AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.3, May-August, 2021https://ajemates.org

PRINCIPALS' STAFF DEVELOPMENT AND DISCIPLINARY PRACTICES AS CORRELATES OF TEACHERS' JOB PRODUCTIVITY IN ANAMBRA STATE PUBLIC SECONDARY SCHOOLS

Prof. Glad O. Unachukwu & **Friday Oko Orji**

Department of Educational Management and Policy
Faculty of Education, Nnamdi Azikiwe University, Awka,
Anambra State
+2348064731564, orjifridayoko@gmail.com

ABSTRACT

The study aimed at determining the relationship between principals' staff development and disciplinary practices and teachers' job productivity in Anambra State public secondary schools. In attempt to achieve this, two research questions were answered, and two hypotheses were tested at 0.05 alpha level. The study adopted correlation research design. Population of the study comprised 266 principals in the 266 state government public secondary schools in the State. The sample size was 78 principals which was drawn using multiple stage sampling procedure. Two instruments, Staff Development and Disciplinary Practices adopted by Principals (QSDDP), and Teachers' Job Productivity Questionnaire (TJPQ) which were developed by the researchers, and validated by three research experts, were used to collect data. Cronbach Alpha method with reliability coefficients, 0.803 and 0.821 for QSDDP and TJPQ, respectively, ensured that the instruments were certified to be satisfactory for the study. Data was collected by the researcher through direct method with the help of six research assistants. Pearson Product Moment Correlation was used for the data analysis. The result revealed there is significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools. It further revealed that the relationship between principals' staff disciplinary practices and teachers' job productivity Anambra State public secondary schools is positive and moderate. It was concluded that the positive and significant relationship is indication that principal's continuous utilization of staff development practices and staff disciplinary measures would trigger off continuous improvement in teachers' job productivity in the schools too.

Keywords: Principal, Teachers' Job Productivity, Staff Development, and Staff Discipline.

Introduction

Secondary education is indispensable in the education enterprise. It is a stage of formal education which if its programmes are effectively implemented, would ease transition of secondary school graduates into higher institutions of learning. For this to be actualized, the various human resource in the school, students, teaching and non-teaching staff, and visitors to the school need to be effectively coordinated and managed through human resource management practices. The secondary school board in Anambra State is known as Post Primary School Services Commission (PPSSC). This commission normally carried out human resource management practices in the school system to ensure that public secondary schools have a unified mode of operations.

The Post Primary School Services Commission is charged with the responsibility of carrying out the human resource management practices in secondary schools in Anambra State. However, Williams cited in Obiekwe and Mbanefo (2019) state that present day principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts,

budget analysts, facility managers, special programmes administrators, as well as guardians of various legal, contractual and policy mandates and initiatives. In relation to this, the principal is considered as the representative of the government or agent of government in schools.

The principal is the chief administrator and manager of the school of his primary assignment. The principal's duty is to ensure day to day functioning of the school, especially by routinely carrying out administrative responsibilities. This is supported by Obiekwe and Mbanefo (2019), who stress that the principals' role in the management of the human resources of their schools is observable in most of the routine administrative tasks they carry out. These tasks include but are not limited to students and staff discipline, staff training and development, resource allocation, staff appraisal, monitoring and evaluation of instruction, administration of rewards, staff, students and community relationship, staffing, decision-making, negotiation, conflict handling, instructional supervision, motivation of staff and students. Meanwhile, staff development practices and staff disciplinary practices form the focal point for this study.

Staff development, also referred to as staff training has to do with analyzing the training requirement for teachers to ensure that their knowledge and skills are improved on. It has to do with upgrading the knowledge, expertise, skills, and aptitude of the teaching and non-teaching staff of the school. Staff development is a way of equipping and strengthening teachers' capacity to become proficient in discharge of their responsibilities (Olaniyan & Ojo, 2018). Adding to the foregoing, National Open University of Nigeria (NOUN) (2020), posit that staff development involve all the activities provided for the teacher, in and outside of the school. Ayeni (2020) adds that staff development is aimed at equipping them with relevant skills and knowledge. Staff development, in this study, encompasses all the strategic and holistic training endeavours carried out on the teachers by the principal, within or outside of the school for teachers' capacity building.

Staff disciplinary system entails all practices that help school management in regulating teachers' conformation to the laid down rules, norms and standard. Disciplinary measures in the schools ensure that members of staff of the school, especially teachers adhere to order, instructions, rules and regulations in the school. It is understandable that orderliness, discipline and effective control of staff in the schools meant the school is properly coordinated (Naeem, Huma, Ashraf, Adeel & Nazish, 2016). Adding to this, Nnebedum and Egboka (2017), stress that any school where indiscipline pervades, chaos and anarchy become the order of the day, the principal is considered to be failing in his basic responsibilities. The principal is considered as the chief disciplinarian, and should basically ensure there is orderliness in the school through series of disciplinary measures. Also, a disciplined teacher is one who complies with the rules and regulations in school's pursuit of predetermined goals, which teachers' job productivity is inclusive.

