
**STAFF DEVELOPMENT PACKAGE AND TEACHERS' QUALIFICATIONS AS
CORRELATES OF TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN ANAMBRA STATE**

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Abstract

The study examined staff development package and teachers' qualifications as correlates of teachers' task performance in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study consists of 8,187 teachers in 267 public secondary schools in the six education zones in Anambra State. The sample of 819 teachers was used for the study. Multistage sampling procedures comprising proportionate stratified and simple random sampling techniques were used for the study. Staff Development Packages Questionnaire (SDPQ) and Teachers' Task Performance Questionnaire (TTPQ) were the instruments for data collection. The instruments were subjected to face and construct validation. Face validation was done by three experts. The reliability of the instrument was done using Cronbach Alpha method and the average coefficient values were established at 0.81 for SDPQ and 0.87 for TTPQ. The findings of the study revealed that there is high positive and significant relationship among staff development package, teachers' qualifications and teachers' task performance in public secondary schools in Anambra State. The study concluded that staff development packages and teachers' qualifications are a good determinant of teachers' task performance in public secondary schools in Anambra State. Based on the findings, the study recommended that the Post Primary Schools Service Commission should invest on teachers' growth by providing them with development package for updating skills, improves teaching

quality with new methods, addresses diverse learners' needs and increases teachers' confidence, ultimately creating more effective, adaptable and motivated teachers for a changing educational landscape in Anambra State.

Keywords: *Staff Development Package, Teachers' Qualifications, Teachers' Task Performance*

Introduction

Teachers' task performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness as well as academic excellence in the teaching profession. Ohamobi et al. (2021) explained that teachers' commitment in their discharge of their duties at any given time in the school is directed toward achieving the daily classroom, school and entire goals of education. Teachers' task performance indices include: their level of attendance to classes, lesson preparation, presentation and delivery among others. Adinna and Okafor (2023) portended that for teachers to be highly effective and engaged in their task performance, it requires that professional ethics of teaching and morale boosting of teachers' welfare should be properly harnessed in the school if they are to achieve school set goals and objectives. In the words of Okaforcha et al. (2024), teachers who are committed to their job feel passionate about their duties and strive to excel in them. In order to accomplish the school set goals and objectives, Ohamobi and Ekwe (2024) asserted that committed teachers work harder, exhibit high organizational behaviour, demonstrate stronger affiliation to their schools and show a desire to carry out the task of teaching.

Teachers' task performance is the act of accomplishing a goal by executing tasks at given period. Nwosu and Ohamobi (2024) described teachers' task performance as the duties performed by a teacher at a particular period in the school system geared towards the achievement of educational goals and objectives. Teachers can be empowered through good welfare packages to motivate and boost their morale in their task performance. Ezeaku and Obi (2025) submitted that teachers' empowerment pertains to equipping teachers with the autonomy, professional development and support necessary to enhance their teaching effectiveness. Empowered teachers have the ability to adapt their teaching methods, collaborate with peers, and innovate in the classroom, ultimately creating a positive and enriching learning environment. Teachers are potent instruments in any education system and have been recognized globally as the mainstay of any educational system. Ezeaku and Obunike (2024) noted that teachers are charged with the responsibility of ensuring that

learning is sufficient and that the desired knowledge and skills are transmitted. Therefore, Ezeaku and Obi (2025) opined that, it becomes imperative that teachers' empowerment through good welfare packages must be sustained as it is an effort to increase professional and legal responsibility of teachers in schools which may guarantee the quality performance of teachers.

Poor task performance among teachers manifested in their poor attitude to work, lateness and absenteeism could be connected to poor practices of teachers' welfare services in public secondary schools in Anambra State. As noted by Ifeanyi and Ezeaku (2024), teachers face numerous challenges that can impact their ability to perform their tasks effectively, including high workloads, lack of resources, and difficulties in managing student behaviour. These issues can lead to burnout, stress, and decreased job satisfaction, ultimately affecting the quality of teaching. These challenges can have a significant impact on teachers' well-being and their ability to effectively carry out their duties. The researchers defined teachers' task performance as the actions and behaviours they exhibit while carrying out their core responsibilities in the teaching process, aiming to achieve educational goals. It is determined by their ability to effectively carry out their teaching duties and guide students' learning to enhance performance. This can properly be motivated with adequate staff development packages.

