AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.11 (1), January-April, 2024 https://ajemates.org

PRINCIPALS` SUPERVISORY COMPETENCY AND STAFF DEVELOPMENT AS CORRELARES OF TEACHERS` JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN AWKA EDUCATION ZONE, ANAMBRA STATE.

Prof. Zita Obi,
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.

Dr. Nicholas Chukwudi Okekeocha
(08032744236; nickokekeocha@gmail.com)
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.
&
Gilbert, Blessing N.
Department of Computer Science,
Federal College of Education, Odugbo.

ABSTRACT

The study investigated principals` supervisory competency and staff development practice as correlates of teachers` job performance in public secondary schools in Awka Education Zone in Anambra State. The study was guided by two research questions and two hypotheses which were tested at .05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 1,338 teachers in the 61 public secondary schools in Awka Education Zone, Anambra State. The sample for the study consisted of 133 teachers drawn using simple random sampling technique. Three sets of structured instruments titled ''Principals' Supervisory Competency Questionnaire (PSCQ)'', "Principals' Staff Development Practice (PSDPQ)'' and ''Teachers' Job Performance Questionnaire (TJPQ)'' were used for data collection. The instruments were subjected to face and construct validation by three experts made up of two experts in Educational Management and a specialist in Measurement and Evaluation all from Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Cronbach Alpha which was used for the test of the internal consistency of the instruments yielded overall coefficient of 0.80, 0.79 and 0.80 for PSCQ, PSDPQ and TJPQ respectively. The researcher together with the help of two research assistants who are secondary school teachers in the zone, administered copies of the questionnaires to the respondents through a direct approach. A total of 133 copies of the questionnaire were distributed and 130 were properly filled and successfully retrieved indicating 97.7% return rate. Data collected were analyzed using Pearson's Product Moment Correlation Coefficient to answer the research questions while simple regression was used to test the hypotheses. The findings of the study revealed among others that there is positive and significant relationship between principals` staff development practice and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State. Based on the findings, it was recommended among others that principals should organize annual workshops and seminars for

teaching staff in their respective schools to improve their professional development which will enhance their job performance.

Keywords: Principal, Supervisory Competency and Staff Development Practice

Introduction

Human resource is a valuable aspect of any organization because every other resource in an organization is being manipulated by the human resource in order to achieve the organizational goal. To buttress this, Ofojebe and Nnebedum (2016) opined that the distinguished characteristics of human resources stem from the fact that other resources cannot control itself without human's effort. Human resource describes the people who make up the work force of a company or an organization. Nwaka and Ofojebe (2010) stated that teachers are the crucial resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. The teachers may not effectively discharge their duties without proper human resource management.

The human resource manager in a secondary school is the principal. The principal is the chief administrator of secondary school who is expected to effectively use various resources through the adoption of management principles and practices for the realization of school goals. Chiemeka-Unogu (2022) stressed that it is the duty of the principal at the secondary school level to ensure that the personnel comprising teachers and non-teaching staff are motivated to elicit high performance from them. It is the responsibility of the principals as the chief executive officer to ensure smooth operation of secondary school affairs. Egwu (2016) opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school, so that they run smoothly. To do this, a principal needs to possess some competencies such as supervisory competency.

The term competency as opined by Carol and Edward as cited by Nwune, Nwogbo and Okonkwo, (2016) is the successful performance of a task through the use of knowledge, skills, attitude and judgment. It is the ability and required skills to accomplish a given task. The competency of the principal in school management and administration has been a concern to the educational system. A good principal should devote himself to supervise the teaching and learning process in his school. Principals` supervisory competency is the skill and ability to observe the activities of teachers and help them effectively discharge their duties. The supervisory competency could be applied by principals to improve the quality of teaching and learning. There are instructional and personnel categories of supervisory competency. Instructional supervisory competency has been defined as a set of skills and activities, which are carried out with the purpose of making the teaching and learning purposes better for the learners. While personnel supervisory competency deals with the set of abilities or activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and monitoring staff in the school towards performing their duties ultimately in terms of the achievement of the stated aims and objectives of the educational system.

Principals could apply supervisory competency to oversee the administration of admission, health, lunchroom, textbooks,

supplies, records and many other auxiliaries in the educational system. Hence, the role of a school principal is to supervise planning and develop competitive strategies for the school. The principal is thus faced with the responsibility of supervising teachers generally to improve their instructional performance effectively, make recommendations and also manage both human and material resources towards achieving the school goals.