Teachers' job productivity is concerned with his commitment and effectiveness in carrying out assigned responsibilities. Wood (2015) describes it as the accomplishment of a specific task in relation to preset standards that dictate the accuracy, cost, speed, and completeness in a manner that quickens attainment of a predetermined goal in the school. In context of this study, teachers' job productivity is a measure of tasks effectively and efficiently accomplished, on average, by teachers in a school, based on predetermined and acceptable standard. It is expected that if the principal helps to build teachers capacity through relevant training measures, as well as manage to ensure orderliness in the school, the teachers might become more dedicated and effective in discharge of their responsibilities. This could enhance their job productivity.

However, Azubuike (2015) asserts that teachers' productivity in Anambra state is still behind its potential, as many aspects of what makes a teacher productive are under explored.

He added that teachers in Anambra state, like every other state in Nigeria have not been fully committed and effective in carrying out their duties. Researchers observed that there exist inadequacies in manpower need assessment for subject areas, and undue favouristism in selection of teachers to be trained in public schools in Anambra State. This was supported by Alado (2018); Obimma (2017) who lamented that there is a gap in teachers training need, as well as biasness in selection of beneficiaries for training by some school principals in Anambra State. This might be the reason behind the experience of truancy, lateness to school, negligence of duty, and poor attitude to work by some school teachers in Anambra State. This was supported by Uzoechina and Nwankwo (2016); Uwakwe (2017) who decried observed existence of disciplinary issues among staff of the school, in the form of lateness to school, absenteeism without being granted permission, and nonchalant attitude to work in Anambra state. In pertinent to these problem, the thrust of this study is on principals' human resource management practices as correlates of teachers' job productivity in Anambra State public secondary schools.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools?
2. What is the relationship between principals' staff disciplinary practices and teachers' job productivity in Anambra State public secondary schools?

Hypotheses

The null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools.
2. There is no significant relationship between principals' staff disciplinary practices and teachers' job productivity in Anambra State public secondary schools.

Research Method

The study adopted correlation research design. Galadanci and Mukhtar (2017) viewed a correlational survey design as the design that is used to show the magnitude and level of relationship between variables of interest. Correlation survey design was considered appropriate for this study because it is aimed at investigating the relationship between staff development and disciplinary practices of principals and teachers' job productivity in secondary schools in Anambra State.

The population of the study comprised of 266 principals in the 266 state government public secondary schools spread across the six Education zones of Anambra State (Post Primary Schools Service Commission, Awka, 2021). Principals were considered appropriate for the study because they in a better managerial position to identify the staff development and disciplinary practices they adopt, as well as being in authority to rate teachers job productivity based on predetermined indices.

The sample size was 78 principals sampled from 78 public secondary school in the 6 education zones of Anambra State. The sample which is approximately 30% of the population which is in line with the recommendation by St. Otaf College USA in 2021, was drawn using multiple stage sampling procedure. Firstly, proportionate stratified sampling technique was used to draw 30% of schools from each of the six Education Zones. This yielded 15, 18, 15, 12, 10, and 8 schools from the zones respectively. Secondly, simple random sampling technique through balloting without replacement was used to draw the schools. The principal of any school

sampled was automatically sampled, and this yielded 15, 18, 15, 12, 10, and 8, respectively.

Two questionnaires developed by the researchers were used for data collection for the study. The two instruments are titled Questionnaire on Staff Development and Disciplinary Practices adopted by Principals (QSDDP), and Teachers' Job Productivity Questionnaire (TJPQ). The QSDDP had two sections, namely: section A which contains the demographic data of the respondent, and section B which contains 20 items that provided answers to the research questions. On the other hand, TJPQ contained 10 items which covered key aspects of teachers' job productivity. The two questionnaires were structured on a four point rating scale of Often, 4 points; Sometimes, 3 points; Rarely, 2 points, and Never, 1 point.

