

**RELATIONSHIP BETWEEN STAFF DEVELOPMENT PRACTICES AND  
TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
ANAMBRA STATE**

By

**<sup>1</sup>Muoka Ogochukwu Cecilia**  
[Ogoomuoka9@gmail.com](mailto:Ogoomuoka9@gmail.com)

**<sup>2</sup>Prof Okorji Perpetual Ngozi**  
[Pn.Okorji@Unizik.edu.ng](mailto:Pn.Okorji@Unizik.edu.ng)

**<sup>1-2</sup> Department of Educational Management and Policy,  
Faculty of Education, Nnamdi Azikiwe University, Awka.**

**ABSTRACT**

Exploring available opportunities to acquire more skills and advance in knowledge and experience help the teachers to function effectively. Thus, this study examined the relationship between staff development practices and teachers' task performance in public secondary schools in Anambra State. The study achieved two purposes. The study was guided by two research questions while two hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study consisted of 7,989 teachers in the 268 Public Secondary Schools in the six education zones in Anambra State. A sample of 799 teachers were drawn using proportionate stratified sampling technique. A well-structured Staff Development Practices Questionnaire (SDPQ) and Teachers Task Performance Questionnaire (TTPQ) were the instruments used to collect data for the study. Pearson Product Moment Correlation and Multiple Regressions Statics were used to answer the research questions and test the hypotheses. The test of reliability of the instrument yielded reliability coefficient of 0.76 and 0.81 for SDPQ and TTPQ respectively. The findings of the study revealed among others that mentorship practices have a high positive relationship with teachers' task performance while job rotation has a moderate positive relationship with teachers' task performance in public secondary schools in Anambra State. The study recommended among others that the government and principals should encourage the teachers to embrace the available practices of staff development practices to acquire new skills, experiences and knowledge for professional development and enhanced task performances.

**Keywords: Staff development practices, Mentorship, Job rotation and Teachers' task performance.**

## **Introduction**

Education is the bedrock of growth and development of any nation. It is the process through which man makes effort to better himself and his environment. This is because through education, a society consciously transmits its knowledge, skills and values from one generation to another. It serves as the best instrument for reducing poverty, inequality, improving health and enabling the use of technologies as well as creating and spreading knowledge. It is a positive preparation for life. According to Joseph (2022), education is one of the most important aspects of human development, as it empowers individuals with knowledge, skills, and critical thinking abilities. In the same vein, Suleiman (2021), noted that education is the acquisition of knowledge, skills, values, and attitudes that shape individuals into informed and capable members of the society. This view is further strengthened by the Federal Republic of Nigeria (FRN, 2013) which views education as an instrument par excellent for effecting national development. In Nigeria, the educational system is delineated into different levels, namely pre primary, primary, secondary and tertiary education. However, this research focuses on secondary education.

Secondary education is the phase of education students receive after primary school and before the tertiary level. Mduma and Mkulu (2021) defined secondary education as the bridge between primary and tertiary education and the agent for preparing individuals for useful living in the society. According to Federal Republic of Nigeria (FRN), (2013) secondary education is the education children receive successfully after completing nine years of basic education. The broad goals of secondary education according to FRN (2013) in Nigeria are preparing people for useful living in the society and for higher education. The FRN further noted that the secondary level of education in Nigeria is geared to cater for disparities in abilities, opportunities, and future responsibilities, as well as deliver technical knowledge and vocational skills required for agricultural, industrial, commercial, and economic development. As a matter of fact, accomplishment of the aims and objectives of secondary school education demands that teachers have crucial tasks to perform; hence, efforts should be directed towards improving teachers' task performance.

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Teachers are the engine house that powers knowledge, ideas, information and skills transfer to learners. 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. Teachers play a pivotal role in shaping the future of any society. Paschal and Mkulu (2020), opined that teachers play an important role in promoting learners' education, learning, and professional development. Teachers are agents of change and instrumental in nurturing the intellectual, moral, and social capacities of students, thereby contributing to human capital development. However, teachers being the engines that drive the nations towards the attainment of the goals must be developed through training for improved teachers' task performance.

