
**STAFF DEVELOPMENT AS CORRELATES OF TEACHERS' TASK PERFORMANCE
IN GOVERNMENT-OWNED SECONDARY SCHOOLS IN ANAMBRA STATE****BY****UZOAGU CHINAZA BLESSING****07035954336**

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Abstract

The study examined staff development programmes as correlates of teachers' task performance in government-owned secondary schools in Anambra State. The correlational research design was adopted for the study. The population comprised 8,128 teachers in 267 government-owned secondary schools in the six education zones of Anambra State. A sample of 257 teachers was selected using multi-stage sampling. The instrument for data collection is a structured questionnaire developed by the researcher. The instruments were validated by experts, and reliability coefficients of 0.84, 0.78, and 0.78 were obtained for workshops, conferences, and teachers' task performance respectively. Pearson Product Moment Correlation was used to answer the research questions, while correlation analysis was used to test the null hypotheses at the 0.05 level of significance. The findings revealed that there was a high positive relationship between workshops and teachers' task performance and a very high positive relationship between conferences and teachers' task performance in government-owned secondary schools. The findings further showed that workshops and conferences had significant relationships with teachers' task performance. Based on the findings, the study concluded that workshops and conferences are important staff development programmes that enhance teachers' task performance in secondary schools in Anambra State and therefore should be encouraged. Based on the findings, it was recommended that the Post Primary School Service Commission (PPSSC) should give adequate attention to improving teachers' acquisition of practical teaching skills by organizing training workshops for teachers. It was also recommended that secondary school teachers should also invest in their professional and personal development by participating in conferences on their areas of specialization both in and outside their local locality.

Keywords: Staff Development Programmes, Workshops, Conferences, Teachers' Task Performance, Public Secondary Schools

Introduction

It is well known that education is the backbone of national development since education plays a crucial role in equipping individuals with knowledge, skills, attitudes, and values necessary for personal and societal development. Education is viewed in Nigeria as the best tool for national development (FRN, 2013). Secondary education holds a prominent place since it serves as a link between basic and tertiary education, preparing learners for productive lives in society (FRN, 2013). The achievement of secondary education objectives largely rests on the quality of teachers whose performance determines success in teaching and learning.

Teachers are essential stakeholders whose task entails promotion of learning and professional development of learners. Teachers occupy a central place in the educational process. Furthermore, FRN (2013) posits that no education system can be better than its teachers, implying that the effectiveness of secondary education will depend on the performance of teachers in the accomplishment of their tasks.

Task performance among teachers can be defined as the extent to which teachers perform their duties effectively in the educational system. In defining task performance, Nyong, Onyeike, and Meenyinikor (2019) view task performance as efforts made and skills used in provision of quality services. In relation to teachers' task performance, Owan and Agunwa (2019) describe it as the extent to which teachers accomplish their main task of teaching learners and conduct themselves professionally. In the same vein, Nwite (2016) states that teachers' task performance involves lesson planning, instruction in class, evaluating learners, disciplining them, and participating in school activities. Nyaga (2015) further states that teachers' task performance also involves contribution of the teacher in general school activities. In the context of this study, teachers' task performance will be defined as the extent to which teachers carry out their expected roles and responsibilities in guiding students' learning and achieving educational objectives.

Despite the central role played by teachers in achieving educational objectives, studies suggest that teachers' task performance in secondary schools in Anambra State is not very promising. Chikwado and Chinyeaka (2021) assert that the task performance of teachers in the state appears

discouraging. Also, according to Mduma and Mkulu (2021), poor performance by teachers is attributable to failure of school administrators to engage teachers in staff development programmes. From field observations, it appears that teachers employed as part-timers to bridge the shortage of teachers do not have any opportunity to participate in professional training programmes and may adversely affect their performance.

One of the best ways through which teachers can become competent and effective professionals is through staff development. Staff development is defined as the way through which organizations equip staff members with knowledge and skills necessary to meet the ever-growing demand of their jobs. Staff development, as a concept, has received diverse interpretations from scholars. According to Ekpo Owo (2016), staff development refers to all kinds of in-service training, training, and retraining programmes. Amie-Ogan and Unachukwu (2021) viewed staff development as all forms of manpower and professional development within an organization. It is defined as the process by which employees enhance their competencies and knowledge in ways that benefit their roles in the organization. Okotoni and Erero (cited in Osiesi (2020) further noted that staff development is the means through which organizations improve employees' knowledge and skills to prepare them for responsibilities and challenges. Osiesi (2020) described staff development as an organizational effort aimed at equipping employees with the basic skills necessary for efficient execution of their duties. Similarly, Owo (2016) defined staff development as the method by which academic institutions design both on-campus and off-campus programmes and activities to improve staff efficiency and effectiveness in performing their duties. Staff development encompasses the provision made by schools to enhance both the school system and its personnel from initial employment to retirement. Staff development programmes are organized activities intended to instruct, inform, and stimulate classroom teachers. Darling-Hammond, Hyler, and Gardner (2017) defined staff development as organizational activities aimed at preparing workers for their duties by equipping them with the skills they need. Similarly, Darling-Hammond, Hyler, and Gardner (2017) observe that staff development programmes equip teachers with updated knowledge, skills, and approaches necessary to meet the new changes in teaching methodologies. Also, Osiesi (2020) states that through staff development, teachers gain new teaching strategies and competencies in implementing the curriculum. Gani (2013) stated that staff development programmes commonly found in secondary schools include orientation, induction, in-service training, conferences, seminars, workshops, and further educational studies. Owo (2016) noted that secondary schools have various forms of staff development programmes. On-the-job programmes include experiences acquired during work, coaching, further studies, position rotation, specialized projects, task force or committee assignments, and selective study. Off-the-

