondary schools in Abia State is of low extent.

Research Question Three: What relationship exists between staff attendance to workshops and job performance of teachers in public secondary schools in Abia State. The data analysis of the above research question is summarized and presented in table 4.3

Table 3: Summary Analysis of Relationship between staff attendance to workshops and Job Performance of Teachers

		Workshop	Job Performance	R^2	100 x R^2
	Pearson correlation	1	0.08		
Workshop	Sig (2 tailed)		284		
	N	1090	1090	0.193	1.93%
Job Performance	Pearson correlation	0.08	1		
	Sig (2 tailed)	284			
	N	1090	1090		

Table 4.3 presents summary analysis of data in respect of the relationship between attendance to workshops and job performance of teachers in public secondary schools in Abia State. The relationship was found to be persons r = 0.08 and the coefficient of determination r2 = 0.193. This result shows that 1.93% of the teachers job performance is determined by attendance of workshops and teachers job performance in public secondary schools in Abia state is of low extent.

Hypothesis One: There is one significant difference in the mean responses of male and female teachers participation in conference and job performance of teachers in Public secondary schools in Abia State, Nigeria. The data analysis of this hypothesis is summarized and presented in table 4.

Table 4: Two-way between groups analysis of variance to explore the significant difference in mean opinion of male and female on staff participation to conference and job performance of teachers.

Source	Type iii sum of squares	Df	Mean square	F	Sig	Partial eta squared
Corrected model	118.105	19	2.072	.213	.328	.006
Intercept	125328.392	1	125328.392	12901.425	.000	.317
Gender	2.192	1	2.192	.225	.137	.000
Conference	67.672	10	2.256	232	.297	.003
Gender Conference	50.183	8.7	1.93	.199	.316	.003
Error	6417.918	1089	3.238			
Total	712.618	1090				
Corrected Total	6536.024	1089				

Table 4 presents a two way between group analysis of variance to explore significant difference in mean opinion of male and female teachers on staff training needs in participation in conference and job performance of teachers. The respondents were grouped into male and female teachers. The result showed that F-calculated = 0.2 and the significant level is 0.32 which is greater than 0.5. The effect size (0.003) is small effect. This result signifies that the interactive effect was not significant, that is there is no significant difference in the opinion of male and female teachers on the contribution of conference to job performance of teachers in public secondary schools in Abia State

Hypothesis Two: There is no significant difference in the mean responses of male and female teachers participation in seminar and Job performance of teachers in public secondary schools in Abia State. The data analysis of this hypothesis is summarized and presented in table 4

Table 5: Two way between group analysis of variance to explore the significant difference in mean opinion of male and female on participation in seminars and job performance of teachers

Source	Type iii sum of squares	Df	Mean square	F	Sig	Partial eta squared
Corrected model	110.336	14.7	2.51	0.26	0.28	0.000
Intercept	120556.133	1	120556.13	12476.46	0.00	0.32
Gender	5.649	1	5.65	0.58	0.06	0.0000
Seminar	32.021	8.3	1.28	0.13	0.33	0.01
Gender Conference	60.3137	6	0.46	0.39	0.09	0.004
Error	6425.688	1089	3.22			
Total	712.618.000	1090				
Corrected Total	6536.024	1089				

Table 5 Presents a two-way between groups of analysis of variance square significant difference in mean opinion of male and female teachers in participation in seminars and the contribution to teachers job performance. The result showed that F – calculated = 0.39 and the significant level is 0.09 which is greater than 0.05. The effect size (0.004) is small. This result indicates that the interactive effect was not significance, that is there is no significant difference in the opinion of male and female teachers on the contribution of seminars to teachers job performance in public secondary school in Abia State.

Hypothesis Three: There is no significant difference in the mean responses of male and female teachers participation to workshop and job performance of teachers in public secondary schools in Abia State. The data analysis of this hypothesis is summarized and presented in table 4.8

Table 6: Two way between group analysis of variance to explore the significant difference in mean opinions of male and female teachers on staff participation in workshops and job performance to teachers.

Source	Type iii sum of squares	Df	Mean square	F	Sig	Partial eta squared
Corrected model	150.661	18.7	2.69	0.279	0.267	0.007
Intercept	185378.9297	1	185378.93	19190.057	1919.058	0.322
Gender	.018	1	0.18	.001	.000	.000
Conference	71.121	9.3	2.54	.163	.314	.004
Gender Conference	79.169	9	2.93	.304	0.20	0.04
Error	6385.362	1089.3	3.22			
Total	712.618	1090				
Corrected Total	6536.023	1089.3				

Table 6 presents a two-way between groups of analysis of variance to explore significant in mean opinion of male and female teachers on staff participation to workshops and the contributions to teacher' job performance. The result showed the F – calculated = 0.30 and the significant level is 0.20 which is greater

than 0.05. the effect size (0.04) is small effect. This result indicates that the interactive effect was not significant, that is there is no significant difference in the opinion of male and female teachers on the contribution of workshop and job performance of teachers in public secondary schools in Abia State.

