

PRINCIPALS STAFF DEVELOPMENT STRATEGIES AS CORRELATE OF TEACHERS JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By
Onyekwelu Raphael Azubuiké, PhD.

Email: zubisogbuefi@yahoo.com

Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu
Ojukwu University, Igbariam Campus, Anambra State, Nigeria

Abstract

The main purpose of the study was to investigate the relationship between principals' staff development strategies and teachers' job effectiveness in public secondary schools in Anambra State. One research question guided the study and one hypothesis was tested at 0.05 level of significance. The correlational research design was adopted for the study. The population of the study comprised 266 public secondary school principals in Anambra State. Two validated instruments were used for data collection. The test of reliability of the instrument yielded reliability coefficient of 0.82 and 0.87 for PSDSQ and TEQ respectively. The Pearson Product Moment Correlation Coefficient and simple regression analysis were used to analyze data for the study. The finding of the study revealed that there is a very high positive relationship between staff development strategy and teachers' job effectiveness in public secondary schools in Anambra State. Finding also revealed a significant relationship between staff development strategy and teachers' job effectiveness in public secondary schools in Anambra State. based on these findings, the researcher recommended among others that Principals of public secondary school should encourage teachers to actively participate in staff development programmes so that can improve their effectiveness on the job.

Keywords: Principals, Staff Development, Strategies, Teachers, Job Effectiveness

Introduction

In Nigeria, education is the cornerstone that promotes national and economic progress. It is the foundation for achieving sustainable development. Nigeria's educational system is divided into four levels: pre-primary, primary, secondary and postsecondary (Federal Republic of Nigeria (FRN), 2013). This research focuses on secondary

education. Secondary school education is the stage of education that follows primary school and precedes higher education. Its significance stems from its role as both a bridge between primary and secondary education and an agency for educating persons for productive lives in society. According to the FRN, secondary education is the education that pupils get after completing nine years of basic education.

The broad aims of secondary education in Nigeria, according to FRN, are to prepare individuals for a meaningful life in society and further education. The teacher is responsible for achieving the aims of secondary education.

Teachers ensure that academic activities are completed. According to Paschal and Mkulu (2020), teachers play an important role in promoting learners' education, learning, and professional development. Uchendu et al (2018) noted that the attainment of the teaching-learning goal is majorly in the hands of teachers who are required to utilize their skills in preparing and planning their lessons, managing their classes and assessing their students. This is why the FRN (2013) emphasized that the education system is dependent on the quality of its teachers and teachers' effectiveness on the job. Teachers' job effectiveness refers to the degree to which teachers carry out their primary duties of teaching as well as their general attitudes towards the teaching profession and activities (Arop et al., 2020). Teachers' job effectiveness as used here refers to the ability of teachers to organize their job processes and professionalism in a manner that enables them to perform more work and adequately produce expected results in terms of classroom teaching, maintenance of classroom discipline and supervision of students' academic activities. Sadly, the issues of poor task performance among teachers in secondary schools have become a huge problem in the realization of the goals of secondary education in Anambra State. This perspective is

supported by the findings of researchers such as Obiekwe and Mbanefo (2019) and Uzoechina and Nwankwo (2017). According to Uzoechina and Nwankwo (2017), this condition is the result of principals' failure to implement staff development plans.

Staff development involves a range of activities aimed at enhancing the competences, knowledge, and skills of employees within an organization. Staff development refers to in-service training, retraining programmes, and various forms of professional development. Osamwonyi (2016) viewed staff development as encompassing all types of manpower and professional development initiatives within an organization. Staff development can be defined as a process through which employees improve their competences and knowledge in ways that benefit their roles within the organization. Osamwonyi highlighted that staff development is a means for organizations to enhance the knowledge and skills of their staff, preparing them to take on new responsibilities and challenges. Similarly, Darling-Hammond et al. (2017) defined staff development as an organizational effort to help employees acquire the necessary skills for efficient execution of their duties. Owo (2016) describes staff development as a method employed by academic institutions to design both on-campus and off-campus programmes and activities that enhance staff efficiency and effectiveness. Staff development programmes encompass various activities designed to instruct,

inform, and stimulate classroom teachers. Darling-Hammond et al. (2017) outlined several objectives of staff development, including updating individuals' skills, attitudes, and approaches in light of new teaching techniques, research, and circumstances. These programmes also aim to update individuals' subject knowledge based on recent advances, facilitate the exchange of information and expertise among teachers and other professionals, enable schools to develop new strategies for curriculum and teaching practices, and empower individuals to apply changes to curricula or teaching practices. The Federal Republic of Nigeria (FRN, 2013) emphasizes the importance of teacher development programmes as an integral aspect of teacher education, ensuring teachers stay up-to-date with changes in methodology and the curriculum. In-service training, workshops, conferences, and symposia for teachers and non-teaching staff are to be regulated according to the FRN. However, the assertions above are for the most part theoretical and have not been empirically proven among public secondary school teachers in Anambra State. It is against this background that the researcher intends to empirically ascertain the relationship between principals' staff development strategies and teachers' job effectiveness in public secondary schools in Anambra State.

