

MANPOWER DEVELOPMENT STRATEGIES OF PRINCIPALS AS DETERMINANT OF EFFECTIVE PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ABIA STATE, NIGERIA.

¹Ngerem, Eucharia Iheoma PhD ²Ndudimoluoha, Mary O.

ABSTRACT: This study provided an empirical evidence of manpower development strategies of Principals as determinant of effective performance of Teachers in secondary schools in Abia State, Nigeria. Guided by three research questions and three null hypotheses tested at 0.05 significant level. Correlation research design was used for the study. A population of 2902 (192 principals and 2710 teachers) in the three education zones in Abia State. Multi stage sampling was used to select 352 (88 Principals and 264 Teachers) respondents from 24 schools across six local government areas from the three education zones. Two instruments titled “Manpower development strategies of Principals questionnaire (MDSP)” and Teachers effective performance questionnaire (TEPQ)” were used for data collection. 352 copies of the instrument was administered to the respondents. The research questions were answered use the simple and multi linear regression and the ANOVA obtained from simple multiple linear regression analysis to test the hypotheses at 0.05 level of significance. Findings revealed that staff orientation, staff training and development and staff performance appraisal strategies significantly predict effective performance of teachers in secondary schools. Based on the conclusion of the findings, the researchers recommended among others that, government and Principals should organize seminars and conferences for manpower development strategies such as orientation, staff training development programmes and staff performance appraisal strategies and Principals should harness and imbibe the manpower development strategies for effective performance of Teachers in secondary schools in Abia State, Nigeria.

KEYWORDS: Manpower development strategies, principals, teachers and effective performance.

1. INTRODUCTION

Educational advancement in Nigeria has been proven to be a crucial instrument for economic, social and cultural development; the development of teachers is inevitable in order to optimize performance in education system especially in Secondary Schools. Lassa in Olaleye (2013) observed that education is fundamental to national development and only teachers hold the key to it. All educational activities revolve around teachers. The reason is that teachers are the essential means of moving education to the highest level. Improving teacher’s effective performance is at the forefront of concern among education stakeholders and policy makers. It therefore, becomes imperative to consider the teachers’ development as the teachers are the major manpower in the educational organization, although the non-teaching staff also plays vital roles in the day-to-day business of the school. In fact, manpower of an organization is the life wire of the organization. The principal should know that manpower is an indispensable factor in the achievement of education aims and objectives.

The term manpower refers to the total number of staff needed or available to carry out organizational functions to ensure the success of the organization (Iheonunekwu, 2012). Manpower refers to the individual humanity, people and society which are concerned with the running of an organization/institution by using their aspirations, talents, needs, abilities and capacities to achieve stated objectives (Anih, 2015). Manpower is a financial aid simply as devices, tools, electricity, and cash are financial resources. Viewing manpower from this financial perspective, it could be said to be the supervisory, systematic, technological, skilled and other workforce employed in generating, designing, increasing, supervising, and working out fruitful and overhaul enterprises in an institution (Ighedo in Nnamani, 2011). Rastogi in Obi-Anike, Ofobruku and Okafor (2017) stated that manpower is an important resource for organizations, especially continuous improvement. Therefore, manpower can refer to the aggregate skills, attitudes emanating and consequent upon the quality and extent of education and training, providing labour force with desired planning and organizing ability. This has to do with ensuring that the productive organizations,

that is the schools have the right number of people who possess the proper skills at the right time, performing the jobs including teaching. The term manpower can also refer to personnel or human resource. They play essential roles in the teaching-learning situation of our educational institutions than other factors of production designed to attain educational goals and objectives. On the other hand, Development is building the skills and knowledge of the members of an organization so that they will be prepared to take on new responsibilities and challenges in their jobs (Modebelu, Eya & Obunadike, 2016).

Development deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy (Nwachukwu in Nnamani 2011). It is a function of management aimed at helping employees to acquire the necessary knowledge and skills to meet the organization's task required of them and assume more complex responsibilities. In his own view, Humble in Nnamani (2011) asserts that development is concerned with the system of presenting expertise, ability and attitude via practice and experience to satisfy the existing and prospective objectives of any institution.