Mbakwe (2022) defined teachers' task performance as the fixed task outcomes that distinguish teaching profession from other professions. Supporting the above, Owan and Agunwa, (2019) viewed teachers' task performance as the extent to which teachers carry out their primary duty of teaching and the extent to which they conduct themselves professionally. In the same vein, Nyong, Onyeike and Meenyinkor, (2019), defined teachers' task performance as the aggregate of efforts and competencies of an individual in ensuring quality service delivery. Thus, effective task performance by teachers is critical for student success, as teachers are responsible for creating a positive and engaging learning environment and ensuring that students are meeting their academic and social-emotional goals. The quality of teacher undoubtedly is known to be a key predictor of students' academic performance; hence, teaching as a profession demands continuous development and upgrade of knowledge and ability through training and other staff development practices for effective task performance.

In recent times, concerns have grown regarding the declining quality of teachers' task performance in many public secondary schools. These concerns have been attributed to several factors, including inadequate mentorship practices, job rotation, and other related staff development practices. It is imperative to note that the aim of staff development practices is to keep the teachers up-to-date on the latest development in the field, or ensure the promotion of professional growth, help to improve pedagogical skills, keep teachers abreast with new

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knowledge, meet particular needs, such as curriculum development and orientation, help in leadership responsibility, help to improve mutual respect among teachers and recognize the need of modern teaching methods. In other words, no school can achieve its objectives and goals without the teachers being at their best. The quality of teacher undoubtedly is known to be a key predictor of students' academic performance; hence, teaching as a profession demands continuous development and upgrade of knowledge and ability through training and other staff development practices for effective task performance.

Staff development according to Pemida (2017) refers to a variety of education and training activities which are designed purposely to give staff additional knowledge, skills, attitude, experiences and understanding needed to perform up to required standard. The implication is that change in the behaviour of a staff or employee is a function of training and development. Staff development practices are essential practice that enhances subject mastery, teaching methodology and classroom management. Staff development according to Aminu, Amimu and Abubakar (2023) has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable them to teach more effectively. The primary aims of staff development includes enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions abilities to achieve their aims and objectives. Uzoechina (2016) enumerated the following as techniques of staff development practices: in service training, vestibule training, job rotation, role playing, conferences, seminars, mentorship, and workshop amongst others. In this study, mentorship and job rotation were adopted as staff development practices that could be applied by the school administrators for developing teachers in order to improve teachers' task performance in public secondary schools in Anambra State.

Mentoring according to Amadi and Abraham (2021) is defined as the process of establishing and maintaining an intensive and long-term developmental relationship between a senior individual

(the mentor) and a junior individual (the mentee). Mentorship is a professional or personal relationship where a more experienced or knowledgeable person (mentor) helps guide a less experienced person (mentee) to foster growth, skills and success. It involves advice, coaching and support to facilitate career advancement or personal development. Mentorship according to Odimmune, Udemba and Obiekwe (2021), is a personal development strategy in which one person facilitates the development of another by sharing skills, expertise, values, and knowledge. In the words of Amie-Ogan and Unachukwu (2021), mentorship practices could help school teachers understand what is required of them in the discharge of their duties and they could learn firsthand from experienced teachers. Effective mentorship practices positively impact teachers' task performance by improving teaching skills, boosting confidence, and enhancing motivation, thus, leading to better lesson delivery, classroom management, and student engagement. Effective mentorship supports teacher growth, reduces turnover, and improves overall school performance. In support of the above, Mduma and Nkulu (2021) stated that effective mentorship practices offer teachers opportunities in the teaching skills, competences, ethics and relationship with colleagues and students.

Job rotation is a practice of regularly transitioning all employees between different jobs to ensure they gain exposure to various departments and improving their skill sets. Job rotation has been well-defined according to Halawi and Haydar (2018), as the process of switching a person from one occupation to another in the same organization with an aim of aggregating an employee's potential capability and organization's value. This approach helps employees or staffs develop a more comprehensive understanding of the organization, school, its operations,

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and its goals. Supporting the above, Mohan and Gomathi (2015) defined job rotation practices as

the activities that involve mobilizing employees across functional departments in an organization.