Statement of the Problem

Teachers play an important role in the implementation of secondary education

since they are in charge of conveying knowledge, influencing students' intellectual growth, and developing critical thinking abilities. The efficacy of instructors has a considerable impact on the level of education provided in secondary schools. However, there is rising worry over instructors' apparent lack of passion and attention in these schools, which may impede the attainment of educational objectives. The researcher's observations reveal a widespread sense of indifference and disengagement among secondary school teachers in Anambra State, implying a deterioration in their overall job performance. This negative attitude on the job takes many forms, including poor educational delivery, inefficient classroom management, and decreased student enthusiasm. Such indications raise issues regarding the causes of these phenomena, notably the influence of principals' staff development programmes. It is hypothesised that the observed drop in teacher job efficiency is due to a lack of inadequate staff development initiatives in Anambra State's public secondary schools. Principals shape teachers' professional growth and development by implementing staff development activities. However, the extent to which principals' staff development techniques relate with teachers' job effectiveness is unclear. Therefore, the key issue that this research tries to explore is: Do principals' staff development correlate with teachers' job effectiveness in public secondary schools in Anambra state?

Purpose of the study

The main purpose of the study was to investigate the relationship between principals' staff development strategies and teachers' job effectiveness in public secondary schools in Anambra State.

Research Question

What is the relationship between principals' staff development strategies and teachers' job effectiveness in public secondary schools in Anambra State?

Hypothesis

The hypothesis was tested at 0.05 level of significance:

There is no significant relationship between principals' staff development strategies and teachers' job effectiveness in public secondary schools in Anambra State.

Method

The study adopted the correlational research design. The study was conducted in Anambra State, Nigeria. The population of the study comprised 266 principals in the six Education Zones of 266 public secondary schools in Anambra State. The entire population of this study was 266 principals in the 266 public secondary schools in Anambra State. The instruments for data collection were a two structured questionnaires. The first instrument was titled "Principals Staff Development Strategies Questionnaire (PSDSQ)" It contains 10 items on

principals staff development strategies. The instrument was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Furthermore, the second instrument was titled "Teachers Effectiveness Questionnaire (TEQ)". The instrument was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were validated by three experts in the Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The instrument was administered on 20 principals in secondary schools in Enugu State. The test of reliability of the instrument yielded reliability coefficient of 0.82 and 0.87 for PSDSQ and TEQ respectively. The instrument was administered by the researcher with the help of three research assistants. The instrument was administered to the respondents in their offices. Out of 266 copies of questionnaire administered, 221 copies were retrieved in good condition. This amounted to 83% questionnaire return rate. The Pearson Product Moment Correlation Coefficient was used to answer the research questions. In testing the null hypotheses, simple regression analysis was employed to determine the significant correlation between the variable of interest. In interpreting the values of the null hypotheses, when p -value is less than or equal to .05 ($p \leq .05$), the null hypothesis was rejected. On the

other hand, when the p-value is greater than .05 ($p > .05$), the null hypothesis was not rejected.

Results

Research Question: What is the relationship between principals' staff development strategies and teachers' job effectiveness in public secondary schools in Anambra State?

Table 1: Pearson's Correlation between Staff development strategy and Teachers Job Effectiveness in Public Secondary Schools in Anambra State

Variables	N	Staff development Strategy	Teachers Effectiveness	Job Decision
Staff development Strategy	221	1	.833**	Very High Positive relationship
Teachers Job Effectiveness	221	.833*	1	

Data in Table 1 reveals that the Pearson's Correlation Coefficient is $r = 0.83$. This shows that a very high positive relationship exists between staff development strategy and teachers' job effectiveness. This implies that if principals use staff development strategy as a human relations strategy in their interaction with teachers in public secondary schools, it would have a high positive impact on teachers' job effectiveness. Thus, there is a very high positive relationship between staff development strategy and teachers' job effectiveness in public secondary schools in Anambra State.

Hypothesis: There is no significant relationship between principals' staff development strategies and teachers' job effectiveness in public secondary schools in Anambra State.

Table 2: Analysis of Correlation between Principals’ Adoption of Staff development Strategy and Teachers’ Job Effectiveness in Public Secondary Schools in Anambra State

Variables	N	Staff development Strategy	Teachers Job Effectiveness	Beta	t-value	P-value	Decision
Staff development Strategy	221	1	.833**	.516	8.065	0.000**	Significant
Teachers Job Effectiveness	221	.833**	1				

Data presented on Table 2 show that the t-value is 8.065. Furthermore, the P-value of 0.000 is less than .05 level of significance. The β value of adoption of staff development strategy is positive (.516) and P value of 0.000 is less than .05 ($P < .05$) which means that effect of principals adoption of staff development strategy on teachers’ job effectiveness in public secondary schools in Anambra State is statistically significant. This means that there is a significant relationship between principals’ adoption of staff development strategy and teachers’ job effectiveness in public secondary schools in Anambra State. Thus, the null hypothesis was not accepted.