job programmes include special courses, role-playing, sensitivity training, multiple management, structured insight sessions, and special meetings, among others. This study focuses particularly on workshops and conferences because they contribute significantly to professional development of teachers.

Workshops refer to academic meetings conducted for practical purposes in order to enhance the performance of participants in their areas of work. Workshops are described by Osamwonyi (2016) as academic meetings whose aim is to equip participants with experiences necessary for improving their work performance. Similarly, the Community Tool Box (2022) defines workshops as short instructional meetings meant to teach participants practical skills necessary for accomplishing their jobs. Just like workshops, conferences make up another type of staff development.

Conferences are structured gatherings where people with similar professional interests meet to discuss ideas, share experiences, and learn from one another. They are useful in schools because they provide teachers with opportunities to interact with other professionals, examine important educational issues, and gain fresh knowledge in their areas of specialization. This agrees with Shaibu (2016), who described conferences as gatherings of people with common interests for discussion.

Through conferences, teachers are exposed to new teaching skills, classroom strategies, and practical approaches that can improve how they carry out their duties. Such exposure helps them become more confident, informed, and effective in lesson delivery, classroom management, and general professional practice. Owo (2016) observed that conferences can contribute to teachers' task performance by providing them with new skills, strategies, and approaches for carrying out their work. Conferences just like other Staff development programmes could play a significant role in improving teacher performance through professional development of teachers, acquisition of teaching skills, and updating teachers of current information and modern teaching methodologies (Amie-Ogan and Unachukwu (2021),).

Through teacher development programmes, teachers can become more effective and efficient in managing classrooms, organizing lessons, reporting students' achievement, and managing students' behaviors. Therefore, considering that workshops and conferences are crucial in achieving professional development of teachers. It is against this backdrop that this study examines workshops and conferences as correlates of secondary school teachers' task performance in government-owned secondary schools.

Statement of the Problem

Secondary school education is important because it links primary education with tertiary education and prepares students for useful living in society. However, the success of secondary education depends greatly on teachers' ability to perform their duties effectively. In Anambra State, there are concerns about poor task performance among some secondary school teachers. This is seen in weak teaching methods, irregular class attendance, poor commitment to assigned duties, and ineffective classroom delivery. These problems may affect the achievement of secondary education goals in the state. The researcher observed that many teachers, especially part time teachers employed to reduce teacher shortages, are given teaching responsibilities without enough professional development. Even some permanent teachers have limited access to programmes that can improve their knowledge, skills, and competence. This situation may be one of the reasons for poor task performance among teachers.

Workshops and conferences are important staff development programmes because they expose teachers to new teaching methods, practical skills, professional interaction, and current trends in education. Workshops help teachers improve through practical learning, while conferences create opportunities for sharing ideas and learning from other professionals. However, it is not yet clear whether teachers' participation in workshops and conferences is related to their task performance in government-owned secondary schools. The problem of this study, therefore, is to determine the relationship between workshops and conferences and teachers' task performance in government-owned secondary schools.

Purpose of the Study

The main purpose of this study is to determine the relationship between staff development and teachers' task performance in government-owned secondary schools in Anambra State. Specifically, the study sought to:

1. determine the relationship between workshops and teachers' task performance in government-owned secondary schools.
2. find out the relationship between conferences and teachers' task performance in government-owned secondary schools.

Research Questions

The following research questions guided the study:

1. What is the relationship between workshops and teachers' task performance in government-owned secondary schools?
2. What is the relationship between conferences and teachers' task performance in government-owned secondary schools?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between workshops and teachers' task performance in government-owned secondary schools.
2. There is no significant relationship between conferences and teachers' task performance in government-owned secondary schools.

