



Comparative analysis of principals' staff development practice for effective teachers' job performance in public and private secondary schools in Anambra State

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Abstract

This study examined comparative analysis of principals' staff development practices for effective teachers' job performance in public and private secondary schools in Anambra State, Nigeria. One research question and one hypothesis guided the study. The study adopted the descriptive survey research design. The population of the study comprised 13,505 teachers made up of 8,258 secondary school teachers in public schools and 5,247 secondary school teachers in private secondary schools. A sample of 1,351 teachers consisting 825 from public and 526 from private secondary schools were drawn using stratified proportionate sampling technique. Researchers' developed instrument titled "Principals' Staff Development Practice for Effective Teachers' Job Performance Questionnaire" (PSDPETJPQ) which was validated by three experts was used for data collection. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficient of 0.77. Arithmetic mean was used to answer research question while t-test was used to test hypothesis at 0.05 level of significance. The result indicated that among others that the principals' staff personnel management that would enhance teachers' job performance includes: providing mentorship opportunities for teachers, providing regular performance evaluation to help teachers accessing and improve their performance, sponsoring teachers financially in development programmes to improve their job performance, encouraging teachers to join professional bodies to expand their knowledge on teaching skills that will improve on their job performance, provide opportunities for staff professional growth through further studies that can improve on their job performance. Based on the findings, it was recommended that principals should encourage teachers to actively participate on both internal and external staff development exercises in order to enhance their job performance.

Keywords: Staff development and teachers' job performance

Introduction

Staff development is a vital asset in achieving qualitative employee performance in any formal organization. Staff development, when used in relation to school, refers to the process of matching the staff to the changing demands of the educational organization as the world changes in order to ensure that students receive the best possible education (Agunwa, Owan and Ekpe, 2021) ^[1]. The staff development centered on this study is teachers' development in secondary schools. Teachers' development is aimed at advancing the skill and knowledge of teachers so as to improve their job performance while achieving the set national secondary educational goals. In another way, teachers' development can be seen as the process of gaining new skills and work experiences that can help teachers accomplish the assigned job performance in the school. Teachers need to receive development training throughout their careers to keep their skills up to date with current change, trends and innovations in the society. Teachers' development can take various forms, such as online training, mentoring, career planning, performance appraisal, classroom training and retraining (Berne, 2021) ^[5]. Thus, the Anambra state government through the state ministry of education has regularly organized most of the above listed teacher development programmes almost every academic session. In the same vein, the state government through the Post Primary School Service Commission (PPSSC) has monitored and encouraged school principals of both public and private secondary schools to do same in their respective schools. This is because, the principals are the staff personnel

managers charged with the overall school effectiveness in secondary schools. Accordingly, Obiekwe, *et al* (2023) ^[11] stated that the principal is primarily charged with the development of each and every member of the school, including the teachers. Most school principals have internally organized teachers' development programmes such as workshops, seminars, peer mentoring, conferences and symposiums among others. All these development programmes, particularly that of school principals are to improve, evaluate and expand individual teachers' skills, values, attitude and knowledge towards improving job performance, so as to contribute to the general school objectives.

Moreover, there are numerous benefits of teachers' development such as: ensuring that students receive the best possible education. In agreement study, Arinaitwe (2024) ^[3] found out that staff development has impact on students' academic performance. In the same line of thought, Darling-Hammond, Hyler and Gardner (2017) ^[6] observed that professional development is a product of externally provided activities that is integrated with the work of teachers to improve knowledge and increase teachers' teaching-learning style that enhance supportive students' learning behaviour. Also teacher development spurs teachers' satisfaction, enthusiasm and motivation to duties. To Khan and Aboullah (2019) ^[7, 8], staff professional development has intrinsic motivation ability that stirs teachers' commitment. It is intrinsic motivation and well-equipped skills that bring about positive teachers' job performance, which result to significant relationship. In the

same vein, Komariah *et al* (2018) affirmed that professional development has a great benefit in maintaining teacher capacity in terms of competence, skills and personality because it has provided direct experience by studying, experimenting, knowledge sharing, problem solving, and developing the pedagogical knowledge. Taubert (2020) ^[12] observed that self-evaluation and self-reflection are important tools for teacher's continued professional development.

