



Capacity Building of Teachers for Quality Service Delivery in Public Secondary School in Rivers State

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ABSTRACT

The study examined capacity building of teachers for quality service delivery in public secondary school in Rivers State. Three (3) research questions and 3 hypotheses were answered and tested in the study. The design of the study was descriptive, the population comprises of two hundred seventy-eighty (278) principals and five hundred and fifty-six (556) vice principals in public secondary schools in Rivers State. A purposive sampling technique was adopted in selecting a sample of one hundred and thirty-four (134) principals and vice principals in public secondary schools in Rivers State, Nigeria. The instrument of the study was validated and the researcher designed 15-item questionnaire titled "Capacity Building of Teachers in Public Secondary School Questionnaire (CBTPSSQ)" with a reliability index of 0.95, obtained using Cronbach Alpha model. Mean and standard deviation were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance. The study revealed that there is a significant difference in the mean scores of male and female principals on the ways seminars and workshop affects capacity building of teachers for quality service delivery in public secondary schools in Rivers State. Also, there is no significant difference between the mean scores of male and female principals on the ways conference affects capacity building of teachers for quality service delivery in public secondary schools in Rivers State. Based on the finding of the study, it is concluded that training of human personnel will help in achieving better result, thereby reducing more labour force not needed in a system. Importance must be placed on welfare of teachers, as they are instruments for propagating educational reforms. It was recommended amongst others that training and retraining of principals and teachers should be done often, as it will enhance better performance and efficiency among teachers in secondary schools.

Introduction

Education is the means by which any society reproduces itself or even gets its citizenry better equipped to fit in and contribute their quota to the development of such society. Education is a veritable tool in the hand of every successive government, as it aids in advancing a nation. The task of ensuring that societal value, culture, skills and knowledge are passed on from one generation to another is an onerous task which entails so much therefore, every government takes it very serious (Okwori, 2010). Educational resources are necessary for enhancing effective teaching-learning process and the entire functioning of the secondary school system. Available literature in this area has indicated that the quality of teaching and learning (quality delivering) is determined greatly by the level of educational resources not just made available but also utilized properly by the school.

In Nigeria, the society relies on educational institutions for production of individuals who can fit properly and contribute meaningfully to the development of the environment. Secondary education is statutorily charged with the responsibility of producing qualified students for higher institutions of learning. This can be made possible when there are available human resources that are properly utilized. Human resources are the people who constitute the workforce in an organization. According to Olagboye (2011), people and knowledge, skills and attitudes in them constitute resources. Okwori (2010) agreed with this assertion and added that expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in social and economic institutions constitute human resources.

Ebong (2010) revealed that the quest to meet the social demand for education has been frustrated by limited educational resources and this has resulted in a lot of educational imbalances and maladies among which is educational wastage. Education is a production system, and like all production systems it has four characteristic components, which are; the input, the process, the output and the feedback. Educational input constitute the various resources that are fed into the educational production process to guarantee production. These educational resources, especially human resources have to be adequate in order to produce quality output, which is the objective of any production function (Madumere-Obike. & Afangideh, 2012). In the case of education production process, the output is the quality delivery of educated individuals that are not only useful to themselves but also relevant to the economic development and growth of the society. Educational resources found in educational institution are designed to attain educational goals, which may be used directly or indirectly to achieve educational purpose. The optimal utilization of these resources will directly affect the quality delivery of such educational product. If these resources are otherwise mishandled due to carelessness, lack of supervision or non-maintenance, it will adversely affect the quality of students that will be produced on the long run (Inyiagu, 2009).

Human Resources utilization refers to the management of people at work in an organization. It is concerned with the development and effective utilization of human resources to achieve organizational goals and objectives (Afolabi, 2005). It is the management function through which managers recruit, select, train, and develop organization members. Therefore, there is need for the limited human resource in education to be highly utilized, owing to the fact that the present economic crises in the country will not allow for more recruitment of teachers in schools. Also, factors that influences utilization of human resources is very paramount because, it goes a long way to determine its use. On this note, the factors affecting utilization of educational resource must be put in place adequately in order to attain quality educational delivery. It is against this backdrop that the researcher examines human resource utilization in secondary school.