Method

The correlational research design was adopted for the study. The study was carried out in Anambra State, South-East Nigeria. The population of the study comprised 8,128 teachers drawn from 267 public secondary schools in the six education zones of Anambra State, based on data obtained from the Post Primary Schools Service Commission, Awka, as at March 2026. The sample size for the study was 257 teachers, representing about 10% of the accessible population. A multi stage sampling procedure was used for the study. In the first stage, three education zones, namely Awka, Aguata and Nnewi, were purposively selected from the six education zones in the state. These zones were selected because they had a sizeable number of public secondary school teachers and were considered suitable for the study. The three selected education zones had a total of 2,572 teachers, which formed the accessible population for the study. In the second stage, proportionate sampling was used to distribute the sample size among the three selected education zones based on their teacher population. In the third stage, simple random sampling was used to select teachers from public secondary schools in each of the selected zones. This gave every teacher in the selected schools an equal chance of being included in the study. Thereafter, 10 percent of the teachers in the selected zones were sampled through simple random sampling, resulting in 257 respondents.

Two structured questionnaires developed by the researcher were used for data collection. The instrument included “Staff Development Questionnaire (SDQ)” contained 13 items in two clusters. Cluster 1 contained six items on workshop while Cluster 2 contained seven items on conferences. The second instrument is titled “Teachers’ Task Performance Questionnaire (TTPQ)” contained 19 items. Both instruments were structured on a four-point rating scale of Strongly Agree, Agree, Disagree, and Strongly Disagree, weighted 4, 3, 2, and 1 respectively. The instruments were face-validated by three experts from the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam, and their corrections were incorporated into the final version.

To establish reliability, the instruments were trial-tested by administering 20 instruments to 20 public secondary school teachers from five selected schools in Enugu State, Enugu was chosen because it shares similar educational characteristics with Anambra State but was not part of the study. The data obtained were analyzed using Cronbach Alpha. The reliability coefficients of 0.84 were obtained for workshops, 0.78 for conferences, and 0.78 for teachers’ task performance, indicating that the instruments were reliable since the coefficients were above the 0.70 benchmark.

The data were collected by the researcher with the assistance of six research assistants who were secondary school teachers assigned across the education zones. The questionnaires were administered directly to respondents in their offices or classrooms to ensure a high return rate. Where immediate retrieval was not possible, appointments were scheduled for later collection. The exercise lasted three weeks. Out of the 257 copies distributed, 232 were retrieved in good condition, representing a 90 percent return rate, and these were used for data analysis. Pearson Product Moment Correlation was used to answer the research questions by determining the extent to which workshops and conferences correlated with teachers’ task performance. The null hypotheses were tested using correlation analysis at the 0.05 level of significance. Where the p-value was less than or equal to 0.05, the null hypothesis was rejected, but where the p-value was greater than 0.05, the null hypothesis was not rejected.

Results

Research Question 1

What is the relationship between workshop and secondary school teachers’ task performance in Anambra State?

Table 1: Pearson’s Correlation between Workshop and Teachers’ Task Performance

| Variables | N | Workshop | Teachers’ Performance | Task Decision |
|--------------------------|-------------|----------|--------------------------|---------------------------------|
| Workshop | 232 | 1 | .661** | |
| Teachers’ Performance | Task 232 | .661** | 1 | High Positive Correlation |

Data in Table 1 indicate that the Pearson’s Correlation Coefficient (r) is 0.66. This shows that a high positive correlation exists between workshop and teachers’ task performance. This indicates that the attendance of workshop by secondary school teachers would improve teachers’ task performance. Thus, there is a high positive relationship between workshop and teachers’ task performance in secondary schools in Anambra State.

Research Question 2

What is the relationship between conferences and secondary schools teachers’ task performance in Anambra State?

Table 2: Pearson’s Correlation between Conferences and Teachers Task Performance

| Variables | N | Conference | Teachers’ Performance | Task Decision |
|--------------------------|-------------|------------|--------------------------|--------------------------------------|
| Conferences | 232 | 1 | .812** | |
| Teachers’ Performance | Task 232 | .812** | 1 | Very High positive Correlation |

As shown on Table 2, the Pearson’s Correlation Coefficient, $r = 0.812$. This is an indication that a very high positive correlation exists between conferences and secondary schools teachers’ task performance. This implies that the engagement of secondary school teachers to conferences will increase teachers’ task performance. Thus, there is a very high positive relationship between conferences and teachers’ task performance in secondary schools in Anambra State.

Hypothesis 1

There is no significant relationship between workshop and secondary school teachers' task performance in Anambra State.