Obi-Anike *et al* (2017) referred to manpower development as the improvement of skills, knowledge, capabilities, and qualities in people. This implies that manpower development could lead to better employees' productivity and ultimately improve effective performance. Mamoria, in Nnamani (2011) defined manpower development as not only those actions which enhances performance but also those which result in personal development of the staff, assist individuals in the advancement towards effectiveness and actualization of their possible capabilities so that they turn out to be not only good workers but better men and women. It is anticipated to furnish workers to achieve regular promotions and embrace bigger responsibilities. It is the acquiring of skills; knowledge and the technical know-how that may enable the employee perform given obligations in another environment.

More so, Adekeke in Anih (2015) in his view of manpower development defines it as the process of acquiring abilities, understanding and recognition of information that could allow the worker execute a given assignment better in an organization. Manpower development is progressively aiming at optimizing the usefulness of workers in a given organization. It involves a built-in approach that concentrates on multidimensional characteristics of employees, ranging from improving technological and interpersonal skillfulness to enhancing creative ideas and leadership ability. Manpower development is quite exclusive to productivity and effective performance since the recognized educational scheme does not sufficiently offer exact job skills for a specific position in a meticulous organization. While, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training and development to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance (Malaolu & Ogbuabor, 2013). Organizations with high productivity level have made manpower development an important part of business culture and its effectiveness depends on the strategy in use.

Strategies comprises of those actions planned by the governing board of an organization that defines the manner in which the board functions and carry out its business to achieve its objectives (Porter & Lawrence, 2011) and (Thompson, Peteraf, & Gamble, 2010). The word strategy can refer to long or short term planning to indicate an action performed by administrators in order to accomplish an organization's goals (Alugbuo, 2012). According to (Mintzberg, in Jose 2016) strategy is a plan that defines a cogent pathway that should be taking to accomplish an action, a blue print to face a challenge, but a plan that needs action and implementation. Hence, strategy is a plan of action purported to realize a definite objective. Therefore, manpower development strategy refers to the determination of the fundamental plans on how to enhance the proficiency, knowledge, and motivation etc of the employee (teachers). Amadi (2013) in his view stated that our society as a whole is practically concerned with the training and development programmes so as to encourage employees and utilize their talents adequately. Manpower development programme is the major responsibility of the organization under the supervision of the personnel manager. The Principal who is the Personnel Manager at Secondary School level should ensure that the members of the personnel are up-to-date and that they acquire modern methods of performing the teaching jobs.

According to Ogbonnaya (2016) Principals are the senior manager in-charge of the routine administration of Secondary Schools in Nigeria. They put into practice the educational programmes in Secondary Schools, keep statutory records as well as create a conducive atmosphere for teaching and learning in schools. Mgbodile, (2014) stated that the Principals are the hub on whom the success of secondary education revolves, for the reason that they help to translate policies on education into action. Hence, the role of principals in the development of the members of staff cannot be overemphasized as manpower development is also one of the major roles of principals in staff personnel management. The principals should be acquainted with manpower development strategies. The implication is that realization of effective manpower development at secondary school relies to a large extent on the types of manpower development strategies in use. In this case, for effective educational management to be achieved educational institutions should evolve strategies that are effective in planning, recruiting, selecting,

motivating and retaining qualified members of staff. It is crucial to state here that the Federal and State governments and their agencies are saddled with the responsibility of recruiting and supplying the tutorial and non-tutorial staff in secondary schools but the process of induction/orientation, training and development, staff performance appraisal, motivation and retention, staff promotion and compensation and staff discipline can be regarded as the manpower development strategies which are available for the principals to apply.

Induction is one of the manpower development strategies, Uzoechina (2016) opined that Induction and Orientation refers to the procedure of initiating newly employed staff to their new work situation. It entails introducing the newly recruited employee to the entire members of the organization, official assignments, the dos and do-nots of the organization, and their tasks. Induction and Orientation is the course of supporting and directing the newly recruited staff to understand and acclimatize to the work and environment. In this process, there will be proper hand over of the information concerning the job specifications and expected responsibility of the newly employed staff officially, information concerning the co-workers and work relationships, clients, the job description and work schedule, rules and regulations of the organization and the relationship between the organization and the community will also be inculcated. This will enable the newly recruited staff fit in properly in the job and enables them overcome the initial mistakes that would have been made in their job execution. Modebelu (2016) asserted that orientation program is planned for newly employed staff. This helps them to understand the rules and regulations of the civil service. Induction program helps the new staff to socialize easily and settle down for work. So, induction and orientation is a process of ensuring smooth conversion and adaptation at the workplace as well as employee training and development