Discussion

The finding of the study revealed a very high positive relationship between staff development strategy and teachers’ job effectiveness in public secondary schools in Anambra State. This suggests that when principals of public secondary schools prioritize and invest in the professional development of teachers, it significantly enhances their effectiveness in fulfilling their roles. This finding is in line with Amie-Ogan and Deekae (2020) reported that staff development programme such as conference and

workshop to a very high extent influence teacher’s performance. In consonance, Onyeike and Nwosu (2018) stated that teachers who participated in staff development programme were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. In the same vein, Mduma and Mkulu (2021) asserted that training the workforce (teachers) has the most impact on different dimensions like;

improvement of teaching strategies, reduces teachers' burnout, stress and turnover, improves teachers' job effectiveness and improves overall teacher's personnel. When teachers are provided with opportunities for ongoing professional growth and development, they are better equipped to meet the evolving demands of the education sector. Continuous learning and skill enhancement enable teachers to stay abreast of new teaching methodologies, curriculum changes, and educational trends, thereby improving their instructional effectiveness and student outcomes. Amie-Ogan and Unachukwu (2021) reported a high and positive relationship between coaching/mentoring, computer-based programme and teachers' job performance in public senior secondary schools.

Furthermore, finding revealed a significant relationship between principals' adoption of staff development strategy and teachers' job effectiveness in public secondary schools in Anambra State. This finding is in agreement with Amie-Ogan and Deekae (2020) reported that staff development programme to a very high extent influence teacher's performance. In the same vein, Mduma and Mkulu (2021) found a statistical significant relationship between staff development and teachers job effectiveness.

Conclusion

Based on the findings of the study, the researcher concludes that principals staff development strategies has a positive relationship with teachers job effectiveness in public secondary schools in Anambra State. It is consequently critical that principals of public secondary schools and other relevant stakeholders implement efforts to incorporate these methods into the organisational culture of public secondary schools in order to improve teachers' job performance.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Principals of public secondary school should encourage teachers to actively participate in staff development programmes so that can improve their effectiveness on the job.
2. The Post Primary Schools Services Commission (PPSSC) in collaboration with principals of secondary schools should prioritize staff development initiatives to enhance teachers' skills and competencies. Principals should allocate resources and support for ongoing professional development opportunities such as workshops, training programmes, and mentoring sessions.

References

- Amie-Ogan, O.T. & Deekae, N. (2020). Influence of staff development programme on teachers' performance in public primary schools in Gokana and Khana Local Government Areas of Rivers State. *International Journal of Innovative Psychology & Social Development*, 8(4), 105-112.
- Amie-Ogan, T. O. & Unachukwu, J. C. (2021). Staff development programme and teachers' job performance in public secondary schools in Port Harcourt Metropolis of Rivers State, Nigeria. *International Journal of Innovative Social & Science Education Research*, 9(3), 1-9.
- Arop, F. O., Owan, V. J., & Ekpang, M. A. (2018). Administrators' conflict management strategies utilization and job effectiveness of secondary school teachers in Obubra Local Government Area, Cross River State, Nigeria. *IIARD International Journal of Economics and Business Management*, 4(7), 11-21. <https://ssrn.com/abstract=3294909>
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://doi.org/10.54300/122.311>.
- Federal Republic of Nigeria (2013). *National policy on education*. NERDC Press.
- Mduma, E.R. & Mkulu, D.G. (2021). Influence of teachers' professional development practices on job performance in public secondary schools: A case of Nyamagana District, Mwanza – Tanzania. *International Journal of English Literature and Social Sciences*, 6(1), 215-230.
- Obiekwe, K.K. & Mbanefo, N.J. (2019). Teachers' perception of principals' human resource management practices as correlate of their job performance in Anambra State. *Global Scientific Journals*, 7(8), 570-585.
- Onyeike, V.C. & Nwosu, C.M. (2018). Principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State. *British Journal of Education*, 6(6), 38-49.
- Osawonyi, F.E. (2016). In-service education of teachers: Overview, problems and the way forward. *Journal of Education and Practice*, 7(26), 83-87.
- Owo, N.S. (2016). *Appraisal of staff development programme for lecturers in colleges of education, South-East of Nigeria*. A Master's Thesis, Department of Educational Foundations University of Nigeria Nsukka.

Paschal, M. J. & Mkulu, D. G. (2020). Online classes during COVID-19 pandemic in higher learning institutions in Africa. *Global Research in Higher Education* 3(3), 1-21. DOI: <https://doi.org/1022158/grhe.v3n3p1>.

Uchendu, C., Anijaobi-Idem, F. & Odigwe, F. (2018). Conflict management and organizational performance in secondary schools in Cross River State, Nigeria.

Research Journal in Engineering and Applied Science, 2(2), 67-71. <https://doi.org/10.2861.s149810484>.

Uzoehina, G. & Nwankwo, I.N. (2017). Relationship between principals' staff relations practices and teachers' job performance in secondary schools in Anambra State. *The Journal of Social Sciences Research*, 3(11), 103-107.