Statement of the Problem

The Nigerian economy has been facing the rippling effects of the global economic crises resulting in breakdown and decline in economic vigor. The effects find expression in downsizing, mass unemployment, and crashes in the money market. There is need to understand the dynamics of the present global economic meltdown with careful study and examination of the issues involved. The Nigerian economy has continued to witness renewed and sustained recession, characterized by galloping inflation, unemployment and declining businesses. The general business cycle of recessions affects human resource utilization. Such factors as interest rates, inflation, and economic growth help determine the availability of workers and figure into organizational plans and objectives.

Nevertheless, by observation some major challenges which include lack of training for teachers, lack of instructional materials and political interferences possess serious threat to the utilization of educational resources. Similarly, the level of utilization, as well as the quality of resources is very important. Glaring disparities in academic performance have been observed in secondary schools especially in public secondary schools, this may be attributed to limited human resources available that are not properly utilized. Due to the present economic conditions in the nation, most states have placed a barn on the recruitment of teachers in secondary schools, thereby causing the available teachers to over work themselves. This poses a challenge to the overall administration of secondary schools. It is against this backdrop that the researcher attempts to investigate t utilization of human resources in secondary schools.

Aim and Objectives of the Study

The aim of this study is to investigate capacity building of teachers for quality service delivery in public secondary school in Rivers State. Specifically, the study was designed to:

- Identify how seminar attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.
- Find out how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.
- Ascertain how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

Research Questions

The following research questions are formulated to guide the study;

1. How does seminars attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State?
2. How does workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State?
3. How does conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were designed for the study.

1. H_{01} : There is no significant difference between the mean scores of male and female principals on how seminar attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.
2. H_{02} : There is no significant difference between the mean scores of male and female principals on how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.
3. H_{03} : There is no significant difference between the mean scores of male and female principals on how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

REVIEW OF LITERATURE

Theoretical Framework

Human capital theory

The origin of human capital theory goes back to the emergence of classical economics in 1776, after which a scientific theory was developed by Schultz in 1961. Schultz (1961) recognized the human capital as one of the important factors for a national economic growth in the modern economy. With the emergence and development of human capital as an academic field, some researchers expansively attempted to clarify how the human capital could contribute to socio-political development and freedom. The concept of human resource capabilities can be categorized by each perspective of academic fields. The first viewpoint is based on the individual aspects in which Schultz (1961) recognized the human capital as ‘something akin to property’ against the concept of labour force in the classical perspective, and conceptualized that ‘the productive capacity of human beings is now vastly larger than all other forms of wealth taken together’. This is where the theory on human capital links employee performance since this is what the organization owns as a resource in terms of knowledge and skills acquired by the employees in the course of their working life. This is also applicable to teachers, who are the human resource that have acquired knowledge that will be impacted to students. Employees are also akin to property of the organization.

Human capital theory postulated that expenditure on training and education is costly and should be considered an investment since it is undertaken with a view to increasing personal development. An introduction by Becker (1964) is the basic notion of human capital and stated that the theory of human capital can be defined as skills acquisition, and that skills acquisition can be achieved through education and training. Education is the most important way to obtain human capital, and training is another important method to invest in human capital. This theory is related to this study because human resources (teachers) acquire knowledge which they transfer to students for the betterment of both the education and society at large. Therefore, the need to identify factors that can inhibit the utilization of this available resource becomes very vital. Education been the most important way to acquire human capital, there is therefore need for the training and proper utilization of teachers in order for them to produce optimally.