Job rotation encourages flexibility, lower turnover rates, and helps alleviate stress for employees who work in manual labour roles. In secondary schools, job rotation can be an effective way to develop teachers' skills, enhance student learning, and promote school improvement. Thus, Job rotation helps the employee to be multi-skilled and able to do any task in the work area.

Staff development practices refer to structured initiatives, activities and systematic efforts made by school authorities to improve teachers' knowledge, skills, attitudes, and competences for enhanced performance. Such practices are critical for the growth and success of any school, as they ensure that the teachers are equipped with the necessary tools to perform their jobs effectively and efficiently.

Teachers' task performance, on the other hand, involves the effective execution of instructional duties such as lesson planning, classroom management, and student engagement. Staff development is fundamentally designed to improve teacher quality. When teachers acquire new pedagogical skills and updated subject knowledge, they are better equipped to perform their instructional tasks efficiently. Effective staff development practices directly enhance teachers' task performance in public secondary schools. When teachers are equipped with the right knowledge and skills, they are more likely to deliver quality instruction, manage classrooms effectively, and support students' diverse needs. Moreso, the impact of staff development practices on teachers' task performance is evident in various aspects.

Constructive feedback and evaluation help teachers identify areas for improvement, boosting their confidence and motivation. Collaboration among teachers fosters a positive work environment, encouraging innovation and shared responsibility. As a result, teachers are more

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effective in lesson planning, classroom management, and student assessment. Ultimately, this leads to improved student outcomes and overall school improvement. By investing in staff development practices, schools can enhance teacher performance, leading to a more effective and sustainable education system.

### **Statement of the Problem**

The role of teachers in shaping the educational outcomes of students and the overall effectiveness of schools cannot be overemphasized. In public secondary schools, teachers are expected to fulfill a wide range of tasks, including lesson planning, classroom instruction, assessment of student learning, classroom management, participation in school governance, and engagement in extracurricular activities. However, concerns have grown regarding the declining quality of teacher performance in many public secondary schools. Public secondary schools in Anambra State seem to lack sufficient practices for staff resulting in inadequate teacher performance. This deficiency adversely affects teachers' ability to meet their students' needs and ultimately hampers the overall academic achievement of the students. Several factors contribute to this problem including lack of commitment, poor classroom management, poor preparation, negligence of duty, absenteeism, irregular assessment practices, and a lack of institutional support for staff development. Lack of commitment entails how some teachers show little dedication to their duties, coming late, skipping classes, or not preparing lesson properly. Poor classroom management is the inability to control the class effectively, leading to noise, disorder and lack of discipline. Poor preparation refers to teaching without lesson plans or adequate knowledge of the subject leading to ineffective learning and confusion among students. Absenteeism is the frequent absent from school or class without valid reasons which leads to

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disruption of learning. Another significant factor is the absence of a coherent staff development policy. Without a clear policy in place, schools struggle to implement effective staff development practices, often deviating from best practices in educational sector. Having earlier mentioned some of the duties of teachers, in order for the teachers to be efficient and effective in their task performance, there is need to organize for professional trainings.

In many public secondary schools, staff development practices are either irregular, poorly structured, inadequately funded, or not aligned with actual needs of the teachers. Some teachers attend training sessions that are too theoretical and detached from classroom realities, while others are excluded from professional development opportunities altogether due to budgetary constraints or administrative oversight. This gap between the need for professional growth and the availability of development opportunities raises a critical question: What is the relationship between staff development practices and teachers' task performance in public secondary schools. It is against the foregoing background that the researcher sought to examine the relationship between staff development practices and teachers' task performance in public secondary schools in Anambra State.

### **Purpose of the Study**

The study examined the relationship between staff development practices and teachers' task performance in public secondary schools in Anambra State: Specifically, the study determined:

1. The relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State.
2. The relationship between job rotation practices and teachers' task performance in public secondary schools in Anambra State.

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The study was guided by the following research questions;

1. What is the relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State?
2. What is the relationship between job rotation and teachers' task performance in public secondary schools in Anambra State?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0 .05 level of significance

1. There is no significant relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State.
2. There is no significant relationship between job rotation practices and teachers' task performance in public secondary schools in Anambra State.