Although various development programmes are targeted at improving teachers' job performance, but a close look at the dedication and commitment of teachers in public and private secondary schools in Anambra State shows that there are variations in their job performance. The observed areas of variations in teachers' job performance include in: dedication to duty, lesson planning, making up to date lesson notes, instructional delivery, class attendance and classroom management among others. In fact most teachers in public secondary schools seem to abscond more from their assigned duties than their counterparts in private secondary schools. These becomes an issue of concern to the researchers and prompted the need to empirically compare the principals' staff development practice in the bid to proffer lasting solution to poor job teachers' job performance in secondary schools in Anambra State

Research Question

This research question guided the study:

1. What are the staff development practices of principals for improving teachers' job performance in public and private secondary schools in Anambra state?

Hypotheses

This study was guided by this null hypothesis which was tested at 0.05 level of significance:

1. There will be no significant difference in the mean ratings of public and private secondary school teachers

on staff development practices of principals for improving their job performance.

Method

A descriptive survey research design was adopted for the study which was carried out in public and private secondary schools in Anambra State. One research question guided the study and one null hypothesis was tested at the 0.05 level of significance. From a population of 13,505 secondary school teachers (8,258 public secondary schools teachers and 5,247 private secondary schools teachers) a sample of 1,351 teachers, consisting 825 from public and 526 from private secondary schools were drawn using stratified proportionate sampling technique. A researchers' developed instrument titled "Staff Promotion Practice for Enhancing Effective Teachers' Job Performance Questionnaire" (SPPETJPQ) which was validated by three experts was used for data collection. The questionnaire was structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) weighted on 4,3,2 and 1 respectively. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficient of 0.78. The instrument was considered reliable in line with Nworgu (2015) ^[10], who stated that if the co-efficient obtained for an instrument is up to 0.70 and above, the instrument was considered good enough for the study. The direct administration and retrieval method was used for data collection. Arithmetic mean was used to answer research questions while t-test was used to test hypothesis at 0.05 level of significance. For the research question, a mean rating of 2.50 and above was interpreted as agreed while mean rating of less than 2.50 was interpreted as disagree. The null hypothesis was rejected where the p-value was less than 0.05, whereas the null hypothesis was not rejected where p-value was greater than 0.05

Results

Table 1: Mean Ratings and Standard deviation scores on the staff development practices of principals for improving teachers' job performance

SN	Items	Teachers in public secondary schools (n=825)			Teachers in private secondary schools (n=526)		
		Mean	SD	Remark	Mean	SD	Remark
1.	The school authority sponsors teachers financially in development programmes to improve their job performance	2.42	0.95	Disagree	2.42	0.89	Disagree
2.	Computer based training are organized for teachers to enhance their job performance	2.51	0.92	Agree	2.49	0.91	Agree
3.	Seminars are organized by the school to promote job performance	2.99	0.85	Agree	3.16	0.73	Agree
4	Workshops are organized by the principal for the newly employed teacher to promote their job performance	2.94	0.86	Agree	3.22	0.76	Agree
5	Teachers are encouraged by the school authority to join professional bodies to expand their knowledge on teaching skills that will improve on their job performance	3.19	0.76	Agree	3.34	0.64	Agree
6	The use of team teaching is employed to promote mentorship and improve teachers' job performance.	3.09	1.60	Agree	3.26	0.69	Agree
7	Career counseling is provided to help teachers plan their career development inorder improve on their job performance.	3.05	0.87	Agree	3.28	0.71	Agree
8	Regular performance evaluations are provided to help teachers access their performance and improve on their job performance.	3.25	0.86	Agree	3.42	0.61	Agree
9	Mentorship opportunities for the teachers are being provided to improve job performance	3.02	0.66	Agree	2.70	0.83	Agree
10	Opportunities are provided for staff professional growth through furthers studies that can improve on their job performance.	2.94	0.68	Agree	2.73	0.84	Agree
Cluster Mean and Standard Deviation		2.94	Agree	0.40	3.00	0.41	Agree