Table 3: Analysis of Correlation between Workshop and Teachers' Task Performance in Secondary Schools in Anambra State

| Variables | N | Workshop | Task Performance | Beta | t-value | P-value | Decision |
|------------------|-----|----------|------------------|-------|---------|---------|-------------|
| Workshop | 232 | 1 | .661** | | | | |
| Task Performance | 232 | .661** | 1 | 0.301 | 3.021 | 0.008** | Significant |

Data presented on Table 3 show that the t-value is 3.021. Furthermore, the P-value of 0.008 is less than 0.05 level of significance. The β value of workshop is positive (0.301) and P-value of 0.008 is less than .05 ($P < .05$), which means that the effect of workshop programme on secondary school teachers' task performance is statistically significant. This means that there is a significant relationship between workshop and teachers' task performance in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Hypothesis 4

There is no significant relationship between conferences and secondary school teachers' task performance in Anambra State.

Table 4: Analysis of Correlation between Conferences and Teachers' Task Performance in Secondary Schools in Anambra State

| Variables | N | Conferences | Task Performance | Beta | t-value | P-value | Decision |
|------------------|-----|-------------|------------------|-------|---------|---------|-------------|
| Conferences | 232 | 1 | .812** | | | | |
| Task Performance | 232 | .812** | 1 | 0.415 | 7.345 | 0.001** | Significant |

Data presented on Table 4 show that the t-value is 7.345. Furthermore, the P-value of 0.001 is less than 0.05 level of significance. The β value of conferences is positive (0.415) and P-value of 0.001

is less than .05 ($P < .05$), which means that the effect of conference on secondary school teachers' task performance is statistically significant. This means that there is a statistically significant relationship between conferences and secondary school teachers' task performance in Anambra State. Thus, the null hypothesis was rejected.

Discussion

Findings revealed that there is a high positive relationship between workshops and teachers' task performance in secondary schools in Anambra State. This result may be attributed to the fact that workshops are important tools for improving teachers' skills and capacity on the job. Workshops are regarded as important staff development programmes that offer teachers practical understanding of new pedagogical skills and methods. This finding is in line with Mugarura, Ssempala and Nachuha (2022), who reported that workshops positively contribute to teachers' performance. Mugarura et al. stated that the exposure of teachers to training workshops enables them to improve their skill capacity. Similarly, Shaibu (2016) reported a positive correlation between staff development programmes such as workshops and the instructional task performance of secondary school teachers. Shaibu further stated that workshops, along with other staff development programmes, positively influence teachers' task performance. In the same vein, Abazie (2020) reported strong positive and significant relationships between workshop training and teachers' job performance in public secondary schools.

Furthermore, the findings revealed that there is a significant relationship between workshops and teachers' task performance in secondary schools in Anambra State. The reason for this finding may be that workshops provide teachers with practical training in teaching methodology and skills. This finding is in agreement with the finding of Abazie (2020), who found a statistically significant relationship between workshops and teachers' task performance.

Findings also revealed that there is a very high positive relationship between conferences and teachers' task performance in secondary schools in Anambra State. The reason for this finding may be that conferences offer teachers an avenue to engage, interact, and share ideas with colleagues locally, regionally, nationally, and internationally. Conference is a form of staff development programme that exposes teachers to current trends in the teaching profession. Thus, conferences offer teachers the opportunity to be updated on recent technologies and methods of teaching. This, in turn, may improve teachers' task performance. The finding of the study is in agreement with Nyong, Onyeike and Meenyiniko (2019), who reported that conferences significantly predict task performance. According to Nyong, Onyeike and Meenyiniko (2019),

conferences, along with seminars and workshops, are staff development programmes that can improve teachers' task performance. In the same vein, Ekpoh, Edet and Nkama (2013) stated that conferences, just like other staff development programmes, positively improve teachers' task performance in secondary schools. This is why Nyong, Onyeike and Meenyiniko (2019) opined that conferences are a very important form of staff development programme that ensures that secondary school teachers effectively carry out teaching tasks. They further suggested that one of the criteria for the promotion of secondary school teachers should be their attendance at conferences.

Furthermore, the findings revealed that there is a significant relationship between conferences and teachers' task performance in secondary schools in Anambra State. The reason for this finding may be that conferences avail teachers the opportunity to interact with colleagues nationally and internationally. This finding is in agreement with the finding of Abazie (2020), who found a statistically significant relationship between conferences and teachers' task performance.

Conclusion

The researcher concludes, based on the findings of the study, that workshops and conferences have a positive relationship with teachers' task performance in secondary schools in Anambra State. It is therefore imperative that school administrators and other interested stakeholders should organize and put in place measures for improving opportunities for teachers to participate in workshops and conferences in secondary schools in Anambra State in particular and Nigeria in general.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. The Post Primary School Service Commission (PPSSC) should give adequate attention to improving teachers' acquisition of practical teaching skills by organizing training workshops for teachers.
2. Secondary school teachers should invest in their professional and personal development by participating in conferences in their areas of specialization in and outside their local government area and state of residence. This will improve their level of interactions with their peers and update them on the current trends in their areas of specialization.

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