

Staff Development Programmes as Correlate of Teachers' Job Performance in Secondary Schools in Aba, Abia State

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Abstract

This study examined staff development programmes as correlate of teachers' job performance in secondary schools Aba, Abia State. The design of the study was a correlational design. Two research questions and two hypotheses guided the study. The population of the study consisted of 1,439 respondents comprising of 1,347 teachers and 92 principals (Abia State Education Board, 2022). The sample size was 443 respondents in the strata of: 398 teachers and 45 principals, selected through stratified random sampling technique. The sample was constituted using Taro Yemane sample size determination technique. Simple random sampling technique and stratified proportionate sampling technique were used. Two questionnaires were developed by the researcher to be used for data collection for the study. The first questionnaire titled: Staff Development Programme Questionnaire (SDPQ) was designed to collect information on staff development. Similarly, the second questionnaire titled: Teachers' Job Performance Questionnaire (TJPQ) was designed to solicit information on teachers' job performance. Cronbach Alpha was used to get the reliability coefficients of .79 and .91 for staff development programmes and teachers' job performance respectively which indicated that the instruments were highly valid and reliable for the study. Data were analyzed using Pearson Product Moment Correlation to answer research questions and to test the hypotheses at .05 level of significance. The study concluded that induction programme and in-service training are effective tools for the enhancement of teachers' job performance. The study recommended that government through the Ministry of Education should ensure staff development programmes for teachers through induction programmes and in-service training in order to improve on their job performance, principals should plan and organize staff development programmes quarterly or annually for teachers to ensure they remain relevant and effective in their profession, amongst others.

Keywords: Staff Development Programmes, Teachers' Job Performance, Secondary School.

INTRODUCTION

Secondary education is the education children receive after primary education and before the tertiary stage. Apart from serving as a link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills and habit beyond the primary level. Secondary education is the second rung of the Nigerian education ladder (Unuigbo & Okpe, 2022). The Federal Republic of Nigeria (2014) defined secondary education as the education children receive after primary education and before the tertiary stage. Thus, secondary education is a stepping stone to higher education and provides an opportunity for primary school leavers to acquire more knowledge, develop skills and prepare them to live effectively in our changing society.

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In secondary school, teachers are the wheel and the hub of transmitting the right knowledge to students, as such they occupy a very vital position in the school, and also serves as the pivot on which the secondary education revolves.

Arguably, the quality of an institution cannot be greater than the quality of service of its teacher. No wonder, Nwogu and Esobhawan (2014) asserted that training will lead to improved academic performance of students, reduction in student dropout and eradication of the widespread of examination malpractice. Thus, there is need to upgrade the knowledge of teachers who impart knowledge to students through staff development programmes. Esobhawan (2017) defined staff development as those activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees. In support of the above, Marris (2020) stated that staff development is the process whereby employees of an organization enhance their knowledge and skills in the directions that are advantageous to their role in the organization. However, Okorie (2020) opined that staff development is necessary for teachers because a teacher who is not growing in skills cannot keep abreast with new knowledge. This therefore, allows for recent knowledge acquisition through induction programme and in-service training.

Conversely, induction programmes are useful so as to make new teachers become effective and efficient in their job. That is why Adebakin and Subair (2014) reiterated that induction programmes are carried out for new teachers on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations. Nosiri (2019) opined that induction programmes means the introduction of new entrants into teaching profession with the view of providing them with information about the school system, goals and objectives. However, the aim of induction programme is to assist new teachers to understand their environment and find their feet. Ikegusi and Modebelu (2016) supported that the induction of new teachers will enable them have firsthand information about the entailment of their new responsibility in order to make them more effective. On the contrary, Horsfall (2020) found out that teachers' professional development programmes in Rivers state such as induction programme is seriously hampered as there are few packages made available by the government and lack of the required amount of fund for programme implementation.

In-service training according to Uremadu (2021) is defined as those training activities engaged in by teachers, following their initial professional certification. This is intended mainly to improve their professional knowledge, skills and attitudes in order to educate students effectively. In-service training can also be used to prepare teachers for new roles. This shows explicitly that the education of teachers does not stop with the award of a certificate, a diploma or a degree at the end of the initial training. In line with the above, Adebakin and Subair (2014) asserted that in-service trainings are designed to ensure that teachers become acquainted with new methods of teaching and also ensure that they can keep up to date with changes in the content of the subject matter which they are concerned with. In-service training programme for teachers is like the end of pipe-line. The pipe-line is the flow of new knowledge and ideas gained from the job training to the students who are the recipient of this knowledge and updated ideas. Thus, at the end of in-service training programme, teachers are expected to be equipped with basic knowledge, skills and attitudes which will result in improved standard of high academic performance of students (Esobhawan, 2017). Thus, for school

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system to remain effective and functional, its teachers must continually update their knowledge and skills through the provision of staff development programmes.

