

**Training Practices Adopted by Principals for Improved Teacher's Job Performance in Public Secondary Schools in Otuocha Education Zone, Anambra State.**

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**Abstract**

The study investigated training practices adopted by principals for teachers' job performance in public secondary schools in Otuocha Education zone in Anambra State. One research question guided the study. The study adopted descriptive survey research design. The population of the study comprised 519 teachers in 26 secondary schools in the study area. A sample size of 140 teachers was drawn from the population using proportionate stratified random sampling technique. The instrument used for data collection was a questionnaire titled Principals' Training Practices Questionnaire (PTPQ). The instrument was validated by three experts and the reliability determined using Cronbach alpha which yielded a coefficient index of 0.71. Arithmetic mean was used to answer the research question. The findings revealed that principals adopt training practices for improved teachers' job performance in secondary schools in Otuocha Education zone of Anambra State. Based on the findings of the study, it was recommended among others that principals should always encourage and support teachers to attend training and development programmes such as workshops, seminars among others as a way of solving their training needs as it will improve their job performance.

**Keywords:** *Training Practices, Teachers' Job Performance*

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## **Introduction**

The importance of principals adopting some practices can never be over emphasized as it goes a long way in improving teachers' job performance in Secondary Schools. Accordingly, Ekpo and Eze (2015) identify Principals' Management practices as communication network, decision making, supervision, leadership, motivation, coaching, coordinating, staffing, planning, organizing, directing, evaluating and mediation between the school and community to ensure active job performance among teachers in secondary schools.

Job performance is critical to the success or failure of any organization. Organization heads are the most concerned about the job performance level of their staff as only then can the set objectives of the organization be attained. Job performance is an act of accomplishing or executing a given task within a time period. It can also be described as the ability to skillfully use the right behavioral attitude to achieve the organizational goals and objectives. To this end, it is obvious, that employees behave differently under different situations and leadership.

Principals as school heads need to constantly encourage their staff (teachers) for effective job performance by identifying their needs and trying to satisfy them for optimum result. Principals are at liberty to develop practices that would help in the actualization of organization of goals and objectives of the school. Scholars have specified some practices used by successful managers in both private and public schools that are result oriented. Katz in Ifediatu (2017) elaborated on these globally accepted managerial skills as developed by Henri Fayol, which are; conceptual human and technical skills.

Teachers' job performance can be described as the activities carried out in the school system by

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teachers to enhance quality output from the system. Jay (2014) sees performance as an act of accomplishing or executing a given task, which is a combination of ideas and skills acquired for the accomplishment of educational goals and objectives. In other words, performance involves the effective use of skills as strategies by teachers to ensure proper instructional delivery in schools. Teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system geared towards the achievement of educational goals and objectives. According to Jay (2014), teachers' job performance is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. As applied in this study, teachers' job performance refers to the extent teachers are committed to carry out their teaching functions effectively as a result of principals' administrative practices established in secondary schools. Teachers' job performance is concerned with the overall ability of the teachers to exhibit the right attitude to work, being dedicated and committed to the teaching roles, and making deliberate efforts towards the attainment of educational goals and objectives. Bolarinwa (2016) observes that, the indicator of teachers' job performance is evaluated in the teachers' ability to make a deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of subject matter, lesson presentation, effective classroom organization and control, and participation in the school curriculum activities. Others according to the author include regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation, and counseling of students as well as compliance to teachers' professional codes of conducts among others. Teachers' job performance may also be determined by the teachers' level of participation in the

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day-to-day administration of the school. Hence, effective use of administrative practices such as

training by principals can therefore encourage effective job performance of teachers (Igoni, 2020).

Training is a planned programme and deliberate action of improving skills and knowledge of workforce of an organization. According to Asuquo et al (2023), training is organized for teachers in the school system to improve their knowledge, abilities, competencies and skills. They added that it also promotes the acquisition, dissemination and transfer of new knowledge and skills to improve the job performance of staff in the school system. Training is a learning opportunity provided for staff to perform a specific job. Staff training is a crucial aspect of human capital development which is designed to impart abilities, competencies and knowledge to enhance the ability of employees to perform their assigned duties effectively (Ngema, Rajlal and Utete, 2022). Ene (2023) posited that staff training is a programme implemented by a manager or a person or authority to improve specific staff members with the necessary skills and knowledge for their current role.

Training practices are activities that enable teachers to gain fresh perspective and acquire new experiences on their work which prepare them for present and future responsibilities in an organization. Obi and Shuaibu (2021) noted that staff training practices are procedures used to develop the knowledge, skills, and competencies of staff in order to improve the effectiveness and efficiency both of the individual and the organization. Training practices are geared towards updating skills of teachers to keep them abreast with changes in school curricula. According to Awogbami, Opele and Adeoye (2021), training practices are institutional policies, programs and

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activities that facilitate and support staff in acquiring the skills, knowledge, and attitudes required to undertake current and future responsibilities and roles in ways that are consistent with the goals of organizations. Ereh and Ette (2019) opined that training is the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing their effectiveness in their present job positions as well as preparing them for future positions in their jobs.

The rationale for training of staff is to improve their skills and knowledge in an organization. Abazie (2020) opined that when teachers are offered training, they acquire new and improved skills as well as knowledge that will enable them to perform better thereby enhancing their productivity. Ogunode, Adah, Audu and Wama (2020) posited that training improves workers efficiency by providing them with opportunity to acquire skills and knowledge needed in executing job tasks in the organization. Obiekwe and Obiekwe (2021) posited that training helps in acquisition of relevant skills and expertise knowledge is necessary for teachers to carry out their duties effectively.