Supervision as the act of overseeing the activities of teachers to render professional guidance and assistance for improving the teaching and learning process enables the principal to identify the teachers that need professional development programme. The activities of the principal as the supervisor include: inspecting, monitoring, rating, assisting, and recommending among others (Ngeripaka, Nkporbu, & Acheya, 2019). The principals can assist teachers with ideas and suggestions that will improve their instructional delivery by applying their supervisory competency. It will help the personnel to identify their instructional needs and problems and device a way of solving them. Principals could utilize supervisory competency to monitor the work and behaviour of teachers to make useful suggestions that could help them to provide students with quality education. The quality of recruited staff needs to be regularly updated through staff development programmes.

Staff development also referred to as staff training is an ongoing process which helps employees to enhance their skills and knowledge to contribute more effectively towards the attainment of organizational goals. Douglas (2020) conceived staff development as a term that includes education, learning and training aimed at shaping attitudes, competence, knowledge and skills imparting on technical, human, and conceptual for both present and future performance. Staff professional development consists of all managerial strategies and staff trainings targeted at improving and updating the skills and knowledge of teachers which prepare them for future and new positions. Chukwueze (2020) noted that professional development programme helps teachers to cope with increasing new trends and innovation in the education system. Staff professional development practices include workshops, refresher courses, orientation, seminars, distance learning programmes, personal enrichment courses, conferences, coaching, symposia and mentoring. Similar to this, Oche, Odunlade and Ojo (2021) averred that the professional development practices are conferences, seminars, workshops, on-job training, distance and open education, job rotation from section to section among others. All these practices aim at improving teachers` job performance.

Teachers' job performance is the extent of teachers` involvement in the achievement of the school goals. Hence, Uko, Umosen and Caleb (2015) defined teachers` job performance as the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in teaching profession. The researcher defines teachers' job performance as the ability of a teacher at a particular period of time to carry out his or her teaching and non-teaching duties effectively in order to achieve the stated objectives and increase students' learning. Teachers' job performance could be measured through their activities in the school. Nwanga and Amaikwu (2020) noted

that teachers' job performance can be assessed through their regularity/punctuality in school, participation in staff meeting and co-curricular activities, lesson presentation, coverage of scheme of work, discipline of students, students' academic performance, preparation of lesson notes and plans, and execution of official duties delegated by the principals among others. The researcher is worried with the poor performance of students in public secondary schools in Awka Education Zone which seems to be due to lapses in the job performance of teachers which probably could be determined by principals` supervisory competency and the application of staff development practice.

The study was guided by two research questions and two null hypotheses.

1. What is the relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Anambra State?
2. What is the relationship between principals` staff development practice and teachers` job performance in public secondary schools in Anambra State?
3. There is no significant relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Anambra State.
4. There is no significant relationship between principals` staff development practice and teachers` job performance in public secondary schools in Anambra State.

Correlational research design was adopted for this study. The study was carried out in Awka Education Zone in Anambra State using public secondary schools. The population of the study comprised 1,330 teachers. The sample of this study consisted of 133 respondents. Data collected were analyzed using Pearson's Product Moment Correlation Coefficient to answer the research questions and simple regression to test the hypotheses.

Research Question 1: What is the relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State?

Table 1: Pearson (r) on Relationship between Principals' Supervisory Competency and Teachers' Job Performance

Variables	N	Principals' Supervisory Competency	Teachers' Job Performance	Remarks
Principals' Supervisory Competency	130	1.00	.606	Moderate Positive
Teachers' Job Performance	130	.606	1.00	

As shown in Table 1, a Pearson's correlation coefficient (r) of .606 was obtained. This shows that there is moderate relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State. This indicated that the increase in principals' use of supervisory competency will moderately improve the job performance of teachers.

Table 2: Pearson (r) on Relationship between Principals' Staff Development Practice and Teachers' Job Performance

Variables	N	Principals' Staff Development Practice	Teachers' Job Performance	Remarks
Principals' Staff Development Practice	130	1.00	.858	Strong Positive
Teachers' Job Performance	130	.858	1.00	

As shown in Table 2, a Pearson's correlation coefficient (r) of .858 was obtained. This shows that there is strong relationship between principals` staff development practice and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State. This indicated that the increase in principals' use of staff development practice will strongly improve the job performance of teachers.