Employee training is a systematic and well planned activity which is aimed at enhancing the capabilities, knowledge and proficiency that are necessary to perform work effectively (Gordon in Kamal and Abdiaziz, 2013) while development is a multi-faceted set of activities (training activities among them) proposed to bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara, 2012). Modebelu *et al.*, (2016) opined that training and development offer the employee with continuous, precise and accurate understanding and abilities which will make them fit to face present and future challenges. Indeed, training and development are the hallmark of good management in education, and a task that educational managers tend to overlook at their own peril. Uzoechina, (2016) asserts that an employee recruited into an organization may require to be trained to acquire necessary specialized skills and competencies to perform their jobs effectively. According to Nwaham in Uzoechina (2016:186) “staff training and development is a process of enhancing adequate number of capable and qualified teachers in the school system. It entails the process of training and retraining of members of workforce in the organization.” According to Ozochi in Modebelu *et al.*, (2016) training and development enables members of the workforce to be advanced and to acquire modern techniques of executing organizational tasks. Through training and development, existing realities and challenges are conquered by members of staff.” Therefore, staff training and development is concerned with organizational activities aimed at making the task performance of individuals and groups better together with staff performance appraisal.

Overall effective performance of staff is vital to all organizations, performance is connected with the magnitude, superiority, appropriateness and effectiveness of output; presence or regular attendance on the job, the efficiency and usefulness of work completed (Mathis & Jackson, 2014). Performance is the achievement of a specified job objective in line with pre-set standards of accuracy, completeness, cost and speed (Boyne, 2013.) Staff performance appraisal from the perspective of Modebelu *et al.*, (2016) is the procedure of examining employee’s capability from time to time. Through performance appraisal, employees’ abilities are determined. Uzoechina (2016) saw performance appraisal as the process of determining the extent to which an employee is performing the work effectively. This is also staff assessment which involves the logical scrutiny of the staff performance. Staff Performance appraisal is indispensable for principal to ensure effective performance of teachers. Hence, performance appraisal is a process of reviewing and providing criticism on employee job performance, including steps to improve or readdress activities as needed. In line with this, motivation is another strategy of manpower development which is available for the principals.

One of the leading challenges of the educational institution has been implementing manpower development strategies to enhance teachers’ performance. The effectiveness of the teachers in performance is measured by the quality of the output they turn out to the society. The members of staff are the most essential resources of the organization. Contemporary organization need to take care of this resourceful possession and developing and satisfying them should be the utmost priority (Osabiya, 2015). The effectiveness of the teachers is the key factor to the principal who is interested in the proper achievement of educational goals and objectives.

Consequently, for any educational institution to be competitive in the global economy such institution should realize that the performance of the teachers goes a long way in determining the institutional success, teachers' performance has become important due to the level of output (students) they turn out to the society yearly. However, if the secondary school students that are graduated per year match-up with the standard expected of them, then it indicates effective performance of teachers.

As noted by Degraft (2012), it is the obligation of the principals to ensure that the school endeavours to and thus achieve high performance levels. This therefore means that principals have to specify the desired levels of performance expected of teachers for any periods in question. This can be done by setting goals and standards against which each teacher's performance can be measured. Educational institutions should ensure that their teachers are contributing to producing high quality of students through the process of teacher's performance management.

This management process encourages teachers to join in planning for the school, and consequently partake through delegation of duties as assigned by the principals and by having a responsibility to carry out for the institution thus, generating inspiration for elevated performance-levels. Hence, it becomes imperative to note that performance organization consist of actions that ascertains that organizational goals are being constantly realized in an effective and proficient way.

Performance organization can concentrate on performance of the teachers, a department, and processes to build-up quality students. Earlier research on effectiveness of teachers revealed that teachers who are satisfied with their jobs will have higher job performance, and thus supreme job retention, than those that detest their jobs (Landy, 2017). Therefore, the salient apprehension of the principals should center on how to make the teachers put in their very best towards the educational objectives' attainment. This is so because, teachers are vital to the development of every nation. Nwabueze and Ukala, (2013) opined that a teacher is a trained person employed to facilitate learning in classroom situation in order to achieve set educational goals. Ibiam (2015) opined that teachers should be encouraged to undergo staff development programmes such as orientation, induction, refresher courses, in-service training, conferences, workshops and seminars."