### **Methods**

The study adopted a correlation research design and was conducted in Anambra state. The population of this study consisted of 7,989 teachers in public secondary schools in the six education zones of 268 public secondary schools in Anambra State, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocho, all in Anambra States. A sample of 799 teachers were drawn using proportionate stratified sampling technique. Questionnaires were the instruments used to obtain necessary information from the respondents. The instruments were structured on a 4-points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1. The instruments were validated by three experts in the faculty of Education, Nnamdi Azikiwe University, Awka. The test of reliability of the instrument yielded reliability coefficient of 0.76 and 0.81 respectively. The instruments were administered by the researcher with the help of six research assistants. The data collected was analyzed using Pearson product Moment Correlation Coefficient.

**Results**

**Research Question 1**

**Research Question One.** What is the relationship between mentorship practices and teachers’ task performance in public secondary schools in Anambra State?

**Table One: Summary of Pearson (r) correlation on the relationship between mentorship practices and teachers’ task performance in public secondary schools in Anambra State.**

Source of Variation	N	r	Remark
Mentorship Practices	783	0.769	High Positive Relationship
Teachers’ Task Performance			

Results in Table One showed that Pearson’s correlation coefficient (r) of 0.769 was obtained. With reference to the interpretation, as indicated in the method of data analysis, (r) 0.769 is between 0.61 and 0.80 showing a high positive relationship. This means that there is a high positive relationship existing between mentorship practices and teachers’ task performance in public secondary schools in Anambra State.

**Research Question Two:** What is the relationship between job rotation and teachers’ task performance in public secondary schools in Anambra State?

**Table Two: Summary of Pearson (r) correlation on the relationship between job rotation and teachers’ task performance in public secondary schools in Anambra State.**

Source of Variation	N	r	Remark
Job Rotation	783	0.591	Moderate Positive

Results in Table Two showed that Pearson's correlation coefficient ( $r$ ) of 0.591 was obtained. The coefficient is between 0.40 and 0.60 showing a moderate positive relationship. This means that there is a moderate positive relationship existing between job rotation and task performance in public secondary schools in Anambra State.

**Null Hypothesis One:** There is no significant relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State.

**Table Three: Test of significance of Pearson's correlation between mentorship practices and teachers' task performance in public secondary schools in Anambra State.**

Source of Variation	N	r	p-value	Remark
Mentorship Practices	783	0.769	0.02	Significant
Teachers' Task Performance				

Analysis in Table 3 shows that there is a significant relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State. The calculated  $r$  (0.769) has a  $p$ -value of 0.02 less than 0.05 level of significance level ( $0.02 < 0.05$ ). The null hypothesis which states that there is no significant relationship between mentorship practices and teachers' task performance, is therefore not accepted.

**Null Hypothesis Two:** There is no significant relationship between job rotation and teachers' task performance in public secondary schools in Anambra State.

**Table four: Test of significance of Pearson’s correlation between job rotation and teachers’ task performance in public secondary schools in Anambra State.**

Source of Variation	N	r	p-value	Remark
Job Rotation	783	0.591	0.03	Significant
Teachers’ Task Performance				

Analysis in Table 4 shows that there is a significant relationship between job rotation and teachers' task performance in public secondary schools in Anambra State. The calculated r (0.591) has a P- value of 0.03 less than 0.05 level of significance level ( $0.03 < 0.05$ ). The null hypothesis which states that there is no significant relationship between job rotation and teachers' task performance, is therefore not accepted.

### **Discussion of Findings**

#### **Relationship Between Mentorship Practices and Teachers’ Task Performance in Public Secondary Schools in Anambra State.**

The findings in Table one show that there is a high positive relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State. The null hypothesis testing in Table three revealed that there is a significant relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State. The result shows that applying mentorship practices in schools’ staff development practices help to improve performances, especially for the beginning teachers. This finding indicates that pairing experienced educators with less experienced or new teachers will provide guidance, support, and feedback for improved task performance of the teacher.