Subsequently, previous empirical studies were carried out such as; Teachers’ Capacity Building Strategies on Students’ Performance in Public Secondary Schools in Nandi County, Staff Development Programmes for Secondary School Teachers’ Performance in Rivers State, Teacher Development Programmes and Teacher Productivity in Secondary schools in Edo State and Teachers Professional Development and Job Commitment in secondary schools in Arochukwu. However, there was no evidence that staff development programmes as correlate of teachers’ job performance in secondary schools in Aba Education Zone, Abia State has been studied. This created a gap in knowledge which this present study intends to fill by investigating staff development programmes as correlate of teachers’ job performance in secondary schools in Aba Education Zone, Abia State.

Statement of problem

The survival of secondary education largely depends on the quality of teachers. In this 21st century civilization, there is need for teachers to inculcate, improve and update on their knowledge, skills and values in order to impact positively to their students. Unfortunately, the researcher observed that teachers in public secondary schools in Aba Education Zone, Abia State are declining in their duties such as lateness to work, obsolete teaching methodologies, insubordination and lack of knowledge of their area of specialization among others. If this problem is not tackled early enough, it might invariably affect teachers’ job performance. It is against this backdrop that the study sought to examine staff development programmes as correlate of teachers’ job performance in secondary schools in Aba Education Zone, Abia State.

Purpose of the Study

The purpose of the study is to examine staff development programmes as correlate of teachers’ job performance in secondary schools in Aba Education Zone, Abia State. Specifically, the study sought to:

1. ascertain the extent to which induction programme relates to teachers’ job performance in secondary schools in Aba, Education Zone.
2. determine the extent to which in-service training relates to teachers’ job performance in secondary schools in Aba, Education Zone.

Research Questions

The following research questions were asked for the study:

1. What is the extent to which induction programme relates to teachers’ job performance in secondary schools in Aba Education Zone?
2. What is the extent to which in-service training relates to teachers’ job performance in secondary schools in Aba Education Zone?
- 3.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 levels of significance for the study:

HO₁: Induction programme does not significantly relate to teachers’ job performance in secondary schools in Aba Education Zone.

HO₂: In-service training does not significantly relate to teachers’ job performance in secondary schools in Aba Education Zone.

METHODOLOGY

The design of the study was a correlational research design. A correlational research design was used because the study sought to establish the relationship and direction of relationship that exists between two variables. The population of the study consisted of 1,439 respondents comprising of 1,347 teachers and 92 principals (Abia State Education Board, 2022). The sample size was 443 respondents in the strata of: 398 teachers and 45 principals, selected through stratified random sampling technique. The sample was constituted using Taro Yemane sample size determination technique. Simple random sampling technique and stratified proportionate sampling technique were used. Two questionnaires were developed by the researcher to be used for data collection for the study. The first questionnaire titled: Staff Development Programme Questionnaire (SDPQ) was designed to collect information on staff development. Similarly, the second questionnaire titled: Teachers’ Job Performance Questionnaire (TJJPQ) was designed to solicit information on teachers’ job performance. These instruments were given to two experts in education for validation. The validates were required to ensure the suitability of language used, adequate content coverage, clarity of items, relevance of items to the study and the extent to which the items content addressing research questions relate to the objectives.

The researcher administered 443 copies of the questionnaires to respondents. The data generated through the pilot testing of the instrument were analyzed using Cronbach Alpha reliability test to determine the internal consistency of the questionnaire items. Cronbach Alpha is used for instruments that are not dichotomously scored. Reliability coefficients of .79 and .91 were obtained for staff development programmes and teachers’ job performance in public secondary schools respectively which indicated that the instruments were highly valid and reliable for the study. Data were analyzed using Pearson Product Moment Correlation to answer research questions and to test the hypotheses at .05 level of significance.

RESULTS

Research Question 1: What is the extent to which induction programme relates to teachers’ job performance in secondary schools in Aba Education Zone?

Table I: Extent to which induction programme relates to teachers’ job performance in secondary schools in Aba Education Zone.

Variables	N	$\sum x$	$\sum X^2$	$\sum xy$	R	Remark
		$\sum y$	$\sum Y^2$			
IP (x)	443	662	1113	1129	1.073	Positive
TJP (y)		654	1127			

Key: IP (x) = Induction programme, TJP (y) = Teachers’ Job Performance

Table 1 showed a correlation coefficient (r) of 1.073. This revealed that the extent to which induction programme relates to teachers’ job performance in secondary schools in Aba Education zone is positive. This means that as induction programme for teachers’ increases, so do teachers’ job performance. Thus, intensified provision for induction programme by principals for the sole aim of teaching and learning will have incremental effect on teachers’ job performance in secondary schools in Aba Education Zone.

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Research Question 2: What is the extent to which in-service training relates to teachers’ job performance in secondary schools in Aba Education Zone?

Table 2: Extent to which in-service training relates to teachers’ job performance in secondary schools in Aba Education Zone.

