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STAFF DEVELOPMENT PROGRAMMES AND JOB PERFORMANCE OF TEACHERS IN SPECIAL SCHOOLS IN PORT HARCOURT METROPOLIS, RIVERS STATE, NIGERIA

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Abstract

This study investigated staff development programmes and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The study adopted correlational research design. The study was guided by four research questions and four null hypotheses. The population of the study comprised sixty-eight (68) special teachers in the area. The sample size was 68 special teachers which was adopted through the use of census sampling technique. The instruments for data collection were structured questionnaire, titled: "Staff Development Programmes Scale (SDPS) and Teachers' Job Performance Scale" [redacted]

(TJPS)". The instrument was validated by two other experts in Special Needs Education. The reliability of the instrument was determined through test re-test reliability method which yielded a reliability index of r=0.73 (SDPS) and r=0.70 for (TJPS). Pearson Product Moment Correlation (PPMC) was used to answer research questions and test the null hypothesis at 0.05 level of

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significance. The study revealed that there was high positive relationship between in-service training, conference participation, seminar participation, workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. That there was significant relationship between in-service training, conference participation, seminar participation, workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. It was recommended among others that; the need for continuous permission for teachers to go on in-service training programmes since their performance are enhanced through such trainings.

Introduction

Teachers' job performance means the accomplishment of roles outlined for teachers by their employers. This involves successes that takes place in the classroom which include; provision and presentation of suitable lesson, use of appropriate methods of teaching, and use of current and proper instructional aides as well as assessment of students' performance. Ngala (2020) opined that teachers' performance is dependent on several factors which include staff development programmes. Staff developments are the provisions made by school system for improving the performance of the school personnel from initial employment to retirement. Ojo (2018) described staff development as a complex process by which an individual learns, grow and improves his abilities to professional tasks. Staff development programmes are those activities designed to instruct, inform and stimulate classroom teachers.

Ngala (2020) noted that some of the available staff development programmes in regular and special schools are conferences, exhibition, seminars, in-service training and workshops. Ngala maintained that the primary function of staff development is to develop an efficient work-force at all levels, to ensure that organizational goals are realized. There are three fundamental reasons within this primary objective for engaging in staff development activities. First is to enable the employee perform his present job more efficiently. Secondly, to prepare workers for a higher level job and lastly to prepare a person to undertake a completely different job from that with which he is familiar with.

Staff development in pre-tertiary schools is a useful investment. The positive results of staff development in schools are reflected not only on the quality of student learning experience but also on the long term effect on teachers. It is commonly believed by all involved in the education enterprise that existence of a well-trained teaching force is positively related to the achievement of educational objective (Odinga, 2021). Kayode (2020) added that staff development creates an equitable, developmental and motivating working environment which values and empowers people at all levels. Staff development programmes are therefore aimed at professional and personal development of the three categories of staff in the school system. These are the teachers, the administrators and the support staff. Adesina (2018) connotes that staff development, is the way and means by which staff performance needs are recognized and the extent to which leaders ensure that these needs are met.

Gusky (2019) opined that staff development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills. There is the need to ensure that the development programmes serve the expected purposes through the acquisition of the required knowledge and skills by the staff. Thus, need analysis should precede any development programme, in line with the goals and objectives of the school system. The needs analysis techniques include, among others, checklist of staff skills and lack of them, interviewing, survey and performance appraisal. Staff development is design to develop people themselves so as to make them better teachers, entrepreneurs and decision makers and to help them organize themselves into effective associations and institutions (Abiodun, 2019).

Advancement in science and technology create demand for teaching and learning. The learning processes which were once effective sooner or later become obsolete. Therefore, in order to keep abreast with new innovations in education, there is need for continuing training programmes to assist teachers understand new concepts and apply new knowledge to teaching. Furthermore, where the training of existing teachers in any school organization is grossly inadequate, it would be very difficult to change the orientation of the teachers in terms of objective formulation, interpretation and execution along practical lines, unless they are exposed to intensive in-service training and re-training programmes. This implies that, every educational system at any level depends heavily on teachers,

since the management and improvement of educational standards are only possible through well qualified and trained teachers. The teachers therefore are the most valuable at their school level and every effort should be made to train and re-train them.

In the same vein, Muzaazi (2023) noted that staff development is an attempt to polish those qualities which a person has and which his position will require. This may mean putting him in a situation in which he has to show initiative and take the best out of a person. Thus, training assists an employee in whatever is not going well which can be rectified. Such training must be relevant to teacher's job description and performance. The educational level of a worker accounts for this performance. In effect, greater productivity could be achieved through improved knowledge or skills which could be achieved through proper staff training and development. Training is any going process designed to maximize human resources in order to achieve the desired objectives of an organization.