This finding agreed with Radford (2017), who asserted that mentorship supports reflective

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practicing for improvement of career and personal development. This is in line with the findings of Adi, et al (2019) who reported that mentorship programmes have a positive relationship with teachers' task performance. In the same vein, Amie-Ogan, and Unachukwu (2021) found a high and positive relationship between coaching/mentoring and teachers' task performance in public secondary schools. Mduma and Mkulu (2021) found that mentorship practices have a positive relationship with teachers' task performance. According to the authors, mentorship practices offer teachers opportunities for improvement in the teaching skills, competences, ethics and relationship with colleagues and students. The researcher also found that mentorship practices have a significant positive relationship with teachers' task performance by enhancing their instructional skills, confidence, and overall effectiveness in carrying out their professional duties.

Further findings of the study also showed that there is a significant relationship between mentorship practices and teachers' task performance in public secondary schools in Anambra State. This further finding implies that grooming and supporting other amateur teachers to grow through sharing of knowledge and expertise help them in improving their task performances. The study of Adi, Agbe, Odeh and Tyokyaa (2019), agreed with this finding and concurred that mentoring practices of staff development relates a significant influence on the job performances of the teachers, building experiences and nurturing expertise. The findings also concurred with Basse and Otu (2018), who affirmed that mentorship provides support and guidance to colleagues as they go through task activities. Also, in support of the significance of this finding, Amadi and Abraham (2021), agreed that through mentorship practices an intensive long-term developmental relationship between a senior individual (the mentor) and a junior individual (the mentee) is established, maintained and referenced.

## **Relationship Between Job Rotation Practices and Teachers' Task Performance in Public Secondary Schools in Anambra State**

The findings in Table two show that there is a high positive relationship between job rotation and teachers' task performance in public secondary schools in Anambra State. The null hypothesis testing in Table four revealed that there is a significant relationship between job rotation and teachers' task performance in public secondary schools in Anambra State. This finding indicates that teachers who are moved from one section of the school to another acquire a more comprehensive knowledge and understanding of the schools' operational activities and the objectives for efficient task performance. In other words, this finding shows that job rotation is instrumental in facilitating task performances as it offers an effective way to develop teachers' skills, enhance knowledge and competence in handling different school responsibilities required of the teachers. The finding is in line with Halawi and Haydar (2018), who concurred that switching a staff from one section of work operation to another in the same organization aggregates to developing the employee's potential capability and organization's value for increased performances. Similarly, Akinroluyo, Olayinka, Owuamanam and Joelin (2024), agreed that moving teachers through a series of roles or responsibilities broadens their skills, knowledge, and experience for improved performances. The researcher also observed that job rotation has a positive relationship with teachers' task performance by broadening their experience, improving adaptability, and enhancing their effectiveness in handling diverse instructional responsibilities.

Further findings of the study also showed that there is a significant relationship between job rotation and teachers' task performance in public secondary schools in Anambra State. The finding implies that job rotation helps the teachers to develop new skills for new task duties as a result of the rotation to ensure efficient performance. This significant relationship, agreed with Agufuna (2022), observed that literal transfers of employees between jobs in an organization provides for acquisition of additional knowledge and experience. Similarly, Arasanmi and

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Krishna (2019), in their study supported the finding and affirmed that teachers are oppertuned to learn more, acquire more skills and understand the capabilities and challenges of other departments. Thus, it is believed that effective practicing of job rotation contributes to the development of teachers' capabilities for improved task performances.

## **Conclusion**

Based on the findings of the study, it was observed that there is a positive relationship between staff development practices and teachers' task performance in public secondary schools in Anambra State. The researcher also observed that mentorship practices and job rotation have significant relationships with teachers' task performance in public secondary schools in Anambra State. The respondents agreed that mentorship practices have a high positive relationship with teachers' task performance while job rotation has a moderate positive relationship with teachers' task performance. Thus, the study concluded that enhancing teachers' skills, knowledge and abilities through staff development practices are positively related to teachers' task performance.

## **Recommendations**

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

1. Older and more experienced teachers should regularly provide younger and less experienced teachers with ongoing support and feedback that can help them improve their teaching practices and better meet the needs of their students. This is because mentoring and coaching programmes can also have a positive impact on teacher task performance.
2. Teachers should be encouraged by the school authorities to embrace the practice of job rotation as it helps to acquire new skills, experiences and new dimensions for professional development.

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