Concept of human resource utilization

Human resources are the people who constitute the workforce in an organization. According to Olagboye (2011), people and knowledge, skills and attitudes in them constitute resources. Okwori (2010) agreed with this assertion and added that expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in social and economic institutions constitute human resources. Secondary school as an educational institution has teaching staff, non-teaching personnel and students including their knowledge, abilities and skills as the human resources. Essentially, the personnel within the institutions and their capabilities in contributing to productivity and achievement of institutional objectives are referred to as human resources. Teachers in secondary schools are engaged in the processing of all educational inputs, students inclusive, so that the educational institutions will be able to achieve their objectives. They disseminate knowledge and skills through teaching, contribute to advancement in knowledge and engage in community services.

Without human effects, no organization (education inclusive) can achieve its goals. Therefore, this resource is called ‘human resources’, which is the most vital resource of any organization. As opined by Afolabi (2005), no matter how beautiful the programs and assets of an institution are, without the teachers, attainment of the institutional goals and objectives would be difficult. Material resources on the other hand are any quantifiable material used to complete a task such as equipment; machines etc that often replace human input or resources in any organizations (Miller & Spoolman, 2011).

On the other hand, utilization is a noun form of adverb ‘utility’ which means the act or process of using a particular thing, idea or method for the actualization of a purpose. Utilization of resources refers to and connotes the equitable use of resources accruable to an enterprise especially in education industry for effective implementation of school curriculum. As pointed out by Ajie in Madumere-Obike (2012), there are three principal stages in the utilization of resources. These include the sourcing of inputs, which may be human or physical inputs; the processing of the inputs through the use of theories and techniques to enhance stages where the required outcomes are produced.

Training and Retraining of Human Resources for Quality Service Delivery in Secondary Schools

Human resources are seen as the greatest and most precious asset or factor in the production process. Ndiomu (2008) stressed that the indices for measuring national growth and development hinged on the conditions of the human resources that such a nation possesses. However, poor staffing has been a recurring feature in the country’s educational system, (Amoo, 2009). Amoo stressed further in his study “demand and supply of secondary school teachers in Osogbo Local Government Area of Osun State”, that there were wide gaps between the demand and supply of qualified teachers in the state. Shortage of qualified teachers” demand as revealed by the findings of this study was expressed as 44% in the 1978/80 session, 56% in the 1980/81 session and 51% in the 1981/82 session. He argued that the planning for the teachers” supply by number and qualifications for commencement of free secondary education in the state was faulty and inadequate. He stated further that the situation would worsen if efforts were not made to train well-qualified teachers.

Ogunsaju (2009) asserted that adequately qualified staff must be employed and proper monitoring system for developing these human resources must be put in place to ensure school effectiveness. He further stressed that the situation whereby unqualified and inexperienced teachers are made to teach the students should be discouraged and the need for recruitment of qualified teachers with relevant teaching experience intensified. Also, Frankie-Dolor (2002) asserted that of all the pre-requisites for effective management of an organization, the most vital is the human resources.

Peretomode (2008) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school/organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security. The government comes with different policies at different times. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility, staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring new blood, the increasing heterogeneity of staff in the system.

Adeyemi (2011) carried a critical review on teacher shortage and surpluses in secondary schools in Ondo state, Nigeria. A descriptive design was adopted. The population comprised all the 281 senior secondary schools in the state; the sample was identical with the population as the instrument for data collection. The data was analyzed using frequency count and percentage. It was found that there were more shortages of teachers in the science subjects and language, than arts and social science subject in the schools. It was also found that short of qualified teacher were more pronounced in urban schools.

Alimi, Ohi and Adegbemile (2012) carried out analysis of education productivity and secondary schools in Ondo, Nigeria. The study adopted a descriptive survey design. Secondary school principals drawn randomly across the nine education zones of the state were respondents used to collect relevant data. The money value of all the resources inputs used in each of the sampled schools were computed and deflected by changes in their prices to make comparison in real terms possible. The output were calculated using the objectives of secondary education as measuring standard to answer research question and the Chi-square (X^2) on 0.05 level of significance was used to the formulated hypothesis. The study revealed that Secondary Education in Ondo state is productive with input increase of 30 percent and output increase range between 39 percent and 139 percent. The study further revealed that there is a significant difference in the distribution of teachers by qualification. This study has shown that there are differences in the distribution of qualified teachers between urban and rural schools. However the effect of this is that some schools was under resourced while some schools will be over resources.

How workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools

Workshop (seminar) is a form of training and development organized for the purpose of improving teaching and learning conditions. Ogbonaya (2011) asserted that workshop is a training device used in upgrading professional efficiency. Workshops bring administrators together for the purpose of learning new methods of problem solving skills through which skills will be employed for effective implementation of educational policies. Seminar as well is a form of off-the-job training and development needed by school administrators (principals) that could make them professionally more committed to their job in the case of giving professional guidance to teachers in their various areas of specialization for effective teaching and learning

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

Workshop training is a type of activity which is planned, systematic and it results in enhanced levels of skill, knowledge and competency that are necessary to perform work effectively (Afshan, Sobia, Kamran & Nasri 2012). There exist positive associations between training and employees performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans & Lindsay, 2009).

How conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools

The persistent increase in the demand for quality instructional delivery process requires professional competencies on the part of the principals. Similarly, Ezeugbor (2015) noted that teaching is a public service that requires exceptional expertise, knowledge and specialized skill sustained through vigorous and continuous professional development. Professional development as opined by Werner and Desimone (2012) is a set of systematic and planned activities designed by an organization to provide its members with the opportunity to learn necessary skills to meet current and future demand. Professional development affords principals the opportunity to acquire additional competencies and qualifications to perform their administrative job successfully. It instills confidence in the profession, thus, advancing teachers' career. There are several professional development practices that could enhance the principals' job performance. Among others are; symposiums, continuous training and retraining, workshops, research opportunity, conferences, and study leave for refresher courses.

Similar to this, Abdulrahman (2015) pointed out that staff professional development practices through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction. Organizing in-service training for principals help to equip them with emerging trend and strategies in the profession. Azaru, Syed and Muhammad (2013) defined training as the process of improving the existing skills, knowledge, exposure and abilities in an individual. It is a process designed to expose principals to new approaches and trends in education in order to equip them with the required skills. Alhassan (2014) argued that in-service training for principals has been one of the major practices of school heads to develop their teachers. The principal has the responsibility of providing management support practices in the area of training and re-training of teachers so as to enable them discharge their instructional delivery task in a professional manner.

Review of Related Empirical Studies

Akinsolu (2011) investigated resource utilization and internal efficiency in Nigerian secondary schools: Implications for socio problems of education. This study investigated the relationship between resource utilization and internal efficiency indicators in Nigeria public secondary schools with a view to appraise whether the public secondary schools in the country make the best use of resources allotted in turning out graduates with minimal wastage. A correlational study; stratified random sampling technique (SRST), based on the six geo-political zones that was used to select 250 Local Government Areas (LGAs) out of the existing 774 LGAs representing 32%. Then sample proportion to size method (SPS) was used to select 136 public secondary schools from all the 250 sampled LGAs. Instruments tagged: Resource Utilization Questionnaire (RUQ) and Internal Efficiency Questionnaire (IEQ) were used to collect relevant data on the independent and dependent variables respectively and pre-tested using test-re test method.

The correlation matrix table showed that all variables of Resource Utilization had positive relationship with Internal Efficiency. This attested to the fact that resources are vital for educational system production function. The implications of the findings towards socio- problems of education were stated and recommendations made. This study considered resource utilization and internal efficiency in secondary schools, which makes it related to the present study. This research is limited to just resource utilizations and failed to consider the possible factors that affect utilization. This is therefore, the gap this present study seeks to cover, as it will investigate those factors in relation to human resource utilization.