The instruments were validated by three research experts. These included two lecturers in the Department of Educational Management and Policy, and a lecturer in Measurement and Evaluation, Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. To ensure internal consistency of the instruments, a trial test was carried out on six principals from six secondary schools in Enugu State. The collected data were organised and analysed using Cronbach Alpha which yielded reliability coefficients of 0.803 and 0.821 for QSDDP and TJPQ, respectively. The instruments were deemed reliable as the coefficients are in line with the recommendation of Downie and Heath, cited in Nworgu (2015), that co-efficient values ranging from 0.80 and above, should be considered as high correlation for a research instrument. The data were collected using direct delivery method. The researchers, together with six research assistants who are teachers, successfully administered and retrieved all the copies of the instruments within two weeks. Pearson Product Moment Correlation was used for data analysis. For decision on research questions, the Pearson Correlation Coefficient, r was interpreted using the guideline provided by Downie and Heath cited in Nworgu (2015), which recommended 0.80 and above as high correlation; above 0.30 but below 0.80 as moderate correlation, and below 0.30 as low correlation. For decision on the null hypotheses, in line with the recommendations of Lumen (2021), if probability value (P-value) was less than or equal to the level of significance or alpha levels of 0.05, the null hypothesis was to be rejected, and if the probability value (P-value) was greater than the level of significance of 0.05, the null hypothesis would not be rejected.

Presentation of Results

The results are presented hereunder according to the research questions and research hypotheses.

Research Question 1: What is the relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools?

Table 1: Pearson r on Principals' Staff Development Practices and Teachers' Job Productivity

	N	Staff Development Practices	Teachers' Job Productivity	Remarks
Staff Development Practices	78	1.00	0.83*	High
Teachers' Job Productivity	78	0.83*	1.00	

From the Table 1, the correlation coefficient, r between principals' staff development practices and teachers' job productivity is 0.83. This indicated that there is high positive relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools.

Research Question 2: What is the relationship between principals' staff disciplinary practices

and teachers' job productivity in Anambra State public secondary schools?

Table 2: Pearson r on Principals' Staff Disciplinary Practices and Teachers' Job Productivity

	N	Staff Disciplinary Practices	Teachers' Job Productivity	Remarks
Staff Disciplinary Practices	78	1.00	0.71*	Moderate
Teachers' Job Productivity	78	0.71*	1.00	

On Table 2, it was revealed that the correlation coefficient, r between principals' staff discipline practices and teachers' job productivity is 0.71. This showed that the relationship between principals' staff disciplinary practices and teachers' job productivity Anambra State public secondary schools is positive and moderate.

Hypothesis 1: There is no significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools.

Table 3: Test of Significance of Pearson Correlation, r between Principals' Staff Development Practices and Teachers' Job Productivity

	N	Staff Development Practices	Teachers' Job Productivity	P-Value	Decision
Staff Development Practices	78	1.00	0.83	0.05	Significant
Teachers' Job Productivity	78	0.83	1.00		

From analysis presented on table 3, it is observed that Pearson correlation coefficient, r = 0.83, and this is greater than 0.05 for P-Value. This is an indication that there is significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools. Therefore, the null hypothesis is rejected in favour of unstated alternative hypothesis.

Hypothesis 2: There is no significant relationship between principals' staff disciplinary practices and teachers' job productivity in Anambra State public secondary schools.

Table 4: Test of Significance of Pearson Correlation, r between Principals' Staff Disciplinary Practices and Teachers' Job Productivity

	N	Staff Disciplinary Practices	Teachers' Job Productivity	P-Value	Decision
Staff Disciplinary Practices	78	1.00	0.71	0.05	Significant
Teachers' Job Productivity	78	0.71	1.00		

Result of the data analysis presented on table 4 revealed that correlation coefficient, r = 0.71, which is greater than the 0.05 for P-Value. This shows there is significant relationship between principals' staff disciplinary practices and teachers' job productivity in Anambra State public secondary schools. Therefore, the null hypothesis is rejected.

Discussion of Findings

The finding revealed that there is high positive relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools. The positive result indicates that if more effort is channeled to utilizing staff development practices by the principals, teachers' job productivity will increase. This supports the idea of Olaniyan and Ojo (2018), who pointed out that the main objectives of staff training and development is to increase productivity. The finding is in tandem with Naeem, Huma, Ashraf, Adeel and Nazish (2016), whose study revealed that there was a positive and significant relationship between training and development given to the teachers and their teaching performance in Sokoto Metropolitan City. This could be because both studies were carried out at secondary school level, irrespective of differences in location, sample, methodology, and time lag. The finding also revealed that there is significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools. The finding is contrary to reports of Ayeni (2020), that no relationship exists between the performance of the school teachers and the newly acquired knowledge and skills. The disagreement between both studies might be because of differences in geographical location, design, content scope, school type, population used, and time lag.