Uka in Uzoechina, (2016) stated that the accomplishment of the philosophy and objectives of national education can only be possible where there are quality teachers. A teacher that possesses desired abilities, competencies, attitudes and values will be of great assistance in transforming educational policies into practices. The teacher determines the quality of the educational system. Still stressing the importance of the teacher, Oramah in Saeed & Asghar (2012) stated that the teacher remains a very key factor in effective secondary education delivery, the teacher service manual as quoted by Ogbonnaya 2012 stipulated that the duties of the teacher is to:

- a) Teach diligently and faithfully the subjects assigned to him
- b) Encourage the students in the pursuit of learning virtues.
- c) Inculcate by precepts and example the highest regard for morality and other virtues.
- d) Maintain proper order and discipline in the classroom and while on duty in the school on the playground under the direction of the principal.
- e) Attend all meetings and conferences called by the principal or board or Ministry of Education and participate in Extra-curricular activities as part of their duties.

Other functions of the teacher include among others: writing lesson notes, marking assignments, developing methods, talking with pupils, providing materials, evaluating learning, recording and reporting scores. Mkpa in Ogbonnaya (2012) posited that no meaningful decision can be taken in isolation of the teacher; hence, the role of the teacher in curriculum planning and implementation is: diagnosing students learning difficulties; planning activities outside classroom; counseling the learners; managing the learners; producing and utilizing instructional materials; evaluating instructional programme and establishing a healthy school community relationship.

Therefore, effective performance of teachers in secondary school is pivotal to the success of any educational organization. Teachers' performance is normally looked at in terms of outcomes (Armstrong 2012). Kim, (2015) stated that Teachers' performance is measured against the performance standards set by the educational organization. The teacher is said to be effective when the school makes an outstanding mark in the mind of the society to such an extent that the evidences of the output (student) they graduate per year are applaud - able (Landy & Conte, 2017). Quality is the capacity of products to gratify the declared or implied needs, the quality of the teachers is measured by the quality of the students they turn out to the society (Armstrong, 2012). As noted by Degraft (2012), quality is the responsibility of the principals to ensure that the school strive to and thus achieve high performance levels.

This therefore implies that principals have to set the desired levels of performance for any periods in question. This they can do for example by setting goals and standards against which each teacher's performance can be measured. Principals should ensure that their teachers are contributing to producing high quality of students through the process of teacher's performance management. This management process encourages teachers to get involved in planning for the school, and therefore participate through delegation of duties as assigned by the principals. The teachers referred to here are the ones that teach in secondary schools.

The Federal Republic of Nigeria (2014) in her National policy on education describes secondary school as education children receive after primary education and before the tertiary stage. Secondary education is a six-year course or duration and it is in two stages of three-year duration, called the Junior Secondary and Senior Secondary School stage. The junior secondary school is both pre-vocational and academic and has been recently made to join in the universal basic education.

Apparently, the existing state of affairs in the Nigerian education system is that there is a wide gap between what is expected of the principals as it concerns manpower development and what is obtainable presently which maybe the result of so much examination mal - practices, mass failure, high school drop-out ratio, lack of interest among the students which show ineffectiveness on the part of the teachers and this also boils down to the need to carry out an investigation on Manpower development strategies of principals as determinants of effective performance of teachers in secondary schools in Abia State Nigeria. Hence, the crux of this study is to examine if manpower development strategies of principals can determine effective performance of teachers in secondary schools in Abia State.

Qualitative secondary education is a product of a system that is properly planned and managed to achieve its goals and objectives. The institution is expected to employ and develop the right caliber of teachers that will enhance the achievement of the educational goals and objectives. The Principals are expected to be in the forefront in developing the staff especially teachers to achieve optimized performance. Effective performance of teachers is indicated by evidences of quality output (i.e the secondary education students) they graduate per year. The secondary school students are expected to pass WASSCE in flying colours.

Unfortunately, the researchers observed ineffective performances of teachers in the secondary schools in Abia State. The goals of secondary school of preparing individuals for useful living and higher education seem illusionary. The unemployable nature of the secondary school graduates among the organizations and companies that seek their services is also worrisome. Students are no longer interested in academic work; reading is now the major enemy of most students this resulted to examination malpractices. Most teachers are not properly motivated, majority of teachers come to work late, absenteeism, none completion of lesson notes, and other disciplinary issues. The researcher suspected that inadequate manpower development strategies of the principals and poor integration of these manpower development strategies by the principals could be responsible for the ineffective performance of these teachers.