5. Discussion of Findings

Staff Attendance to Conferences and job performance of teachers

The result generated by research question one shows that 1.2% of the teachers' job performance is determined by attendance to conferences. Hence, the result shows that the relationship between staff in attendance to conferences and teachers' job performance in public secondary schools in Abia State is to a low extent. This study supports Umar (2019) who conducted a research on staff training and development, as a tool for teachers' performance: A case study of selected public secondary schools in Oyo State, Nigeria, The objective of his study was to examine whether training in form of conferences, workshops and development enhances work efficiency in the school system. Major finding indicates that there is a positive correlation among all the variables, result of model summary shows that the independent variable accounts for 13.0% of variation in the school system. The result in the coefficient table However, indicated that only three variables were significant, organizational commitment to training and development, frequency of training and training development and reward for best performance. Another work supported by this present study was done by Oluremi (2020) who examined teacher's professional development in form of attendance to conferences, seminars and workshops and its effect in enhancing educational effectiveness in Osun State, Nigeria Results showed that some programmes were organized for teacher's professional development. Some of the programmes were in-service programmes such as sandwich, distant learning, workshop, conferences, seminars and orientation programmes. However, it was found -that newly recruited teachers were not properly oriented in terms of seminars, conferences, and workshops. Hence it was recommended that teachers should be allowed and encouraged by the school administrators to attend conferences, workshop and regularly. These studies so far compared are similar to the present studies in that they looked at the teachers' training needs in terms of professional, development and teachers' job performance.

Staff Attendance to Seminars and Job Performance of Teachers

Research question two found that 1.5% of the teachers' job performance is determined by attendance to seminars. Hence, the result shows that the relationship between staff attendance to seminars andteachers' job performance in public secondary schools in Abia State, is to a low extent. The studies done by Umar (20129), Oluremi (2012) and Osagie (2019) examined the relationship between teachers' development programmes in seminars and workshops. The results showed that there is a strong correlation between the development programmes and teacher productivity in secondary schools. This study also supports Alice (2020) on the relationship between training and job performance of teacher: A case study of primary school teachers in Sokoto State, Nigeria. This study investigated the relationship between training of teachers using conferences and seminars and job performance of teachers in primary schools in Sokoto State. The study found that the three variables of training investigated were key in determining teacher's performance. The research confirmed that training has a big influence on performance with attitude; job satisfaction and service delivery equally getting the same weight. The result is consistent with the present study which looked at training as a tool in developing positive attitudes at workplace to increase efficiency and effectiveness in job performance and improve job satisfaction of the teachers.

Staff Attendance to Workshops and job performance of teachers

The result of research question three shows that1.93% of the teachers' job performance is determined by 'attendance to workshops. Hence, the result shows that the relationship between staff training needs in attendance to workshops and teachers' job performance in public secondary schools in Abia State-is to a

low extent. The result generated by hypothesis three indicates that there is no significant difference in the opinion of male and female teachers on the contribution of workshop to teachers' job performance in public secondary schools in Abia State states, Nigeria. The findings of this study support Adeyemi (2013)- earned out research on teacher's workshop training and internal efficiency of primary schools in Ekiti State, Nigeria. It was found that teachers' training had significant relationship with the internal efficiency of primary schools in the state. Other researchers supported by this study include the works done by Umar (2019), Oluremi (2024) and Osagie (2021). According to the findings of these works effective and well-planned workshop enables the participants sufficiently informed of the purpose and what they need to know since it involves a moderate sized group where each person has a problem to solve that is closely related to his field. The finding is similar to the present study.

6. Conclusions

Based on the findings from the research questions answered and hypotheses tested at 0.05 level of significance, the following conclusions were made;

1. Teacher's professional development in form of attendance to conferences was found to correlate very low to job performance of teachers and enhancement of educational effectiveness.

2. Staff attendance to seminars and job performance of teachers correlate to a low extent in public secondary schools in Abia State. This implies that teachers do not attend seminars enough to have positive impact on effective performance in the schools.

3. According to the findings of this work effective and well-planned workshop which may enable participants sufficiently be well informed of the purpose and need to know and solve practical problems is related to a low extent to the teachers' teaching performance.

7. Recommendations

Consequent upon the findings and conclusions of this study, the following recommendations are made.

1. The teachers should be trained to develop positive attitudes at workplace and increase efficiency and effectiveness in job performance and improve job satisfaction among the teachers.

2. Teachers should be allowed and encouraged by the school administrators to attend conferences, workshops and seminars regularly and avail teachers the opportunity to make use of identified teacher development programmes.

3. For. training and development to have significant impact on performance, teachers need to be motivated during training programmes and school authorities and administrators should introduce reward system for outstanding performance so as to motivate teachers to always put in their best during teaching.

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