Osuji (2011) investigated perceived impact of politics on the management of secondary schools in South-East Nigeria. This study sought to examine the perceived impact of (politics) government interference in the management of secondary schools in the south-east Nigeria. The design of the study was a descriptive survey. Four research questions and four null hypotheses were generated to guide the study. The population of the study was 26,703 made up of 20,848 teachers, 4530 members of the school board, 1253 principals and 72 boards of governors. A multi-stage approach technique was used to select the sample. The sample for the study was 1441 respondents made up of 740 teachers, 515 principals, 168 members of the board and 18 members of boards of governors of each school. Questionnaire was used for data collection. Mean and standard deviation were used to answer the research questions while ANOVA was used to test the hypotheses. Some findings of the study include; the fact that misappropriation of funds disrupt peace in schools, favoritism in the disbursement

of funds leads to conflict in schools, funds meant for the payment of teachers' salaries and allowances are often misappropriated and this result in industrial dispute.

The perceived impact of politics in staff-personnel administration in secondary schools include the fact that preferential appointment of principals by government generate conflict and recruitment of unqualified teachers into secondary schools show bias in favours of relations of politicians leading to low quality of teaching. Provision of basic infrastructures and equipment involves quota system in the provision of computer equipment, government interest determines where secondary schools are sited leading to low academic standard and government bias in the provision of sports equipment in schools leads to differences in the performance of athletes and some schools equipment are diverted to personal uses by prominent members of the school community leading to scarcity of equipment in the affected schools. Aggrieved member of the community sabotage the school board of governors of secondary schools, secondary school principals do not involve the communities in which the schools are sited in their area for important school activities leading to feeling of marginalization by the community. Among the recommendations includes the fact that schools should be organizing workshops, public seminars and enlightenment programmes in their schools and community to educate people on the negative impact of politics and the way out. The federal and state ministries of education and curriculum planners should include the teaching of politics from pre-primary to the last level of education and make it compulsory to all levels of education. Also politics should be played with caution on the appointment of principals.

This study is related to the present research because; the both looked at political interference on utilization of resources. But this study was limited to management of secondary schools, while the present study looked at the utilization of human resources, which is the key component in good management of any organization or school system. Therefore, this serves as the gap in the study.

Diane, Zena, Schneider and Lotte (2008), conducted a study on the examination of resource allocation: Connecting spending to student performance in the USA. The purpose of the study was to explore differences in fiscal spending and staffing allocation in relation to varying levels of student achievement and identify resource allocation practices and challenges related to the process of improving student performance. The study included Arkansas, Louisiana, New Mexico and Texas. 12 improvement schools were selected, the identified improvement districts were divided into 3 groups of varying sizes: small (800-1999), Medium (2,000-10,000) and large (more than 10,000) students. The 12 districts were selected on the basis of consistent improvement in student's performance not on the basis of consistently high performance. Interviews focus groups and surveys were used for data collection, ANOVA was used to examine the differences between the high and low performance groups in fiscal and human resource allocation. Group means of 5 years of data were compared.

The findings from the research demonstrated a strong relationship between resources and student success. High performance district showed different resource allocation patterns in specific fiscal and staffing categories than low performing districts. A general pattern emerged where higher performance was associated with higher spending for instruction, core expenditures and number of teachers and with lower spending for general administrative staff. In all the 4 states high performing districts spent more on instruction as a share of current expenditures while in 3 states high performing districts spent more on instruction per pupil and employed more teachers 1000 students.

METHODOLOGY

This study adopted descriptive survey research design. The population of the study comprises of two hundred seventy-eighty (278) principals and five hundred and fifty-six (556) vice principals in public senior secondary schools in Rivers State, Nigeria. A purposive sampling technique was adopted in

selecting a sample of one hundred, and thirty-four (134) principals and vice principals (84 males and 50 females) in public senior secondary schools in Rivers State, Nigeria. A 15-item self-designed questionnaire titled "Capacity Building of Teachers in Public Secondary School Questionnaire (CBTPSSQ)" was used to generate information for the study.