Hypothesis one: There is no significant relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State.

Table 3: The Summary of Simple Regression Analysis of the Relationship between Principals' Supervisory Competency and Teachers' Job Performance

Predictor	R	R^2	*F*	*P-value*	Remark
Supervisory Competency	.606	.367	296.311	.004	*S

*Significant

As shown in Table 3, the simple regression coefficient (R) is 606, while the R^2 is 0.367 showing that principals' supervisory competency makes 36.7% contribution to the variance in in teachers' job performance in public secondary schools. The *F* (1/130) = 296.311 and the *p*-value of .004 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State.

Table 4: The Summary of Simple Regression Analysis of the Relationship between Principals' Staff Development Practices and Teachers' Job Performance

Predictor	R	R^2	*F*	*P-value*	Remark
Staff Development Practice	.858	.737	1431.245	.000	*S

*Significant

As shown in Table 10, the simple regression coefficient (R) is .858, while the R^2 is .737 showing that principals' staff development practices makes 73.7% contribution to the variance in in teachers' job performance in public secondary schools. The *F* (1/130) = 1431.245 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals` staff development practice and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State.

Based on the data analysis, the summary of the findings is presented as follow:

1. There is positive and significant relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State.

2. There is positive and significant relationship between principals` staff development practice and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State

Discussion of the Findings

The result of the study indicated that there is moderate positive relationship between principals` supervisory competency and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State. This is in agreement with the finding of Thompson and Ofojebe (2020) which showed that there is a strong relationship between principals' application of supervisory skill and teachers' job performance in secondary schools. The agreement could be attributed to the fact that the two studies were conducted in the same state using same participants which are the teachers in public secondary schools. Close supervision and controlling of every aspect of teachers activities limit innovation which may be the reason for the moderate relationship with their job performance.

The finding further showed that there is significant relationship between principals` supervisory competency and teachers` job performance in public secondary schools in AWka Education Zone, Anambra State. This is in line with the finding of Owan and Agunwa (2019) which revealed that there is significant relationship between principals` supervisory competency and teachers` job performance in public secondary schools. The professional advise, coaching and guidance received by teachers through supervisory competency of principals could account for the significant relationship with their job performance.

The finding of the study also showed that there is strong positive and significant relationship between principals` staff development practice and teachers` job performance in public secondary schools in Awka Education Zone, Anambra State. This finding agreed with that of Abazie (2020) which indicated that staff professional development practice is a strong positive correlate of teachers' job performance in public secondary schools in Anambra State. This is not surprising considering the fact that the studies were conducted at secondary level in south-east, Nigeria. The finding disagreed

with the finding of Nwakpa (2018) which indicated that there is moderate positive relationship between principals` staff development practice and teachers` job performance in public secondary schools. This also contradicted the finding of Amante and Geleta (2018) which showed that there is weak positive correlation between teachers' professional development and teachers` job performance in public secondary schools in Anambra State. The difference in geographical locations and time span can yield different result for the same study which could explain the disagreement in the findings. This finding could be explained by the fact that staff development practices provide opportunities for teachers to update their skills and knowledge for effective carrying out of their duties. By offering teachers opportunity to learn and grow professionally makes them inclined to work harder to increase their job performance.

The result also showed that there is significant relationship between principals` staff development practice and teachers` job performance in public secondary schools in Anambra State. This agreed with the finding of Onyali and Alaeke (2021) which revealed that there is significant relationship between staff professional development practices of principals and teachers' job performance in secondary schools. The agreement in findings may be attributed to the fact that the two studies were conducted in the same geopolitical zone in Nigeria. The aptitude and knowledge acquired by teachers to match various changes in educational institutions could account for significant relationship between principals` staff development practice and teachers` job performance in public secondary schools in Anambra State.

Conclusion

Based on the findings, it is concluded that principals` supervisory competency and staff development practice have positive and significant correlations with teachers' job performance in public secondary schools in Awka Education Zone, Anambra State.

Recommendation

Based on the findings, the following recommendations were made:

1. School principals should pay regular visits to teachers in the classroom for continuous supervision, guidance and suggestions that will improve their job performance.
2. Secondary School Principals in conjunction with the Post Primary School Service Commission should organize annual workshops and seminars for teaching staff in their respective schools to improve their professional development which will enhance their job performance

REFERENCES

Abazie, G.A. (2020). In-service training as correlates of teachers' job performance in public secondary schools in Enugu State, Nigeria. *European Journal of Education Studies, 7*(1), 390-411.