Human capital has been defined as a key element in improving a firm's assets and employees in order to increase productivity as well as sustain competitive advantage. It refers to the knowledge, expertise, and skill one accumulates through education and training. The Human Capital Development Theory postulates that investment in human capital will lead to greater economic outputs. Since this work is on manpower development strategies of principals for effective performance of teachers, human capital theory has concluded that investment in human capital will lead to greater economic outputs. Investment in the staff development is imperative for effectiveness and efficiency; there is need for the principals to consider manpower development as enhancement of teacher's skills and competencies especially in secondary schools in Abia State because, it leads to effective performance. Hence the need for this study and gap this study tried to fill.

Research Questions and Hypotheses

1. To what extent does orientation of staff strategy of principals determine effective performance of teachers in secondary schools?
2. To what extent does the staff training or development strategy of principals determine effective performance of teachers in secondary schools?
3. To what extent does staff performance appraisal strategy of principals determine effective performance of teachers in secondary schools?
4. There is no significant relationship between the orientation strategy of manpower development of principals and effective performance of teachers in secondary schools.
5. There is no significant relationship between training or development strategy of principals and effective performance of teachers in secondary schools in Abia State.

6. There is no significant relationship between staff performance appraisal strategy of principals and effective performance of teachers in secondary schools in Abia State.

2. METHODOLOGY

The study adopted a correlation research design which aims at examining the manpower development strategies of Principals as determinants of teachers' effective performance in secondary schools in Abia State, Nigeria. A correlational study is a type of research design where a researcher seeks to understand what kind of relationships that exists between two variables. In simple terms, correlational research seeks to find out if two or more variables are related and, if so, in what way (Oluoha, 2012). Three research questions guided the study and three hypotheses tested at 0.05 level of significance.

The population is made up of 384 duty principals and 2,518 serving teachers totalling 2,902 from the 192 secondary schools in the three education zones in Abia State namely Umuahia, Ohafia and Aba. The number of schools in each zone is statistically presented according to Planning, Research and Statistic Division of Secondary Education Management Board Umuahia, 2017/2018. A sample of 352 teachers and principals (88 principals both Principal 1 and 2 and 264 teachers) from a sample of 44 secondary schools in 11 Local Government Areas from the three Education zones selected for the study. The sample determined using the Taro Yammane formula by Ohamele, (2016). The sample fraction for this study is 0.121 where sampling fraction formula is N/n .

The multi stage sampling technique was used in selecting the Education Zones, Local Government Areas, the Schools, Principals and Teachers used from the population. In the first stage, all three Education Zones were selected using the purposive sampling technique. The second stage, sampling procedure involved the selection of 11 Local Government Areas representing 65% of the Local Government Areas in Abia State with four from Aba Education Zone, four from Umuahia Zone and three from Ohafia Zone. This involved the use of Clustered sampling method, the use of clustered sampling method was to ensure appropriate allocation of the Local Government Area to suit the three education zones in this method various steps were involved: The third involved sampling of schools. 44 schools were selected out of the 192 public secondary schools in Abia state representing 22% of the schools. This was gotten using online calculator, with population proportionate of 30%, marginal error of 5.5% and 70% confidence level. The fourth stage involved the sampling of 88 principals from the 44 secondary schools which represents 23% of the principals' i.e $88/384 \times 100/1$; this involved the selection of all the principal 1 and 2 in the sample schools using the online sample calculator where the confidence level is 98%, marginal error is 1% and population proportion is 20%. The fifth stage involved the selection of teachers 264 teachers were selected purposively from the 2518 population of teachers. This is to comply with the Taro Yamane sample of 352 respondents, where the sample of principals is 88 therefore the sample of the teachers will be 264 i.e $88+264 = 352$. A total number of 6 teachers were proportionately selected from each of the 44 schools in the 11 local government areas in the three education zones in Abia state. This is to ensure that each school has the same sampling fraction.