CBTPSSQ consisted of two sections A and B. Section A contained simple questions on demographic variables while section B, consists of 15 questions designed to illicit responses to two research questions. Responses to items on each section were coded along a modified four likert Scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The reliability index of the instrument was established using the Cronbach Alpha. It yielded 0.95 showing that the instrument was strongly reliable. Data obtained from the administered instrument were analyzed using SPSS. In answering the research questions, mean and standard deviation were used, while z-test was implored in testing hypotheses at 0.05 level of significance. 2.50 served as the criterion mean.

DATA ANALYSIS

Answer to Research Questions

Research Question One: How does seminars attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State?

Table 1: Mean (\bar{X}), Standard Deviation (SD), on the Responses of Male and Female principals on how seminars attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State

S/No	Items	Male Principal (N=84)		Female Principal (N=50)		Weighted Mean	Remark
		\bar{X}	SD	\bar{X}	SD		
1	Teachers need regular participation in seminars to enable them improve on skills required for effective school administration.	3.17	1.30	2.74	1.14	2.96	Agreed
2	School teachers need regular participation in seminar to enable them improve on maintenance of discipline in the school.	3.22	1.33	2.59	1.12	2.91	Agreed
3	Administrators who receive seminar training have good administrative capability for secondary school administration	3.14	1.29	2.63	1.13	2.89	Agreed
4	Attending seminar training provides principals/teachers a framework for reflection towards better service delivery	3.16	1.30	2.54	1.12	2.85	Agreed
5	Attending seminar training helps principals develop non-judgmental attitude towards better service delivery	3.17	1.30	2.56	1.12	2.87	Agreed
	Average	3.17	1.30	2.61	1.13	2.90	

Data on Table 1 revealed that all the items (1-5) had weighted mean scores above the criterion mean of 2.50 and were seen as how seminars attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State. Therefore, with an aggregate weighted mean of 2.90 which is above the criterion mean of 2.50, the respondents agreed that teachers need regular participation in seminars to enable them improve on skills required for effective school administration, school teachers need regular participation in seminar to enable them improve on maintenance of discipline in the school, administrators who receive seminar training have good administrative capability for secondary school administration, attending seminar training provides principals/teachers a framework for reflection towards better service delivery and attending seminar training helps principals develop non-judgmental attitude towards better service delivery.

Research Question Two: How does workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State?

Table 2: Mean (\bar{X}), Standard Deviation (SD), on the Responses of Male and Female principals on how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State

S/No	Items	Male Principal (N=84)		Female Principal (N=50)		Weighted Mean	Remark
		\bar{X}	SD	\bar{X}	SD		
6	Teachers need regular participation in workshop to enable them improve on skills required for effective school administration.	3.17	1.30	2.59	1.12	2.88	Agreed
7	School teachers need regular participation in workshop to enable them improve on maintenance of discipline in the school.	3.22	1.33	2.54	1.12	2.88	Agreed
8	Administrators who receive workshop training have good administrative capability for secondary school administration	3.07	1.25	2.63	1.13	2.85	Agreed
9	Attending workshop provides principals/teachers a framework for reflection towards better service delivery	2.63	1.13	2.56	1.12	2.60	Agreed
10	Attending workshop training helps principals develop non-judgmental attitude towards better service delivery	2.60	1.12	2.64	1.13	2.62	Agreed
	Average	2.94	1.23	2.59	1.12	2.77	

Data on Table 2 revealed that all the items (6-10) had weighted mean scores above the criterion mean of 2.50 and were seen as how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State. Therefore, with an aggregate weighted mean of 2.77 which is above the criterion mean of 2.50, the respondents agreed that teachers need regular participation in workshop to enable them improve on skills required for effective school administration, school teachers need regular participation in workshop to enable them improve on maintenance of discipline in the school, administrators who receive workshop training have good administrative capability for secondary school administration, attending workshop provides principals/teachers a framework for reflection towards better service delivery and attending workshop training helps principals develop non-judgmental attitude towards better service delivery.

Research Question Three: How does conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State?

