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PRINCIPALS' STAFF DEVELOPMENT STRATEGIES FOR IMPROVING TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated the principals' staff development strategies for improving teachers' job performance in secondary schools in Anambra state. Eight research questions guided the study. The study adopted descriptive survey research design. The population of the study consists of 203 principals in the 203 public secondary schools in Anambra State. There was no need for sampling since the population was not large but manageable by the researcher. Well-structured questionnaire designed by the researchers was the instrument used for data collection. The questionnaire was validated by three experts, two in the Department of Educational Management and policy and the other one in the Department of Educational Foundations, Faculty of Education, all from Nnamdi Azikiwe University Awka. Cronbach alpha was used to determine the internal consistency of the instrument. The direct delivery mode was used by the researchers and research assistants in the administration of the instrument. Mean rating and standard deviation was used for data analysis. The findings of the study showed that staff training strategies were the motivational strategies for effective teachers' job performance in secondary schools in Anambra state. It therefore recommended among others that the state government should set up suitable panels to monitor and motivate the teachers through staff development for them to continue with their good job performances for the benefit the students in the teaching and learning process.

Keywords: Principals; Promotion Strategies; Teacher Improvement; Job Performance; Secondary School.

Introduction

Globally, education is the major tool for the transformation of the individual and the society at large. It is a potent force that brings about change in the attitude, thought, behaviour, skills, values and interest of individuals. These changes in cognitive, psychomotor and affective orientation are required for overall development. Education is an instrument for modernization and change, a medium for the development of human resources; and as an institution that assists man in the business of all-round human development. For this to be fully achieved, the services of teachers are therefore needed.

Teachers are very important as far as education is concerned. It is widely believed that education is the bedrock of development in all human societies through the

impartation of required knowledge necessary to actualize such development. The place of teachers in making such dream a reality cannot be replaced. Teachers are very important in the impartation of suitable knowledge and skills to students and this makes quality education to be sustained in training future teachers. Teachers according to Nwankwo (2016) are regarded as part of the school system and thus expected to participate in all teaching activities within the school system. This is why teachers' performance has become a matter of concern to researchers, teachers, educational policy makers, government among other stakeholders in Nigeria.

Teachers' job performance can be defined as the actions they perform in schools in order to achieve educational goals (Hwang, 2017). Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms a part of human resources management (Ebele, 2018). Campbell (2014) described job performance as an individual-level variable, or something a single person does. Job performance is simply defined as all behaviours in which employees engage at work (Jex & Britt, 2008) or as measurable actions, behaviors and outputs. One way to enhancing teachers' job performance is motivation. Motivation according to Nwankwo (2015) influences teacher job performance in the following ways:

- It makes a teacher to feel happy with his job which creates room for good job performance of the teacher.
- Motivation makes teacher desire to do more and better and this leads to good job performance.
- It promotes strong drive of teacher towards good attainment.

Motivation therefore has influence on teachers' job performance in school. There is a continuous quest to improve the conditions of service in the teaching profession. This has brought into focus the need to look into some motivational variables that will combat or possibly eliminate teachers' attritional tendencies. Ibok (2020) opined that what makes a job satisfying or dissatisfying does not depend only on the nature of the job. It depends also on workers' motivation, which of course is the reason for picking that job. One important variable in this regard is staff development.

As regards staff development and training strategies, the principals could use some of the following strategies for effective teachers' job performance in secondary schools: encouraging publications in journals and periodicals, encourages teachers' participation to workshops that make them acquire more skills, mandate teachers' participation to seminars to widens their knowledge, support teacher, participation to conference which strengthens their teaching techniques for better job performance, encourage teachers participation to correspondence courses for improving their performances, encouraging teachers in-service training for teaching pedagogy, grants permission to teachers who wishes to travel for important educational conferences to acquire more knowledge.

Staff development and training strategies' promotes teachers' job performance in secondary schools. This is because it encourages teachers attendance to workshops and makes them acquire more skills, mandate teachers attendance to seminars to widen their knowledge, support teachers attendance to conference which strengthens their teaching techniques for better job performance, encourage teachers attendance to correspondence courses for improving their performances among others. Johnson (2015) agreed that while the power of money and material rewards as motivating instruments could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes and job satisfaction. In the light of the above, this study investigated principals' staff development and training strategies for improving teachers' job performance in secondary schools in Anambra State.

Research Questions:

1. What are the male principals' staff development and training strategies for improving teachers' job performance in secondary schools in Anambra State?
2. What are the female principals' staff development strategies for improving teachers' job performance in secondary schools in Anambra State?

Null Hypothesis

Hypothesis: There is no significant difference in the mean ratings of male and female principals' on staff development and training strategies for improving teachers' job performance in secondary schools in Anambra State

Research Method

The study adopted a descriptive survey design. The study was conducted in Anambra State. The population of the study consists of 263 principals (83 males and 180 females) in the 203 public secondary schools in Anambra State. The whole population was studied. The instrument for the study is a questionnaire, designed by the researchers. The instrument is titled "motivational strategies adopted by principals for effective teachers' job performance" (MSPETJPQ). The instrument consists of two sections A and B. Section A, sought information on respondents' personal data. Section B has 8 items on staff development strategies adopted by principals for effective teacher job performance. The instrument was structured on four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted at 4, 3, 2 and 1 respectively. The face and content validation of the instrument was determined. The data used for computing the reliability indices were obtained from the 20 copies of questionnaire administered on a sample of 20 principals in public secondary school in Enugu state. Cronbach alpha was used to compute the collected data. The co-efficient of 0.78 was got for the instrument. The researchers with the help of five research assistants who are secondary school teachers in Anambra State collected data for the study. The arithmetic mean was used to analyze the data collected for the research questions

while the t- test statistic was used to test the null hypothesis at 0.05 levels of significance.