The instruments for data collection were two sets of structured questionnaire developed by the researchers titled: "Manpower Development Strategies of Principal Questionnaire (MDSPQ)" which elicit principals' and teachers' opinions on manpower development strategies of principals and "Teachers Effective Performance Questionnaire (TEPQ)" to elicit principals and teachers opinions as regards effective performance of teachers, and manpower development strategies of principals in secondary schools in Abia State. These were structured along four – point rating scale of Very High Extent (VHE), High Extent (HE), Low extent (LE) and Very Low Extent (VLE), weighted 4.3.2.1 points respectively. Annnnnbenchmarkof2.5wasdetermined

To ascertain the face validity of the instrument, copies of the two sets of questionnaire were given to three experts for scrutiny. In order to establish the reliability of the instruments, the test re-test method of establishing reliability was performed using ten principals and fifty teachers from state who were not part of the sample. The Pearson Product Moment Correlation statistics (PPMC) was used to determine the coefficient of correlation between the two tests to substantiate a reliability index which was above 0.84 to be considered adequate for the study. The researchers with the help of five well briefed research assistants administered and collected the instrument on the spot for high return.

The research questions were answered using the Simple and Multiple Linear Regression analysis since the interest of the researchers was to predict the relationship between the independent variables (orientation of staff, training and development, performance appraisal, motivation, discipline and delegation of duty) and the dependent variable (effective performance of teachers) while the hypotheses 1-3 were tested using the Liner Regression analysis and the t-test at significant level of 0.05 using the p-values of the ANOVA obtained from the Simple and Multiple

Linear Regression analysis. If the significance level of p-value calculated is less than the 0.05 level of significance set for the study, the null hypothesis is rejected. If otherwise, the hypothesis is therefore not rejected.

3. RESULTS

Table 1: Simple Regression Analysis showing the extent to which orientation of staff strategy of principals predicts effective performance of teachers in secondary schools.

	R	R Squared	Adjusted R-squared
	0.890 ^a	0.792	0.791

a. Predictor: (Constant), Orientation of staff strategy of principals.

The data in Table 1 revealed that there was a high positive prediction ($r = 0.859$) between orientation of staff strategy of principals and effective performance of teachers in secondary schools. Thus, the orientation of staff strategy of principals predicts effective performance of teachers in secondary schools. The calculated R^2 of 0.79.1 indicates that 79.1% of variation in effective performance of teachers in secondary schools was accounted for by the orientation of staff strategy of principals.

Table 2: The Relative Contribution of orientation of staff strategy of principals to effective performance of teachers in secondary schools.

	B	Standard Error	Beta	t	cal	Significance
Constant	25.254	1.333	18.952	0.000		
Orientation	0.617	0.018	0.890	36.477	0.000	

(a) Dependent variable: Effective performance of teachers in secondary schools

Regression or prediction equation: Effective performance of teachers in secondary schools = $25.254 + 0.617$ Orientation of staff strategy of principals. The data on table 2 showed that Beta value of 0.890 at $P < 0.05$, $P = 0.000$ indicates that Orientation of staff strategy of principals had 89.0% contribution in predicting Effective performance of teachers in secondary schools. Hence, the Orientation of staff strategy of principals predicts Effective performance of teachers in secondary schools as the prediction equation established becomes Effective performance of teachers in secondary schools = $14.098 + 0.881$ Orientation of staff strategy of principals.

Table 3: Analysis of Variance (ANOVA) of the Simple Regression Analyses Showing the Significant Prediction between Orientation of staff strategy of principals and Effective performance of teachers in secondary schools.

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	9094.587	1	9094.587	1330.552	0.000
Residual	2392.319	350	6.835		
Total	11486.906	351			

- a. Dependent Variables: Effective performance of teachers in secondary schools
- b. Predictors: (Constant), Orientation of staff strategy of principals.

Data in table 3 shows an F- value of 1330.552 and p-value of 0.000 since the p-value of 0.000 is less than 0.05, the null hypothesis which states that Orientation of staff strategy of principals does not significantly predict Effective performance of teachers in secondary schools was rejected. Hence this implies that Orientation of staff strategy of principals significantly predict Effective performance of teachers in secondary schools. Since the corresponding research question one revealed that Orientation of staff strategy of principals predict Effective performance of teachers in secondary schools.

Table 4: Simple Regression Analysis showing the extent to which staff training or development programme strategy of principals predicts effective performance of teachers in secondary schools.

	R	R Squared	Adjusted R-squared
	0.717 ^a	0.515	0.513

a. Predictor: (Constant), Staff training or development programme strategy of principals.