Training practices are designed to equip teachers with skills and knowledge to cope with changes and innovation in curricular and extracurricular programmes in schools. Amadi and Abraham (2021) noted that training practices are organized activities which focus on increasing capabilities, improving the technical skills of

employee, so that they can possess the necessary abilities to handle complex situation and perform their job creditably.

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Training exposes teachers to experience that acquaints them with innovation pedagogy and technological advancement in the educational system. Hussaini (2019) asserted that training of teachers enables them to acquire and improve the basic knowledge and skills required for effective teaching both within and outside the classroom environment. The author added that teachers need to be regularly and adequately trained and re-trained to update their knowledge and skills to be able to race the technological changes in the management of educational institutions. Ereh and Ette (2019) posited that training is a means of supporting people at work to acquire skills needed to make them competent in their jobs for effective job performance.

Training practices involve in-service courses, workshops, seminars and conferences which give teachers opportunities to learn and acquire skills for effective job performance. Agubosim and Nwuba (2021) listed training practices to include workshops, conferences, seminars, induction and orientation for new staff, refresher courses and in-service training among others. Similar to this, Hussaini (2019) identified training practices to include sandwich, seminar, workshop and correspondence programmes. Sandwich training is a type of course which usually takes place during vacation to enable teachers acquire new and more knowledge and skills for effective discharge of their duties (Hussaini, 2019). Seminar is an interactive programme organized for teachers to exchange ideas to update their knowledge and skills for effective execution of their duties.

### **Statement of the Problem**

Teachers sometimes are seen hawking wares during official school hours, some absent themselves from classes to the detriment of their students while some refuse to write their notes

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of lesson as well as carrying out other assigned responsibilities. These are testimonies of the alarming rise of poor attitude to work which leads to poor job performance. These problems could be as a result of inadequate training practices provided for the teachers by the principals. In view of this fundamental problem, the study examined the principals' training practices and its influence on teacher's job performance in public secondary schools in Otuocha Education zone, Anambra State.

### **Purpose of the Study**

The purpose of the study was to find out the training practices adopted by principals for improving teacher's job performance in Public Secondary Schools in Otuocha education zone, Anambra State.

### **Research Question**

The following research question guided the study:

2. What are the training practices adopted by principals for improved teacher's job performance in public Secondary Schools in Otuocha education zone, Anambra State?

### **Method**

Descriptive survey research design was adopted for this study. The study was carried out in Otuocha education zone, Anambra State. The population of the study consisted of 545 respondents made up of 26 principals and 519 teachers in the 26 public secondary schools in Otuocha education zone, Anambra State. The sample size of this study was made up of 140 respondents, selected through a simple random sampling technique.

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A structured questionnaire developed by the researcher was the instrument used for data collection. The instrument was validated by experts and the reliability determined using Cronbach alpha method and it yielded an index of 0.71 and the instrument was considered reliable. The researcher with the help of three research assistants administered 140 copies of the questionnaire to the respondents. Mean and standard deviation were used to answer the research question.

## Result

What are the training practices adopted by principals for improved teacher's job performance in public Secondary Schools in Otuocha education zone, Anambra State?

**Table 1:**

**Mean ratings of training practices adopted by principals for improved teachers' job performance in public secondary schools in Otuocha Zone, Anambra State.**

S/N	Principals' Training Practices	$\bar{X}$	Remark
1.	Encouraging teachers' to attend workshops which makes them acquire new knowledge and skills	3.22	Agreed
2.	Encouraging teachers' attendance to seminars to widen their knowledge.	3.48	Agreed
3.	Supporting teacher's attendance to conference which strengthens their teaching skills.	2.88	Agreed
4.	Encouraging teacher's attendance to correspondence courses.	3.00	Agreed
5.	Encouraging teachers to further their studies to acquire additional certificates.	3.22	Agreed
6.	Granting permission to teachers who wish to travel for important educational related matters to acquire more knowledge.	3.44	Agreed
	<b>Grand Mean</b>	<b>3.20</b>	<b>Agreed</b>

Table 1 revealed that principals in public secondary schools in Otuocha education zone of Anambra State adopts training practices for improved teachers' job performance. This was revealed as the entire items had mean scores above the benchmark of 2.50 and the grand mean of 3.20. The findings imply that principals encourage their teachers to attend conferences, workshops and seminars among others.

## **Discussion**

The study revealed that principals in public secondary schools in otuocha education zone of Anambra State adopt various training practices to improve teachers' job performance. The findings showed that principals encourage teachers to attend workshops, seminars and conferences which is in line with Agubosim and Nwuba (2021), who listed those activities as effective training practices.

The study further found that principals support teachers attendance to correspondence courses and encourage them to further their studies. This is in consistence with Hussaini (2019), who identified these practices as effective ways to update teachers' knowledge and Skills. Furthermore, the findings revealed that principals grant permission to teachers who wish to travel for educational purposes, indicating a supportive approach to teacher development.

The findings conclusively revealed that principals in Otuocha education zone of Anambra State adopt training practices to improve teachers' job performance. This aligns with Ereh and Ette (2019), who posited that training is a means of supporting teachers to acquire needed skills for effective job performance. These findings imply that principals recognise the importance of continuous teacher development in enhancing job performance and ultimately, student outcomes.

An inference that is drawn from the study is that secondary school principals in Otuocha education zone of Anambra State adopt training practices for improved teachers' job performance. It can then be concluded that those practices will lead to effective teachers' job performance in the zone.

### **Recommendations**

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

1. Principals should always encourage and support teachers to attend training and development programmes such as workshops seminars etc as way of solving their training needs on the school. This will promote excellent performance of teachers.
2. Principals should always encourage their teachers to further their studies to obtain additional qualifications as it will help to improve their job performance.

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