Table 3: Mean (\bar{X}), Standard Deviation (SD), on the Responses of Male and Female principals on how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State

S/No	Items	Male Principal (N=84)		Female Principal (N=50)		Weighted Mean	Remark
		\bar{X}	SD	\bar{X}	SD		
11	Conference allows principals to get updated information on key issues that their school are concerned with for effective administration	2.63	1.13	2.74	1.14	2.69	Agreed
12	It gives principals the opportunity to learn specific topics by recognized experts who are up to date with the latest developments in the field	2.64	1.13	2.59	1.12	2.62	Agreed

13	Conferences give principals opportunity to interact with experts and exchange ideas.	3.07	1.25	2.65	1.13	2.86	Agreed
14	Attending conference makes the learning environment encouraging for principals to exchange experience, ideas and practices from their own schools.	3.14	1.29	2.64	1.13	2.89	Agreed
15	It allows principals to interact with each other schools who may be experiencing similar issues and problems	3.16	1.30	2.63	1.13	2.90	Agreed
Average		2.93	1.22	2.65	1.13	2.79	

Data on Table 3 revealed that all the items (11-15) had weighted mean scores above the criterion mean of 2.50 and were seen as how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State. Therefore, with an aggregate weighted mean of 2.79 which is above the criterion mean of 2.50, the respondents agreed that conference allows principals to get updated information on key issues that their school are concerned with for effective administration, it gives principals the opportunity to learn specific topics by recognized experts who are up to date with the latest developments in the field, conferences give principals opportunity to interact with experts and exchange ideas, attending conference makes the learning environment encouraging for principals to exchange experience, ideas and practices from their own schools and it allows principals to interact with each other schools who may be experiencing similar issues and problems.

Hypotheses

The null hypotheses formulated for the study were tested using z-test analysis, which is a test of difference of mean.

HO₁: There is no significant difference between the mean scores of male and female principals on how seminar attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

Table 4: Summary of z-test Analysis on the mean scores of male and female principals on how seminar attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State

Principals	N	\bar{X}	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	84	3.17	1.30	0.05	132	3.15	1.96	Significant (Reject Ho ₁)
Female	50	2.61	1.13					

Data on the Table 4 revealed the summaries of Subject, mean, standard deviation and z-test of difference in mean scores of male and female principals on how seminar attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 3.15, while z-critical value stood at 1.96 using 132 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 132 degrees of freedom, the calculated z-value of 3.15 is greater than the z-critical value of 1.96 hence, there is a significant difference in the responses of the respondents. Consequently, the researcher rejected the null hypothesis, and concluded that there is a significant difference in the mean scores of male and female principals on how seminar attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

HO₂: There is no significant difference between the mean scores of male and female principals on how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

Table 5: Summary of z-test Analysis on the mean scores of male principals and female principals on how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State

Principals	N	\bar{X}	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	84	2.94	1.23	0.05	132	2.03	1.96	Significant (Reject Ho ₂)
Female	50	2.59	1.12					

Data on the Table 5 revealed the summaries of Subject, mean, standard deviation and z-test of difference in the mean scores of male and female principals on how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State. The

calculated z-test value used in testing hypothesis stood at 2.03, while z-critical value stood at 1.96 using 132 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 132 degrees of freedom, the calculated z-value of 2.03 is greater than the z-critical value of 1.96 hence, there is a significant difference in the responses of the respondents. Consequently, the researcher rejected the null hypothesis, and concluded that there is a significant difference in the mean scores of male and female principals on how workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

HO₃: There is no significant difference between the mean scores of male and female principals on how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

Table 6: Summary of z-test Analysis on the mean scores of male principals and female principals on how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State

Principals	N	\bar{X}	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	84	2.93	1.22	0.05	132	1.63	1.96	Not Significant (Accept H ₀₃)
Female	50	2.65	1.13					

Data on the Table 6 revealed the summaries of Subject, mean, standard deviation and z-test of difference in the mean scores of male and female principals on how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 1.63, while z-critical value stood at 1.96 using 132 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 132 degrees of freedom, the calculated z-value of 1.63 is less than the z-critical value of 1.96 hence, there is no significant difference in the responses of the respondents. Consequently, the researcher accepted the null hypothesis, and concluded that there is no significant difference in the mean scores of male and female principals on how conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools in Rivers State.