The data in Table 4 revealed that there was a high positive prediction ($r = 0.859$) between staff training or development programme strategy of principals and effective performance of teachers in secondary schools. Thus, the staff training or development programme strategy of principals predicts effective performance of teachers in secondary schools. The calculated R^2 of 0.515 indicates that 51.5% of variation in effective performance of teachers in secondary schools was accounted for by the staff training or development programme strategy of principals. Determination of the relative contribution of staff training or development programme strategy of principals to effective performance of teachers in secondary schools is presented as shown on the beta column of the Table 5 below.

Table 5: The Relative Contribution of staff training or development programme strategy of principals to effective performance of teachers in secondary schools.

	B	Standard Error	Beta	t	cal	Significance
Constant	49.193	1.593	27.120	0.000		
Staff Training	0.416	0.022	0.717	19.260	0.000	

(a) Dependent variable: Effective performance of teachers in secondary schools

Regression or prediction equation: Effective performance of teachers in secondary schools = $1.593 + 0.022$ staff training or development programme strategy of principals. The data on table 4:5 showed that Beta value of 0.717 at $P < 0.05$, $P = 0.000$ indicates that staff training or development programme strategy of principals had 71.7% contribution in predicting Effective performance of teachers in secondary schools. Hence, the Orientation of staff strategy of principals predicts Effective performance of teachers in secondary schools as the prediction equation established becomes Effective performance of teachers in secondary schools = $14.098 + 0.881$ staff training or development programme strategy of principals.

Table: 6: Analysis of Variance (ANOVA) of the Simple Regression Analyses Showing the Significant Prediction Between Orientation of staff strategy of principals and Effective performance of teachers in secondary schools.

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	5910.396	1	5910.396	370.956	0.000
Residual	5576.510	350	15.933		
Total	11486.906	351			

a. Dependent Variables: Effective performance of teachers in secondary schools

b. Predictors: (Constant), Staff training or development programme strategy of principals.

Data in table 6 shows an F- value of 370.956 and p-value of 0.000 since the p-value of 0.000 is less than 0.05, the null hypothesis which states that staff training or development programme strategy of principals does not significantly predict Effective performance of teachers in secondary schools was rejected. Hence this implies that staff training or development programme strategy of principals significantly predict Effective performance of teachers in secondary schools. Since the corresponding research question two revealed that staff training or development programme strategy of principals predict Effective performance of teachers in secondary schools.

Table 7: Simple Regression Analysis showing the extent to which staff performance appraisal strategy of principals predicts effective performance of teachers in secondary schools.

	R	R Squared	Adjusted R-squared
	0.754 ^a	0.569	0.567

a. Predictor: (Constant), staff performance appraisal strategy of principals.

The data in Table 7 revealed that there was a high positive prediction ($r = 0.754$) between staff performance appraisal strategy of principals and effective performance of teachers in secondary schools. Thus, the staff performance appraisal strategy of principals predicts effective performance of teachers in secondary schools. The calculated R^2 of 0.569 indicates that 56.9% of variation in effective performance of teachers in secondary schools was accounted for by the staff performance appraisal strategy of principals.

Table 8: The Relative Contribution of staff performance appraisal strategy of principals to effective performance of teachers in secondary schools.

	B	Standard Error	Beta	t	cal	Significance
Constant	45.442	1.447	34.268	0.000		
Staff Appraisal	0.378	0.018	0.754	21.476	0.000	

(a) Dependent variable: Effective performance of teachers in secondary schools

Regression or prediction equation:

Effective performance of teachers in secondary schools = 45.442 + 0.378 staff performance appraisal strategy of principals. The data on table 4:8 showed that Beta value of 0.754 at $P < 0.05$, $P = 0.000$ indicates that staff performance appraisal strategy of principals had 75.4% contribution in predicting Effective performance of teachers in secondary schools. Hence, the staff performance appraisal strategy of principals predicts Effective performance of teachers in secondary schools as the prediction equation established becomes Effective performance of teachers in secondary schools = 45.442 + 0.378 staff performance appraisal strategy of principals. Table: 9: Analysis of Variance (ANOVA) of the Simple Regression Analyses Showing the Significant Prediction Between staff performance appraisal strategy of principals and Effective performance of teachers in secondary schools.

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	6530.885	1	6530.885	461.219	0.000
Residual	4956.021	350	14.160		
Total	11486.906	351			

- Dependent Variables: Effective performance of teachers in secondary schools
- Predictors: (Constant), Staff performance appraisal strategy of principals.