Staff development packages have been accepted as an effective method of increasing the knowledge of skills of teachers in order to enable teachers to teach more effectively. It is an important aspect of staff development packages designed for teachers to deal with the art of acquiring skills and competencies in the teaching profession. Ohamaobi et al. (2024) submitted that professional development programmes are therefore, organized to keep teachers current, vibrant and versatile, particularly in this age of socio-economic, political, scientific and technological changes, thereby, enhancing the job committed and performance of teachers. Onyekwelu (2024) noted that staff development programmes are necessary for teachers as quality assurance strategies to ensure that teachers become highly competent in their job execution. This is because any teacher that is not growing in skill and knowledge cannot keep pace with their relationship with the teaching profession. Nwagbata (2024) noted that staff development programme helps teachers to cope with increasing new trends and innovation in the education system. Staff professional development practices include workshops, refresher courses, in-service training, orientation, seminars, distance learning programmes, personal enrichment courses, conferences, coaching, symposia and mentoring. Similar to this, Obi et al. (2024) mentioned that staff development programmes is the provision of skills to enable staff members effectively

performs their jobs. Teachers' engaging in professional development directly increases their academic qualifications.

Teachers' qualifications are qualifications that demonstrate the skills and knowledge required of teachers to teach. These qualifications can include undergraduate or postgraduate degrees, certificates, and apprenticeships. Ezeaku and Obunike (2024) affirmed that teachers' qualifications are the requirements and professional qualifications that teachers need to have in order to effectively teach a specific course or subject. This includes having the appropriate professional qualification and experience, as well as possessing the necessary skills and knowledge related to the population they will be teaching. Additionally, teachers are expected to have their own regular mindfulness practice in order to interact effectively with their students. Okaforcha and Nwafor (2024) referred to teachers' qualification as the educational and professional credentials that teachers must possess to be eligible for the teaching job. It encompasses a range of requirements and qualifications that teachers need to meet to be considered qualified to teach in schools or other educational institutions.

The importance of teachers' qualification is to ensure that educators have the necessary knowledge and skills to effectively teach and support their students' academically and otherwise. It is true that quality education cannot be provided by any random person. It requires a certified teacher who is qualified to teach. Nnoli (2024) confirmed this by saying that quality education demands qualified and competent teachers. For this reason, the Federal Government of Nigeria introduced the Teachers Registration Council of Nigeria (TRCN) to control and maintain standards in the teaching industry. Hence, Okeke (2024) argued that professionally qualified teachers should possess either or more qualifications in education such as National Certificate in Education (NCE), Bachelor of Science in Education (B.Sc.Ed.), Bachelor of Technology in Education (B.Tech.Ed.), Postgraduate Diploma in Education (PGDE), Masters in Education (M.Ed.), Doctor of Philosophy (Ph.D) in Education, while non-professionally qualified teachers, are unlicensed teachers, who does not meet the specific educational and professional requirements set by the relevant educational authorities or institutions to work as a teacher in institutions of learning. Thus, teachers' certification degrees are very significant in enhancing their teaching performance in schools.

It is a reality that teachers are the instrument through which educational objectives can be achieved. If teachers are not properly motivated by engaging them on professional development for more qualifications, they might not be committed to their task leading to unsatisfied state which kills their zeal to give their best performance as well as affecting the moral development of their

students. This is due to the prevailing inadequate staff training and the use of unprofessional qualified teachers in public secondary schools. The researchers observed that the teachers in public secondary schools in Anambra State put up some unacceptable behaviour such as absenting from school, irregular attendance to class, lack of concentration, dissatisfaction, and low commitment to work among others. As a result, the rising cases of poor task performance emerges such as poor coverage of scheme of work, absenteeism, unwillingness to participate in every school activity, leaving of school environment immediately after teaching the students, missing of deadline in preparing and publishing of students' results among others. This seemed to mean that school management is not working up to expectations. It appears school management does not effectively and efficiently provide good professional development for teachers to acquire more knowledge, qualification and certification for adequate skills and knowledge. Against the background that, the researchers sought to find out how conditions of service predict teachers' task commitment in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine staff development package and teachers' qualifications as correlates of teachers' task performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. find out the relationship between staff development package and teachers' task performance in public secondary schools in Anambra State.
2. determine the relationship between qualifications and teachers' task performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the relationship between staff development package and teachers' task performance in public secondary schools in Anambra State?
2. What is the relationship between qualifications and teachers' task performance in public secondary schools in Anambra State?

Hypotheses

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

1. There is no significant relationship between staff development package and teachers' task performance in public secondary schools in Anambra State.
2. There is no significant relationship between qualifications and teachers' task performance in public secondary schools in Anambra State.