Variables	N	$\sum x$	$\sum x^2$	$\sum xy$	R	Remark
I-ST(x)	443	569	1123	1208	1.097	Positive
TJP (y)		605	1220			

Key: I-ST(x) = In-service training, TJP (y) = Teachers’ Job Performance

Table 2 showed a correlation coefficient (r) of 1.097. This revealed that the extent to which in-service training relates to teachers’ job performance in secondary schools in Aba Education zone is positive. This means that as in-service training for teachers’ increases, so do teachers job performance. Thus, intensified provision for in-service training by principals for the sole aim of teaching and learning will have incremental effect on teachers’ job performance in secondary schools in Aba Education Zone.

HO₁: Induction programme does not significantly relate to teachers’ job performance in secondary schools in Aba Education Zone.

Table 3: Analysis of significant relationship between induction programme and teachers’ job performance in secondary schools in Aba Education Zone.

Variables	N	$\sum x\sum y$	$\sum x^2\sum y^2$	$\sum xy$	r-cal.	r-crit.	df	Remark
IP (x)	443	662	1113	1129	1.073	0.195	441	Significant
TJP(y)		654	1127					

Table 3 revealed that the calculated r-value of 1.073 is greater than the critical r-value of 0.195 at 441 degrees of freedom and 0.05 alpha level of significance. Hence, there is the rejection of the null hypothesis stated above. Thus, there is a significant relationship between induction programme and teachers job performance in secondary schools in Aba Education Zone.

HO₂: In-service training does not significantly relate to teachers’ job performance in secondary schools in Aba Education Zone.

Table 4: Analysis of significant relationship between in-service training and teachers’ job performance in secondary schools in Aba Education Zone.

Variables	N	$\sum x\sum y$	$\sum x^2\sum y^2$	$\sum xy$	r-cal.	r-crit.	df	Remark
I-ST (x)	443	569	1123	1208	1.097	0.195	441	Significant
TJP(y)		605	1220					

Table 4 revealed that the calculated r-value of 1.097 is greater than the critical r-value of 0.195 at 441 degrees of freedom and 0.05 alpha level of significance. Hence, there is the rejection of the null hypothesis stated above. Thus, there is a significant relationship between in-service training and teachers’ job performance in secondary schools in Aba Education Zone.

DISCUSSION OF FINDINGS

The study indicated that there is a positive relationship between induction programme and teachers' job performance and a significant relationship between induction programme provided for teachers and teachers' job performance. The finding of this study is in agreement with the observations of Nosiri (2019) who opined that induction programmes assists new entrants into teaching profession with the view of providing them with information about the school system, goals and objectives. Induction programmes are useful so as to make new teachers become effective and efficient in their job. In support of the above, Adebakin and Subair (2014) reiterated that induction programmes are carried out for new teachers on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations. However, the aim of induction programme is to assist new teachers to understand their environment and find their feet. Also, Ikegusi and Modebelu (2016) supported that the induction of new teachers will enable them have firsthand information about the entailment of their new responsibility in order to make them more effective. On the contrary, Horsfall (2020) found out that teachers' professional development programmes in Rivers state such as induction programme is seriously hampered as there are few packages made available by the government and lack of the required amount of fund for programme implementation.

Subsequently, the study also indicated a positive relationship between in-service training provided for teachers and teachers' job performance and a significant relationship between in-service training provided for teachers' job performance. In collaboration with this finding, Uremadu (2021) asserted that in-service training for teachers is intended mainly to improve their professional knowledge, skills and attitudes in order to educate students effectively. In-service training can also be used to prepare teachers for new roles. This shows explicitly that the education of teachers does not stop with the award of a certificate, a diploma or a degree at the end of the initial training. In line with the above, Adebakin and Subair (2014) asserted that in-service trainings are designed to ensure that teachers become acquainted with new methods of teaching and also ensure that they can keep up to date with changes in the content of the subject matter which they are concerned with. In-service training programme for teachers is like the end of pipe-line. The pipe-line is the flow of new knowledge and ideas gained from the job training to the students who are the recipient of this knowledge and updated ideas. Thus, at the end of in-service training programme, teachers are expected to be equipped with basic knowledge, skills and attitudes which will result in improved standard of high academic performance of students (Esobhawan, 2017). However, Nwogu and Esobhawan (2014) asserted that training will lead to improved academic performance of students, reduction in student dropout and eradication of the widespread of examination malpractice. Thus, there is need to upgrade the knowledge of teachers who impact knowledge to students through staff development programmes.

CONCLUSION

The researcher thus concluded that induction programme and in-service training provided for teachers are effective tools for the enhancement for teachers' job performance. There are evidences that teachers can improve on their job performance

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through well-thought out professional development efforts which will help them update their knowledge and be current in their areas of specialization. This will also help in disseminating new ideas, skills and innovation into the school system.

RECOMMENDATIONS

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

1. Government through the Ministry of Education should ensure staff development programmes for teachers through induction programmes and in-service training in order to improve on their job performance.
2. Principals should plan and organize staff development programmes quarterly or annually for teachers to ensure they remain relevant and effective in their profession.
3. Government and policy makers should develop educational policies that will encourage staff development programmes for teachers.

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