Table 1 revealed that the mean ratings of teachers of both public and private secondary schools for items 2, 3, 4, 5, 6, 7, 8, 9 and 10 were above the cut off mean of 2.50 indicating agreement with the items that these are the staff development practices of principals for improving teachers' job performance in public and private secondary schools in Anambra state. The mean ratings of item 1 was below the cut-off mean score of 2.50 indicating disagreement with the items as the staff development practices adopted by principals for improving teachers' job performance in public and private secondary schools in Anambra state. The cluster standard deviation score of 0.40 for teachers in public schools and 0.41 for their counterpart in private schools indicates that there is homogeneity among their

mean ratings. The cluster means of 2.94 for teachers in public secondary schools and 3.00 for their counterparts in private secondary schools which were above 2.50 indicated that similar staff development practices are adopted by principals for improving teachers' job performance in public and private secondary schools in Anambra state.

Testing Null Hypothesis Hypothesis

Ho: There will be no significant difference in the mean ratings of public and private secondary school teachers on staff development practices of principals for improving their job performance.

Table 2: The summary of t-test analysis on the staff development practices adopted by principals for improving teachers' job performance

Group	N	Mean	SD	P-value	Df	Alpha	Remark
Public secondary schools	825	2.94	0.40	0.08	1349	0.05	Not Significant
Private secondary schools	526	3.00	0.41				

Data presented in the table revealed that the p-value of 0.08 is greater than 0.05 level of significance. Thus, null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of public and private secondary school teachers on the staff development practices adopted by principals for improving their job performance.

Discussion

The findings of the study showed that there is homogeneity among the mean ratings in the staff development practices adopted by principals in improving teachers' job performance in public and private secondary schools in Anambra state. It is obvious that when principals encourage mentorship opportunities and staff professional growth through further skill and knowledge acquisitions it serves as development practices that spur job performance of teachers. The finding is in agreement with that of Akihibi and Omenyi (2024)^[2] which revealed that public and private secondary school principals adopt staff development strategies for quality teaching and learning in secondary schools in Enugu State. This similarity also aligned with Khan and Abdullah (2019)^[7,8] which noted that training and development have always been a driving force for enhancing teachers' productivity and performance. The reason for the similarity in the findings could be that they were carried out using educational institutions. The finding agreed with that of Asiegbu, Ayodele and Emegwa (2023) whose study revealed that teachers' participation in staff development programmes enhances the implementation of the UBE programme in junior secondary schools. The similarity is that job performance of teachers in the secondary schools is targeted at meeting the national secondary education which the UBE programme is inclusive.

It was also found that there is no significant difference in the mean ratings of public and private secondary school teachers on the staff development practices adopted by principals in improving teachers' job performance. This could be the reason the study of Arinaitwe (2024) showed that there exist positive correlation between staff development and students' academic performance. This could be because both public and private secondary school

principals see staff development as a means of mentoring and helping teachers to develop new skills to improve their teaching exercise.

Conclusion

Based on the findings, it was concluded that similar teacher development practices are adopted by principals for improving teachers' job performance in public and private secondary schools in Anambra State. This showed that principals adopt teachers' development practices for improving teachers' job performance.

Recommendation

Based on the findings of this study, the following recommendations were made: School principals should periodically organize internal workshops, career counseling, and mentorship opportunities for teachers, especially the newly employed as a staff development practice to enhance their efficiency in teaching profession

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