Akinfolarin, A. V. (2017). Analysis of principals' managerial competencies for effective management of school resources in secondary schools in Anambra State, Nigeria. I*nternational Journal of Social Sciences, Humanities and Education, 1*(4), 236-245.

Amante, M., & Geleta, A. (2018). The interplay between teachers' professional development and job

performance with reference to Ilu Aba Bor Zone Preparatory schools. *Ethiopian Journal of Education and Sciences, 14*(1), 53-74.

Chiemeka-Unogu, C. M. (2022). Motivational strategies of secondary schools' principals and administration of public secondary schools in Rivers State. *International Journal of Institutional Leadership, Policy and Management, 4*(1), 220-232.

Chukwueze, A. C. (2020). Influence of staff development programmes on teachers' job performance in Abia State public secondary schools. *Journal of Educational Research and Development, 4*(1), 215-222.

Douglas, W. D. (2020). The importance of training and development in the workplace. Retrieved from https://2020projectmanagement.com/reousrces/project-management-training-and-qualifications/the-importance-of-training-development-in-the-workplace

Egwu, O. S. (2016). Principals' performance in supervision of classroom instruction in Ebonyi State secondary schools. *Journal of Education and Practices*, *6*(15), 99-105.

Ngeripaka, O., Nkporbu, B., &. Acheya, B. (2019). Influence of Principals' Administrative Strategies on Teachers' Academic Productivity in Secondary Schools In Rivers State, Port-Harcourt, Nigeria. *International Journal of Innovative Social & Science Education Research, 7*(3), 90-100.

Nwaka, N. G. & Ofojebe, W. N. (2010). Strategies for copying with shortage of resources in primary school administration in Anambra State. *Journal of Educational Leadership, 1*(1), 29-36.

Nwakpa, P. (2018). Relationship between teachers' continuous professional development practices and their job performance in secondary schools in Ebonyi State, Nigeria. *Asian Journal of Applied Sciences, 6*(6), 625-630.

Nwanga, S. A., & Amaikwu, J. O. (2020). Relationship between principals' human resource planning practices and teachers job performance in secondary schools in Ebonyi State, Nigeria. *International Journal of Research, 7*(6), 145-155.

Nwune, E. N., Nwogbo, V. N., & Okonkwo, C. C. 2016). Competencies improvement needs of head teachers of primary schools in supervision of instruction in Anambra State. *UNIZIK Orient Journal, 4 (2), 20-27.*

Oche, N.A., Odunlade, R.P., & Ojo, J.O. (2021). Professional development as a correlate of job performance of librarians in the state polytechnics in North Central, Nigeria. *Library Philosophy and Practice, 1*(1), 63-77.

Oche, N.A., Odunlade, R.P., & Ojo, J.O. (2021). Professional development as a correlate of job performance of librarians in the state polytechnics in North Central, Nigeria. *Library Philosophy and Practice, 1*(1), 63-77.

Ofojebe, W. N., & Nnebedum, C. (2016). Comparative analysis of principals` administrative strategies for effective human resource management in public secondary schools I Enugu

State. *National Journal of Educational Leadership*, 3(2), 174-183.

Onyali, L.C., & Alaeke, G.A. (2021). Relationship between teachers' perception of staff personnel administrative practices of principals and their job performance in secondary schools in Enugu State. *International Journal of Research, 8*(8), 63-79.

Owan, V. J., & Agunwa, J. N. (2019). Principals' administrative competence and teachers' work performance in secondary schools in Calabar education zone of Cross River State, Nigeria. *Humanities and Social Sciences Letters, 7*(1), 20-28.

Thompson, C.C., & Ofojebe, W.N. (2020). Principals' application of managerial skills as a correlate of teachers' job performance in secondary schools in Anambra State, Nigeria. *European Journal of Education Studies, 6*(10), 273-285.

Uko, E.S., Umosen, A.O., & Caleb, E.E. (2015). Administrators' resource management practices and teachers' job performance in secondary schools in Eket education zone of Akwa Ibom state, Nigeria. *International Journal of Innovative Education Research, 3*(2), 13-20