Presentation of Results

Research Question 1: What are the male principals' staff development and training strategies for improving teachers' job performance in secondary schools in Anambra State?

Table 1: Mean scores responses on the staff development strategies adopted by male principals for effective teachers' job performance in secondary schools

S/N	The staff development and training strategies adopted by principals for effective teachers' job performance include;	Mean	Std. Deviation	Remark
1	Encouraging publications in journals and periodicals	3.04	.788	**Agreed**
2	Training course on COVID 19	**3.50**	.717	**Agreed**
3.	Encourages teachers' participation to workshops that make them acquire more skills	3.42	.539	**Agreed**
4	Mandate teachers' participation to seminars to widens their knowledge	3.35	.668	**Agreed**
5	Support teacher participation to conference which strengthens their teaching techniques for better job performance	3.50	.583	**Agreed**
6	Encourage teachers participation to correspondence courses for improving their performances	3.46	.544	**Agreed**
7	Encouraging teachers in-service training for teaching pedagogy and ideas of COVID 19	3.40	.587	**Agreed**
8	Grants permission to teachers who wishes to travel for important educational conferences to acquire more knowledge	3.53	.584	**Agreed**
	Grand Mean	**3.38**	**0.61**	**Agreed**

Data in Table 1 show that all items rated above the acceptable mean including the grand mean. This is to show that the items in table 1 are the staff development strategies adopted by male principals for effective teachers' job performance in secondary schools in secondary schools in Anambra State

Research Question 2: What are the female principals' staff development strategies for improving teachers' job performance in secondary schools in Anambra State?

Table 2: Mean scores responses on the staff development strategies adopted by female principals for effective teachers' job performance in secondary schools

S/N	The staff development and training strategies adopted by principals for effective teachers' job performance include;	Mean	Std. Deviation	Remark
1.	Encouraging publications in journals and periodicals	**3.22**	.771	**Agreed**
2	Training course on COVID 19	**3.51**	.718	**Agreed**
3	Encourages teachers' participation to workshops that make them acquire more skills	**3.69**	.468	**Agreed**
4	Mandate teachers' participation to seminars to widens their knowledge	3.53	.584	**Agreed**

5	Support teacher participation to conference which strengthens their teaching techniques for better job performance	**3.26**	.751	**Agreed**
6	Encourage teachers participation to correspondence courses for improving their performances	**3.45**	.792	**Agreed**
7	Encouraging teachers in-service training for teaching pedagogy and ideas of covid 19	**3.22**	.771	**Agreed**
8	Grants permission to teachers who wishes to travel for important educational conferences to acquire more knowledge	**3.26**	.751	**Agreed**
	Grand Mean	**3.37**	**3.79**	**Agreed**

Data in Table 2 show that all items rated above the acceptable mean including the grand mean. This is to show that the items in table 4 are the staff development strategies adopted by female principals for effective teachers' job performance in secondary schools in Anambra state.

Test of Null Hypothesis

Hypothesis: There is no significant difference in the mean ratings of male and female principals' on staff development and training strategies for improving teachers' job performance in secondary schools in Anambra State.

Table 3: Summary of t-test of significant difference in the mean ratings of male and female principals' on staff development and training strategies for improving teachers' job performance in secondary schools in Anambra State

Variables	N	X	SD	Df	t. critical	t. cal
Male	83	3.38	0.61	261	1.96	0.328
Female	180	3.37	0.71			
Total	**263**					

Table 3 shows that at 261 degree of freedom, the calculated t-value was 0.328 which is less than the critical t-value of 1.96. This means that there is no significant difference in the mean ratings of male and female principals' on staff development and training strategies for improving teachers' job performance in secondary schools in Anambra State. Therefore, the null hypothesis was not rejected.

Summary of Major Findings

Based on the data analysis, the summary finding in this study is that staff development strategies are adopted by the principals for teachers' job performance in secondary schools in Anambra state.

Discussion of Findings

The findings of the study indicated that staff training strategies are adopted by the principals for teachers' job performance in secondary schools in Anambra state. This because it principals encourage publications in journals and periodicals, encourages teachers' participation to workshops that make them acquire more skills, mandate teachers' participation to seminars to widens

their knowledge, support teacher participation to conference which strengthens their teaching techniques for better job performance, encourage teachers participation to correspondence courses for improving their performance, encouraging teachers in-service training and grants permission to teachers who wishes to travel for important educational conferences to acquire more knowledge. Johnson (2015) agreed that while the power of money and material rewards as motivating instruments could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes and job satisfaction. It is the above views that gave rise to the human relation movement which maintained that man does not only work for money, but for other personal and interpersonal considerations, such as personal worth, recognition, friendship, social pressures from group members and level of job satisfaction.

Conclusion

Based on the findings of the study and the discussion that followed, it was concluded that staff development strategies were the motivational strategies adopted by the principals for effective teachers' job performance in secondary schools in Anambra state.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The state government should set up a committee to monitor and motivate the teachers the more through staff development in order to make the teachers continue with their good job performances for the benefit of effective teaching and learning.

2. Principals should recommend teachers for staff development regularly to motivate them more for excellent job performance for effective teaching and learning.

3. Principals should always give teachers opportunities to make decisions concerning their professional development in order to motivate them the more for excellent job performance in school.

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