It is important to see staff training as a contributing factor to the school organization, students' curriculum and other activities within the educational settings. Staff development is the provision made by the school for improving the school system and the personnel from initial employment to retirement. Staff development programmes are those activities designed to instruct, inform and stimulate classroom teachers. Training help teachers to clarify their values, introduce them to new curriculum and develop games and classroom materials. Within the school setting, it is obvious that teachers with requisite educational training and experience would help in the accomplishment of the school goals. Staff development programme is a complex process by which an individual learns, grows and improves his abilities to perform professional tasks.

It helps the organization obtain people with the right skills, knowledge and attitude to run progressive and flexible academic programmes. Hence, staff development can be conceived in the first instance to achieve higher performance in the job and also to raise the level of development of employees regardless of whether they stay on their job or leave and seek employment elsewhere. Staff development is an important activity that assists employees, administrators or supervisor in acquiring and using the knowledge, skill and attitude needed for a better performance. The study therefore examined staff development

programmes and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State.

Statement of the Problem

Even though education managers are acutely aware of the benefits of staff development, numerous problems continue to bedevil staff development practices in the special schools in Port Harcourt Metropolis, Rivers state. The researcher observes that crucial among them are limited availability of staff development programmes; scarcity of time and financial resources on the part of teachers; disagreement on the relevance of the content of staff development programmes in relation to their teachers' individual needs; poor attitudinal problems and lack of co-operation on the part of head teachers and acceptable qualification of facilitators. The researcher further observes that financing staff development programmes present insurmountable challenges to teachers and heads of special schools. This study attempts to shed more light on the practices related to staff development programmes and how such influences the job performance of special teachers. It was therefore necessary to investigate staff development programmes and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State.

Aim and Objectives of the Study

The aim of the study was to investigate staff development programmes and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State, Nigeria. Specifically, the study intended to:

1. Determine the relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State
2. Ascertain the relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State
3. Examine the relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State
4. Find out the relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State

Research Questions

The following research questions guided the study

1. What is the relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State?
2. What is the relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State?
3. What is the relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State?
4. What is the relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State?

Hypotheses

The following null hypotheses were further formulated to guide the study.

1. There is no significant relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State
2. There is no significant relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State
3. There is no significant relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State
4. There is no significant relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State

Method

The study employed a correlational research design. The study was conducted in Port Harcourt Metropolis, Rivers State. The population of the study comprised sixty-eight (68) teachers in public special schools in Port Harcourt Metropolis, Rivers State. Census sampling technique was used to select 68 teachers in special schools in Port Harcourt Metropolis, Rivers State for the study. The research

instrument was a self-designed instrument titled "Staff Development Programmes Scale (SDPS) and Teachers' Job Performance Scale" (TJPS The SDPS contains five (5) sections. Section A contains Bio-data of the respondents, Section B; contained items on in-service training, Section C; contained items on conference participation, Section D; contained items on seminar, Section E; contained items on workshop. The "Staff Development Programmes Scale (SDPS) has 16 items structured on a four point modified Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The Teachers' Job Performance Scale" (TJPS) contains 20 items also structured on the same four point modified Likert Scale. To determine the reliability of the instruments, the researcher used test re-test reliability method. The 'Staff Development Programmes Scale (SDPS) yielded a reliability index of r=0.73 and r=0.72 for Teachers' Job Performance Scale" (TJPS). The Pearson Product Moment Correlation was used in answering the research questions and testing the null hypotheses at 0.05 level of significance. The data collected were analyzed with the aid of Statistical Package for Social Science (SPSS) version 25.0.

Results

Research Question One

What is the relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State?

Hypothesis One

There is no significant the relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State

Table 1: Relationship between In-Service Training and Teachers' Job Performance

		Teachers' Job Performance	In-Service Training
Teachers' Job Performance	Pearson's Coefficient	1	.418**
	Sig. (2-tailed)		.000
	N	68	68

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The result revealed that in-service training relate to and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State (*r= .418*). This result implies that as scores on in-service training increases, there is a corresponding increase in teachers' job performance. Table 1 further indicates that the relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State is significant at 0.05 level of significance. The result of the null hypothesis is rejected. This is because the p-value (*r= .418, n=68, p= .000*) is less than the level of significance (0.05). The result of the null hypothesis is that there is a significant relationship between job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State.

Research Question Two

What is the relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State?

