

Principals' Application of Management Support Practices for Enhancing Teachers Job Performance in Secondary Schools in Enugu State, Nigeria

Egboka, Patience Ndidi (Ph.D)

Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

E-mail: patiencegboka@yahoo.com

Tell: +2348034054175

Abstract

The study ascertained principals' application of management support practices for enhancing teachers' job performance in secondary schools in Enugu State. Two specific purposes were formulated and two research questions guided the study. Descriptive survey design was adopted for the study. The target population of the study comprised all the 291 principals in public secondary schools in Enugu State. Simple random sampling technique was used to sample 146 principals for the study. A 13 items researcher developed instrument titled; Principals' Application of Management Support Practices Questionnaire (PAMSPQ) was used for data collection. The instrument was face validated by three research experts. The Cronbach alpha was used to determine the reliability of the instrument which yielded a high reliability coefficient value of 0.77. Data analysis was done using mean and standard deviation. The findings revealed among others that principals do not apply professional development practices for enhancing teachers' job performance by not; involving teachers in collaborative teaching method to enable them share knowledge and new teaching strategies, sponsoring teachers' on conferences to enable them withstand the challenges brought about by change and

innovation, and granting study leave for teachers to go for refresher courses. Hence, it was recommended among others that principals should partner with relevant stakeholders to promote teachers professional development through organizing annually seminars, workshops, sponsoring teachers on conferences and embarking on continuous training so as to improve teachers instructional delivery. Conclusion was drawn based on the findings.

Keywords: Management support practices, staff welfare, professional development

Introduction

The need to increase organizational productivity especially in the education industry is a growing concern to educational stakeholders. At the secondary level of education, it is the duty of the principal as the chief executive officer of the school to stimulate the available human and non-human resources to ensure quality output. The contributions of teachers to school improvement cannot be underestimated. Teachers are charged with other responsibilities such as guiding, counseling, disciplining students, managing classes and participating in curriculum development



panels other than teaching (Yuniah, Walter & Duke, 2015). The uninterrupted discharge of their duties cannot be actualized without steady support practices from the school management. Also, Castler (2010) noted that principals should as well provide teachers with needed management supports to effectively function in their schools.

Management support practices are management practices aimed at creating a satisfactory working atmosphere for staff to effectively discharge their duties in a professional manner. In this view of Akinfolarin and Emetarom (2017), management support practices are geared towards providing a friendly climate for workers productivity. Nwite (2016) defined management support practices has the provisions of enabling work environment for teachers to render the needed services effectively in the school system. Nwite further pointed out that management support practices include: the provision of supervision, motivation, professional growth and welfare. Also, Akinfolarin and Emetarom (2017) highlighted management support practices in school to include the provision of supervision, motivation, ensuring professional development of staff and application of other supportive management functions to improve instructional delivery or the attainment of school goals and objectives. The management support practices of the above authors adopted in this study are professional development and staff welfare.

The persistent increase in the demand for quality instructional delivery process requires professional competencies on the part of the teachers. Similarly, Ezeugbor (2015) noted that teaching is a public service that requires exceptional expertise, knowledge and specialized skill

sustained through vigorous and continuous professional development. Professional development as opined by Werner and Desimone (2012) is a set of systematic and planned activities designed by an organization to provide its members with the opportunity to learn necessary skills to meet current and future demand. Professional development affords teachers the opportunity to acquire additional competencies and qualifications to perform their teaching job successfully. It instills confidence in the teaching profession, thus, advancing teachers' career. There are several professional development practices that could enhance teachers' job performance. Among others are; symposiums, continuous training and re-training, workshops, research opportunity, conferences, and study leave for refresher courses. Similar to this, Abdulrahman (2015) pointed out that staff professional development practices through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction. Organizing in-service training for teachers helps to equip them with emerging trend and strategies in the teaching profession. Azaru, Syed and Muhammad (2013) defined training as the process of improving the existing skills, knowledge, exposure and abilities in an individual. It is a process designed to expose teachers to new approaches and trends in education in order to equip them with the required skills. Althassan (2014) argued that in-service training for teachers has been one of the major practices of school heads to develop their teachers. The principal has the responsibility of providing management support practices in the area of training and re-training of teachers so as to enable them discharge their instructional delivery task in a professional manner. However, for



teachers to successfully accomplish their instructional delivery task, the principal must establish an enabling organizational climate and design suitable welfare policies to enhance their performance.

The concept of employee welfare has been used by many organizations as a strategy of improving productivity of employees most especially when work related problems can lead to poor quality of life for employees and a decline in performance (Manzini & Gwandure, 2011). Also, Tao (2013) expressed that the welfare strategy is considered vital because the quality of teachers is crucial to any education system. School administrators design and implement suitable welfare policies to make the teaching and learning process enjoyable to both staff and students thereby increasing their academic performance. In the same vein, Waititu, Kihara and Senaji (2017) pointed out that staff welfare increase the productivity of organization and promote motivation, healthy organization relations and thereby maintaining peace in the workplace. Welfare packages is not measure in monetary terms or gifts alone but provision of care, display of love, provision of safe working environment. In support of this, Lalitha and Priyanka (2014) posited that the welfare measures need not be in monetary terms only but in any kind/forms. Staff welfare packages involve attending to the needs, ensuring interpersonal relationship, seeing to their well-being and promoting their satisfaction on the job. Rao, Chandra and Raghunath (2015) are of the view that staff welfare includes monitoring of working conditions, creation of industrial harmony through infrastructure for health, industrial relations and insurance against disease among others.