Discussion of Findings

How seminars attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools

From the study, the respondents agreed that teachers need regular participation in seminars to enable them improve on skills required for effective school administration, school teachers need regular participation in seminar to enable them improve on maintenance of discipline in the school, administrators who receive seminar training have good administrative capability for secondary school administration, attending seminar training provides principals/teachers a framework for reflection towards better service delivery and attending seminar training helps principals develop non-judgmental attitude towards better service delivery.

According to Peretomode and Peretomode (2011), training is a planned organizational effort concerned with helping an employee (teacher) acquires specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is, to improve on the performance. The deficiency in the training programme of most human resources needs to be remedied through a system of staff training (Whawo 2013). This agrees with the present study because training enhances the human capacity. Also, Akinsolu (2011) investigated resource utilization and internal efficiency in Nigerian secondary schools: Implications for socio problems of education. The findings revealed that resources are vital for educational system production function. The implication of the present study is that training of human personnel will help in achieving better result, thereby reducing more labour force not needed in the educational system.

How workshop attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools

From the study, the respondents agreed that teachers need regular participation in workshop to enable them improve on skills required for effective school administration, school teachers need regular participation in workshop to enable them improve on maintenance of discipline in the school, administrators who receive workshop training have good administrative capability for secondary school administration, attending workshop provides principals/teachers a framework for reflection towards better service delivery and attending workshop training helps principals develop non-judgmental attitude towards better service delivery.

Ekpenyong, Okon and Imo (2016) examined the influence of in-service training, seminar and workshop attendance by social studies teachers on students' academic performance in Cross River State, Nigeria. The result of the analysis revealed that there exist a positive and relationship between the frequency of teachers' attendance at in-service training, seminars and workshops and students' academic performance in social studies. This concurs with the present study and demonstrates the importance of workshop in improving service delivery. This implies that during workshops training, administrators come

together for the purpose of learning new methods of problem solving skills through which skills will be employed for effective implementation of educational policies for better service delivery.

How conference attendance of teachers as a capacity building strategy enhance quality service delivery in public secondary schools

From the study, the respondents agreed that conference allows principals to get updated information on key issues that their school are concerned with for effective administration, it gives principals the opportunity to learn specific topics by recognized experts who are up to date with the latest developments in the field, conferences give principals opportunity to interact with experts and exchange ideas, attending conference makes the learning environment encouraging for principals to exchange experience, ideas and practices from their own schools and it allows principals to interact with each other schools who may be experiencing similar issues and problems.

Ezenne (2008) posited that conferences have a very important place in the work place. This is true especially in school system, where service delivery is paramount. Robinson (2010) validated this by saying that in professional conferences principals has access to a broad range of ideas which lead to enhanced performance. This implies that when principals consistently attend conferences, it will make them develop competence and make very significant contribution to the overall effectiveness and profitability of school administration.

Conclusion

Based on the findings of the study it is concluded that training of human personnel will help in achieving better result, thereby reducing more labour force not needed in a system. Importance must be placed on welfare of teachers, as they are instruments for propagating educational reforms. This is because; satisfied teachers will always bring out the best as well as cover more workload that would have been meant for others. Furthermore, when principals/teachers consistently attend workshops and conferences, it will make them develop competence and make very significant contribution to the overall effectiveness and profitability of school administration, as well as increase quality of service delivery.

Recommendations

Based on the findings and conclusion of the study, it is recommended as follows:

1. Training and retraining of principals and teachers should be done often, as it will enhance better performance and efficiency among human resources in secondary schools.
2. Welfare of human resources (teachers) should be paramount, as this will encouraged them to put in their best in any given task.
3. Educational stakeholders/government should sponsor school principals to attend compulsorily training programmes, like workshops, conferences, to acquire the required capacities for quality service delivery.

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