Research Methods

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study consists of 8,187 teachers in 267 public secondary schools in the six education zones in Anambra State. The sample of 819 teachers was used for the study. Multistage sampling procedures comprising proportionate stratified and simple random sampling techniques were used for the study. Staff Development Packages Questionnaire (SDPQ) and Teachers' Task Performance Questionnaire (TTPQ) were the instruments for data collection. The instruments were subjected to face and construct validation. Face validation was done by three experts, two in Educational Management and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, while construct validation was carried out with Principal Component Analysis approach using SSPS vol. 26 and the results showed that the construct validity was met. The reliability of the instrument was done using Cronbach Alpha method and the average coefficient values were established at 0.81 for SDPQ and 0.87 for TTPQ. The researcher visited the schools with the help of six research assistants. Out of 819 copies of the instrument administered, 798 copies representing 97% of the instrument were correctly completed and returned. Pearson Product Moment Correlation statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Results

Research Question One: What is the relationship between staff development package and teachers' task performance in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Staff Development Package and Teachers’ Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	r ²	Remark
staff development package	798			
		0.876	0.796	highly positive
teachers’ task performance	798			

***Significant at $p < 0.05$*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed that staff development package has a positive relationship with teachers’ task performance in public secondary schools in Anambra State as shown by the coefficient value of $r = 0.876$. This revealed a positive correlation coefficient valued of 0.876 which indicated that a practical positive improvement in staff development package led to 0.876(88%) improvements in teachers’ task performance in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.796 showed that the explanatory power of the variable was high. This implies that 0.796(80%) of the variations in teachers’ task performance in public secondary schools in Anambra State were highly accounted for by the variations in staff development package.

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

Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Teachers’ Qualification and Teachers’ Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	r ²	Remark
teachers’ qualification	798			
		0.627	0.548	moderately positive

teachers' task performance 798

***Significant at $p < 0.05$*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed that teachers' qualification has a positive relationship with teachers' task performance in public secondary schools in Anambra State as shown by the coefficient value of $r = 0.627$. This revealed a positive correlation coefficient valued of 0.627 which indicated that increase in the qualifications of teachers led to 63% increases in teachers' task performance in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.548 showed that the explanatory power of the variable was moderate. This implies that 0.548(55%) of the variations in teachers' task performance in public secondary schools in Anambra State were moderately accounted for by the variations in teachers' qualifications. This means that the task performance of teachers moderately depend on their qualifications. Hence, the teachers' qualifications accounted for 55% of the variance in the teachers' task performance in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H₀₁: There is no significant relationship between staff development package and teachers' task performance in public secondary schools in Anambra State.

Table 3: Summary of Pearson Product Moment Correlation on the Significant Relationship between Staff Development Package and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	r ²	p-value	Remark
staff development package	798				
		0.876	0.796	0.000	Significant
Teachers' task performance	798				

***Significant at $p < 0.05$*

The summary result of Pearson Product Moment Correlation Coefficient on Table 3 showed the significant relationship between staff development package and teachers’ task performance in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between staff development package and teachers’ task performance in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between staff development package and teachers’ task performance in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: There is no significant relationship between teachers’ qualification and teachers’ task performance in public secondary schools in Anambra State.

Table 4: Summary of Pearson Product Moment Correlation on the Significant Relationship between Teachers’ Qualification and Teachers’ Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	r ²	p-value	Remark
teachers’ qualification	798	0.627	0.548	0.000	Significant
teachers’ task performance	798				

***Significant at $p < 0.05$*

The summary result of Pearson Product Moment Correlation Coefficient on Table 4 showed the significant relationship between teachers’ qualification and teachers’ task performance in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between teachers’ qualification and teachers’ task performance in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between teachers’ qualification and teachers’ task performance in public secondary schools in Anambra State.