Performance is the degree to which an employee's and organizational goals are met (Feng, 2010). It is the extent to which the goals and objectives of individual or group are accomplished. In the school system, there is high expectation from stakeholders concerning the degree at which educational goals and objectives are been actualized. It is imperative to note that the worth of teachers is the key determinant of students' academic performance. Therefore, the degree to which teachers are committed to their job has a key role to play in students learning outcome. Ezeugbor, Onyali and Okoye (2018) defined teachers' job performance as their commitment in the discharge of their duties at any given time in the school directed towards achieving the daily classroom, school and entire goals of education. Uko, Umosen and Caleb (2015), teachers' job 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. It is the degree at which teachers implement their instructional delivery task and other assigned roles aimed actualizing school goals. Ezeugbor, Onyali and Okoye highlighted teacher's job performance indices to include: their level of attendance to classes, lesson preparation, presentation and delivery among others. Nnebedum and Akinfolarin (2017) asserted that the indicator of teacher's job performance is evaluated in his or her ability to make deliberate effort to enhance students academic performance, possession and display of in-depth knowledge of his or her subject matters, presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with

subordinates and superiors, discipline, motivation and counseling of students and compliance to teachers professional code of conduct among others. The pursuit to instill positive attitude to work in teachers has been a long age issue which necessitated management support practices.

Statement of the Problem

Negative indicators arising from secondary schools in Enugu State seem to reveal cases of poor instructional delivery of teachers. Personal observation of the researcher also revealed that teachers in some secondary schools in Enugu State are performing below the expectations of stakeholders by adopting obsolete teaching methods, missing of their class lessons, persistent lateness to school among others. This unsatisfactorily state of affair could lead to poor academic achievement of students as a result of obsolete teaching methods and inability of teachers to acquire relevant skills to discharge their duties in a modern way. These challenges perhaps may be as a result of the principal inability to apply management support practices in the areas of professional development and staff welfare. It is against this premise that this study aimed at ascertaining principals' application of management support practices for enhancing teachers' job performance in secondary schools in Enugu State.

Purpose of the study

The main purpose of the study is to ascertain principals' application of management support practices for enhancing

teachers' job performance in secondary schools in Enugu State.

Specifically, the study sought to determine:

1. The professional development practices applied by principals for enhancing teachers' job performance secondary schools in Enugu State
2. The staff welfare practices applied by principals for enhancing teachers' job performance secondary schools in Enugu State

Research Questions

The following research questions guided the study:

1. What are the professional development practices applied by principals for enhancing teachers' job performance secondary schools in Enugu State?
2. What are the staff welfare practices applied by principals for enhancing teachers' job performance secondary schools in Enugu State?

Method

The study adopted the descriptive survey design and was conducted in Enugu State. The target population of the study comprised all the 291 principals in public secondary schools in Enugu State. Simple random sampling technique was used to sample 146 principals for the study. A 13 items researcher developed instrument titled; Principals' Application of Management Support Practices Questionnaire (PAMSPQ) was used for data collection. The instrument was structured on a four rating scale of

Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The validation of the instrument was established by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations (Measurement and Evaluation Unit), Faculty of Education, Nnamdi Azikiwe University, Awka. The suggestions and inputs of the experts were reflected on the final draft of the instrument. The Cronbach alpha was used to determine the reliability of the instrument which yielded the coefficient values of 0.81 and 0.72 were obtained for part I and II respectively of PAMSPQ. The

overall coefficient value of 0.77 was considered high enough for the instrument usability. This is in line with Nworgu (2015) who recommended that co-efficient value of 0.60 or above is adequate for any research work. The instrument was administered by the researcher together with four research assistants who were briefed on how to approach the respondents. Data were analyzed using mean and standard deviation. The mean responses were adjudged on the basis that any mean score of 2.50 or above is taken to indicate agreement while any mean score that falls below 2.50 is taken as disagreement.

Results

Research Question 1: What are the professional development practices applied by principals enhancing teachers' job performance secondary schools in Enugu State?

Table 1: Professional development practices applied by principals for enhancing teachers' job performance

S/N	Items	\bar{X}	SD	Decision
1.	Organizing symposium for teachers to enable them discover solution to instructional delivery problem	2.67	0.48	Agree
2.	Involving teachers in collaborative teaching method to enable them share knowledge and new teaching strategies	2.21	0.55	Disagree
3.	Encouraging in-service training to advance teachers' knowledge	2.60	0.48	Agree
4.	Sponsoring teachers' on conferences to enable them withstand the challenges brought about by change and innovation	2.34	0.69	Disagree
5.	Giving opportunities for teachers to participate in seminars	2.70	0.65	Agree
6.	Training teachers in the use of instructional materials	2.56	0.49	Agree
7.	Granting study leave for teachers to go for refresher courses	1.22	0.57	Disagree

Mean of means and Standard Deviation = 2.33 0.59 Disagree

Data analysis on Table 1 revealed that respondents agreed on items 1, 3, 5, and 6. This is shown by mean ratings of the items that fall above the cut-off mean of 2.50. This implies that respondents agreed that the professional development practices applied by principals include; organizing symposium for teachers to enable them discover solution to instructional delivery problem, encouraging in-service training to advance teachers' knowledge, giving opportunities for teachers to participate in seminars, and training teachers in the use of instructional materials.