Hypothesis Two

There is no significant the relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State

Table 2: Relationship between Conference Participation and Teachers' Job Performance

		Teachers' Job Performance	Conference Participation
Teachers' Job Performance	Pearson's Coefficient	1	.537**
	Sig. (2-tailed)		.000
	N	68	68

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows the relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers

State. The result revealed that conference participation relate to and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State (*r= .537*). This result implies that as scores on conference participation increases, there is a corresponding increase in teachers' job performance. Table 2 further indicates that the relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State is significant at 0.05 level of significance. The result of the null hypothesis is **rejected**. This is because the p-value (*r= .537, n=68, p= .000*) is less than the level of significance (0.05). The result of the hypothesis is that there is a significant relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State.

Research Question Three

What is the relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State?

Hypothesis Three

There is no significant the relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State

Table 3: Relationship between Workshop and Teachers' Job Performance

		Teachers' Job Performance	Workshop Participation
Teachers' Job Performance	Pearson's Coefficient	1	.480**
	Sig. (2-tailed)		.000
	N	68	68

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The result revealed that workshop relate to and job performance of

teachers in special schools in Port Harcourt Metropolis, Rivers State (*r= .480*). This result implies that as scores on workshop increases, there is a corresponding increase in teachers' job performance. Table 3 further indicates that the relationship between workshop participation and teachers' job performance in public secondary schools in Obio/Akpor Local Government Area is significant at 0.05 level of significance. The result of the null hypothesis is **rejected**. This is because the p-value (*r= .480, n=68, p= .000*) is less than the level of significance (0.05). The result of the hypothesis is that there is a significant relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State.

Research Question Four

What is the relationship between seminar participation and teachers' job performance in public secondary schools in Obio/Akpor Local Government Area?

Hypothesis Four

There is no significant the relationship between seminar participation and teachers' job performance in public secondary schools in Obio/Akpor Local Government Area

Table 4: Relationship between Seminar and Teachers' Job Performance

		Teachers' Job Performance	Seminar Participation
Teachers' Job Performance	Pearson's Coefficient	1	.654**
	Sig. (2-tailed)		.000
	N	296	296

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The result revealed that seminar relate to and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State (*r= .654*). This result

implies that as scores on seminar increases, there is a corresponding increase in teachers' job performance. Table 4 further indicates that the relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State is significant at 0.05 level of significance. The result of the null hypothesis is **rejected**. This is because the p-value (*r= .654, n=68, p= .000*) is less than the level of significance (0.05). The result of the hypothesis is that there is a significant relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State.

Discussion of Findings

The finding of research question one (Table 1) revealed that there was high positive relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. And hypothesis one reveals that there is significant relationship between in-service training and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The finding of the study is in tandem with the revelation of Nakpodia (2021) who revealed that when secondary school teachers engage in in-service training, there was significant improvement in their job satisfaction and performance.

The finding of research question two (Table 2) revealed that there was high positive relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. And hypothesis two reveals that there is significant relationship between conference participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The finding is in agreement with the study of Claessens (2017) who observed that teachers' participation in conferences positively and significantly influenced their job performance in public primary schools.

The finding of research question three (Table 3) revealed that there was high positive relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. And hypothesis three reveals that there is significant relationship between workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The finding is in line with the study of Ogunu (2018) who maintained that teachers who participated in workshops organized by school

heads or the ministry of education reported of improvement in their performance as teachers.

The finding of research question four (Table 4) revealed that there was high positive relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. And hypothesis four reveals that there is significant relationship between seminar participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. The finding concurs with the submission of Ugwulashi (2019) who revealed that seminars were an important staff development tool geared towards enhancing teachers' job performance.

Conclusion

Based on the results of the study, the researcher concludes that there was high positive relationship between in-service training, conference participation, seminar participation, workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State. That there was significant relationship between in-service training, conference participation, seminar participation, workshop participation and job performance of teachers in special schools in Port Harcourt Metropolis, Rivers State.

Recommendation of the Study

Based on the findings of the study the researcher made the following recommendations:

1. There is the need for continuous permission for teachers to go on in-service training programmes since their performance are enhanced through such trainings;
2. A policy on conduct of conference should be put in place to allow every teachers to benefit from such training because of its desirability;
3. The need for broader and wider acquisition of knowledge by the teachers is necessary. Therefore, the study recommended that, government should mobilize adequate funds for regular workshops of school teachers;
4. Government should sensitize secondary school teachers on the need for regular attendance of seminars to keep them abreast on current educational strategies.

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