Discussion of Findings

Findings on the relationship between staff development package and teachers' task performance in public secondary schools in Anambra State indicated that staff development package has a high positive relationship valued at 0.876 with teachers' task performance in public secondary schools in Anambra State. This implies that a unit increase in the practical application of staff development package for teachers will bring about 0.88% increases in teachers' task performance and vice versa in public secondary schools in Anambra State. The study also revealed that staff development package has a significant relationship with teachers' task performance in public secondary schools in Anambra State. The findings of the study is in consonance with the findings of Umeh and Ogbuabor (2024) that teachers who attend in-service training give them the edge over their colleagues as it positively and significantly contribute to teachers' job performance. In the words of Onuorah and Onyekwelu (2024) the positive and significant correlation between professional development of teachers on their job satisfaction is as a result of teachers attending in-service training, seminar and conferences. The findings of Adinna et al. (2024) affirmed that professional development boosts up the efficiency and effectiveness of teachers and develops a sense of perfect behaviour in their working strategies. Okaforcha et al. (2024) findings asserted that developing broader skills and emotional intelligence make teachers more resilient to change. In the findings of Ohamobi et al. (2024), they established that professional development opens doors to promotions, new roles and leadership for teachers, increasing self-worth and motivation. Similarly, Ezeaku and Obi (2025) affirmed that professional developments are signals to employees that they are valued long-term, significantly improving engagement in the school. Ubabuike and Obi (2025) findings showed that professional development acts as a catalyst for teachers' effectiveness. They revealed that it is also a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. The findings of Ohamobi and Okeke (2025) asserted that in-service training positively and significantly correlate to teachers' job commitment in public secondary schools in Anambra State. Thus, teachers' professional development is important for teachers to face new challenges and changes in the educated world.

Findings on the relationship between teachers' qualification and teachers' task performance in public secondary schools in Anambra State indicated that teachers' qualification has a moderate positive relationship valued at 0.627 with teachers' task performance in public secondary schools in Anambra State. This means that a unit improvement in the practices of teachers' qualification led to 63% improvements in teachers' task performance and vice versa in public secondary schools in Anambra State. This implies that the more qualifications the teachers acquire the more effective

that they become in performing their task. Nevertheless, if teachers do not develop academically by acquiring more qualifications, the less effective they become in the job and their performances are bound to dwindle. The qualifications of teachers from training expose them to rational thinking for proper analysis of situations before taking decisions. Thus, teachers' professional qualification is a symbol of one's intellectual maturity and experience in decision-making for the best course of action in the teaching profession. The study also revealed that there is a significant relationship between teachers' qualification and teachers' task performance in public secondary schools in Anambra State. This is in consonance with the findings made by Utitofon (2023) that academic and professional qualifications in teaching subjects such as Nigeria Certificate in Education (NCE), Bachelor of Science Education or Bachelor of Art in Education or Master of Education or Master of Philosophy in Education are likely to perform better in teaching their specialized subjects than those with no professional qualification. This is also in tandem with submission made by Nnoli (2024) that students taught by teachers with professional qualification in Education such as B.Ed, B.A (Ed), M.A(Ed), M.Ed, Ph.D in Education performed better than those taught by non-professional teachers without qualification. The findings of this study also agree with that of Ezeaku and Obunike (2024) whose study showed that teachers teaching qualification has a significant relationship with students' academic achievement in schools. Similarly, Okaforcha and Nwafor (2024) findings indicated that a significant joint contribution between teachers' qualification and subject teachers mastery on students' achievement in schools. In the findings of Onumonu and Ifediorah Okeke (2025), they revealed that qualified teachers go beyond academic instruction to act as mentors who foster essential life skills such as critical thinking, resilience, emotional intelligence and social responsibility. Okaforcha and Amuzu (2025) findings showed that teachers with strong academic qualifications have a deep understanding of their subject, which allows them to provide accurate and comprehensive information, answer complex questions and inspire a greater curiosity and love for learning in students. Oguejiofor et al. (2025) Professional teaching qualifications equip educators with diverse teaching methodologies, classroom management skills, and assessment techniques that are crucial for effective instruction. These skills enable teachers to adapt their approach to different learning styles and ensure every student can grasp concepts effectively. Teachers' qualifications are the single most important in-school factor influencing students' achievement, uniquely impacting learning outcomes, teaching efficacy and the overall educational environment.

Conclusion

The effective task performance among teachers depends on the practices of good staff development package and teachers' qualification. Therefore, staff development packages and qualifications are important and essential variables to be considered in order to improve the task performance of teachers in public secondary schools in Anambra State. Based on the findings, the study concluded that staff development packages and teachers' qualifications are good determinants of teachers' task performance in public secondary schools in Anambra State.

Recommendations

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

1. The Post Primary Schools Service Commission should invest on teachers' growth by providing them with development package for updating skills, improves teaching quality with new methods, addresses diverse learners' needs and increases teachers' confidence, ultimately creating more effective, adaptable and motivated teachers for a changing educational landscape in Anambra State.
2. The Teachers Registration Council of Nigeria, Anambra Branch should make teaching a noble profession by restricting non-qualified applicants in the area of certificate at the entry stage of recruitment, and when employed, they should consciously work to attain more qualifications since it has been validated that there is a direct link between teaching qualifications of teachers on their task performance in public secondary schools in Anambra State.

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