However, respondents disagreed on items 2, 4, and 7. This is shown by mean ratings of the items that fall below 2.50. This implies that respondents disagreed that involving teachers in collaborative teaching

method to enable them share knowledge and new teaching strategies, sponsoring teachers' on conferences to enable them withstand the challenges brought about by change and innovation, and granting study leave for teachers to go for refresher courses are among the professional development practices applied by principals. The mean of means' value of 2.33 which falls below the cut-off mean score of 2.50 indicate disagreement on professional development practices applied by principals for enhancing teachers' job performance. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Research Question 2: What are the staff welfare practices applied by principals enhancing teachers' job performance secondary schools in Enugu State?

Table 2: *Staff welfare practices applied by principals for enhancing teachers' job performance*

S/N	Items	\bar{X}	SD	Decision
8.	Facilitating the payment of housing allowance to staff	1.37	0.52	Disagree
9.	Facilitating the provision of free medical service for teachers	2.03	0.41	Disagree
10.	Giving sick leave to ill teachers for further medical attention	2.70	0.65	Agree
11.	Drinking and sanitary facilities are provided in the school	1.34	0.70	Disagree
12.	Issuing maternity leave to female teachers after child birth	2.56	0.49	Agree
13.	Canteen facilities are provided for teaching			

and non teaching staff	=	2.53	0.65	Agree
Mean of means and Standard Deviation	=	2.09	0.57	Disagree

Data analysis on Table 1 revealed that respondents agreed on items 10, 12, and 13. This is shown by mean ratings of the items that fall above the cut-off mean of 2.50. This implies that respondents agreed that the staff welfare practices applied by principals include; giving sick leave to ill teachers for further medical attention, issuing maternity leave to female teachers after child birth, and providing canteen facilities for both teaching and non teaching staff.

Nevertheless, respondents disagreed on items 8, 9, and 11. This is shown by mean ratings of the items that fall below 2.50. This implies that respondents disagreed that facilitating the payment of housing allowance to staff, facilitating the provision of free medical service for teachers, and providing drinking and sanitary facilities in the school are among the staff welfare practices applied by principals. The mean of means' value of 2.09 which falls below the cut-off mean score of 2.50 indicate disagreement on staff welfare practices applied by principals for enhancing teachers' job performance. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Discussion

Based on data analysis on Table 1, the study revealed that respondents disagreed that involving teachers in collaborative teaching method to enable them share knowledge and new teaching strategies, sponsoring teachers' on conferences to enable them withstand the

challenges brought about by change and innovation, and granting study leave for teachers to go for refresher courses are among the professional development practices applied by principals for enhancing teachers' job performance in secondary schools in Enugu State. This is in agreement with the finding of Hassan (2013) which revealed among others that the professional development programmes for teachers that are not in practice include: arranging different training programmes, coaching, mentoring, re-refresher courses, workshops and seminars among others. The deficiency in principals' application of management support practices in the area of teachers' professional development practices could lead to poor academic achievement of students as a result of obsolete teaching methods and inability of teachers to acquire relevant skills to discharge their duties in a modern way.

Data analysis on Table 2 revealed that respondents disagreed that facilitating the payment of housing allowance to staff, facilitating the provision of free medical service for teachers, and providing drinking and sanitary facilities in the school are among the staff welfare practices applied by principals for enhancing teachers' job performance in secondary schools in Enugu State. In line with this, Nnamdi and Nwite (2014) reported that the extent of performance in school is determined by the recognition and attention given by the principals to their staff needs and how such needs are solved. Teachers perform varying tasks aside delivering instruction in the school. However, it is unfortunate that they are less rewarded with good working conditions and

welfare packages to enhance their dedication for better performance.

Conclusion

The quality of education output is determined by the quality and efforts of the teachers who work closely with the students. It is expected that school principal provides adequate support for the teachers to excellently discharge their duties. However, the study concluded based on the findings that principals do not apply professional development practices for enhancing teachers' job performance in secondary schools in Enugu State. Also, principals do not apply staff welfare practices for enhancing teachers' job performance in secondary schools in Enugu State.

Recommendations

The following recommendations were made based on the findings of the study:

1. Principals should partner with relevant stakeholders to promote teachers professional development through organizing annually seminars, workshops, sponsoring teachers on conferences and embarking on continuous training so as to improve teachers instructional delivery .
2. Principals should strive to ensure the provision of basic amenities for teachers and also collaborate with non-governmental organizations in raising fund in order to cater for the staff welfare needs in the school.

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