The finding further showed that the relationship between principals' staff disciplinary practices and teachers' job productivity Anambra State public secondary schools is positive and moderate. This is a pointer to the fact that increase in staff disciplinary practices leads to increase in teachers' job productivity. The finding is in line with Uzoechina and Nwankwo (2017), who found that there is a moderate positive relationship between staff conduct and teachers job performance in public secondary schools in Anambra State. The similarity in findings could be because both studies were conducted in public secondary schools in Anambra State with the same design, sampling method, irrespective of differences in respondents used. The study as well, found there is significant relationship between principals' staff disciplinary practices and teachers' job productivity in Anambra State public secondary schools. The study revealed that principals issue queries to erring staff; and sanctions teachers who failed to carry out assigned duties. This also relates to Nnebedum and Egboka (2017), who reported that the discipline related human resource management strategies adopted by principals include issuance of query to erring staff, supervising teachers' classroom instructional delivery, and monitoring staff truancy level. However, unlike the current study, Nnebedum and Egboka report did not show whether or not disciplinary strategies adopted by principals are associated with teachers' job productivity.

Conclusion

Based on the findings of the study, it was concluded that there is relationship between principals' staff development and disciplinary practices and teachers' job productivity in Anambra State public secondary schools. The principals' staff development and disciplinary practices relate positively and significantly with teachers' job productivity. Specifically, the positive relationship indicated that the principal's continuous utilization of staff development practices and staff disciplinary measures would trigger off continuous improvement in teachers' job productivity in the schools too.

Recommendations

The study recommended the following based on its findings:

1. The Ministry of Education should continually put up relevant training programmes that would center on equipping principals with more robust strategies for training and developing the skills, knowledge and expertise of members of staff of their various schools. This would ensure that the principals continue to do their bits to improve and sustain teachers' job productivity.
2. The Ministry of Education should prioritize staff discipline and conduct in the schools by regularly promptly and professionally addressing staff disciplinary recommendations of the principals. This would encourage the principal to uphold disciplinary measures that have proven to be strongly and positively related with teachers' job productivity.

REFERENCES

Alado, W. (2018). Impact of human resource management practices on employees' performance. *An International Journal on Theory and Practice, 19*(2), 19-30.

Anambra State Government (2021). *Secondary schools in Anambra state*. Post Primary Schools Service Commission, Awka.

Ayeni, A. J. (2020). Teachers' capacity building and productivity in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. *Innovative Studies International Journal (ISIJ), 3*(1), 1-9.

Azubuike, J. A. (2015). *An overview of compensation strategy and productivity*. Nkpor: Lincel Publishers.

Galadanci, B. S. & Mukhtar, M. I. (2017). A correlational study of students' theoretical and practical examinations scores in computer applications courses in Bayero University Kano. *Science World Journal, 12*(2), 47-51.

Lumen, L. (2021). *Linear regression and correlation: Testing the significance of the correlation coefficient.* Retrieved from https://courses.lumenlearning.com/introstats1/chapter/testing-the-significance-of-the-correlation coefficient/, on 7 October, 2020.

Naeem, A., Huma, R., Ashraf, A., Adeel, A. & Nazish, A. (2016). Impact of impact of human resource management practices on job satisfaction in Sokoto Metropolitan City. *International Review of Management and Business Research, 5*(2), 561-571. Retrieved from http://www.irmbrjournal.com, on 6 June, 2021.

National Open University of Nigeria (2020). *Human resource management in education.* Retrieved from https://www.nou.edu.ng/courseware, on 6 June, 2021.

Nnebedum, C. & Egboka, P. N. (2017). Analysis of resource management strategies adopted by principals for secondary schools improvement in Enugu State, Nigeria. *International Journal of Advance Research and Innovative Ideas in Education, 3*(3), 4124 – 4129. Retrieved from https://www.researchgate .net/publication/324876923, on 11 June, 2021.

Nworgu, B. G. (2015). *Educational research, basic issues and methodology (3rd ed.)*. Enugu: University Trust Publishers.

Obiekwe, K. K. & Mbanefo, N. J. (2019). Teachers' perception of principals' human resource management practices as correlate of their job performance in

Anambra state. *Global Scientific Journal (GSJ), 7*(8), 570-585. Retrieved from www.globalscientificjournal.com, 0n 6 June, 2021.

Obimma, A. A. (2017). *Staff training and development, (3rd ed.)*. Ikorodu: Matthew Press.

Olaniyan, D. A. & Ojo, L. B. (2018). Staff training and development: A vital tool for organisational effectiveness. *European Journal of Scientific Research, 24*(3), 326-331. Retrieved from http://www.eurojournals.com/ejsr.htm, on 23 June, 2021.

St. Otaf College (University), USA (2021). *Sample size*. Retrieved from https:/wp.stotaf.edu/ir-e/sample-size/, on 17 June, 2021.

Uzoechina, G. & Nwankwo, I. N. (2017). Relationship between principals staff relations practices and teachers' job performance in secondary schools in Anambra State. *The Journal of Social Sciences Research, 3*(11), 103-107.

Woods, L. (2015). Productivity and its relationship with the organizational staff. *International Journal of Sport Studies, 2*(2), 31-35.

AJEMATES