Data in table 9 shows an F- value of 461.219 and p-value of 0.000 since the p-value of 0.000 is less than 0.05, the null hypothesis which states that staff performance appraisal strategy of principals does not significantly predict Effective performance of teachers in secondary schools was rejected. Hence this implies that staff performance appraisal strategy of principals significantly predicts Effective performance of teachers in secondary schools. Since the corresponding research question three revealed that staff performance appraisal strategy of principals predicts Effective performance of teachers in secondary schools.

4. DISCUSSION

The data in Table 1 revealed that there was a high positive prediction ($r = 0.859$) between orientation of staff strategy of principals and effective performance of teachers in secondary schools. Thus, the orientation of staff strategy of principals predicts effective performance of teachers in secondary schools. This is in agreement with Modebelu (2016) who stated that orientation helps employees to understand the rules and regulations of the civil service and that induction program helps the new staff to socialize easily and settle down for work. So, induction and orientation is a process of ensuring smooth conversion and adaptation at the workplace

Data in table 6 shows an F- value of 370.956 and p-value of 0.000 since the p-value of 0.000 is less than 0.05, the null hypothesis which states that staff training or development programme strategy of principals does not significantly predict Effective performance of teachers in secondary schools was rejected. Hence this implies that staff training or development programme strategy of principals significantly predict Effective performance of teachers in secondary schools. This is in agreement with Amadi (2013) in his view who stated that our society as a whole is practically concerned with the training and development programmes so as to encourage employees and utilize their talents adequately. The finding also agreed to Nwachukwu in Nnamani 2011 who stated that Training and development deals with the activities undertaken to expose an employee (teacher) to perform additional duties and assume positions of importance in the organizational hierarchy especially in schools. This finding is incongruence with Obi-Anike *et al* (2017) who referred to manpower training and development as the improvement of skills, knowledge, capabilities, and qualities in people and leads to better employees' productivity and ultimately improve effective performance

The data in Table 4 revealed that there was a high positive prediction ($r = 0.859$) between staff training or development programme strategy of principals and effective performance of teachers in secondary schools. This finding is in consonance with Uzoechina (2016) who saw performance appraisal as the process of determining the extent to which an employee is performing the work effectively. In continuation Uzoechina stated that Staff Performance appraisal is indispensable for principal to ensure effective performance of teachers especially in

secondary schools. Thus, the orientation, staff training or development programme and Staff Performance appraisal strategies of principals predict effective performance of teachers in secondary schools.

5. CONCLUSION

Manpower development is crucial factor that affects the effectiveness of teachers in secondary schools that is why the present study investigated the extent to which orientation of staff, Staff training or development programme and Staff performance appraisal strategies of principals significantly predict effective performance of teachers in secondary schools. Thus, the conclusion drawn from this study is that Orientation of staff, Staff training or development programme and Staff performance appraisal strategies of principals significantly predicts effective performance of teachers in secondary schools.

Recommendations

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

1. Government and school administrators should organize seminars and conferences where Manpower development such as Orientation, Staff training and development programmes and Staff performance appraisal, should be exposed to principals qualitatively.
2. Principals should study these variables (orientation, training and development and staff performance appraisal), harness them and imbibe them as the pattern of providing for effective teacher's performance in secondary schools.
3. The Government should ensure that teachers are frequently trained by supporting them financially since it makes them effective.

REFERENCES

1. Alugbo, B. E. (2012) Management practices in Nigeria. Aba: Educational Publishers
2. Amadi, L. (2013) Effect of Human resource development on employee performance. Arochukwu.: Ossy Computers
3. Amir- Elnaga, A., & Amen, I., (2013) The Effect of Training on Employee Performance European Journal of Business and Management www.iiste.org ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) 5, (4),135-137
4. Anih, E. (2015) Economics of Education and Educational Management: Arochukwu: Ossy Computers
5. Armstrong, M. A. (2012) Handbook of Human Resource Management. 12th ed. London and Philadelphia: Prentice Hall.
6. Boyne, G. A. (2013). Sources of Public Service Improvement: A Critical Review and Research Agenda. Journal of Public Administration Research and Theory, 13(3), 367-394.
7. Degraft-Otoo, E. (2012) The effect of Training and Development on Employee Performance at Accra Polytechnic a Thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology in partial fulfillment of the requirement for the degree of Commonwealth Executive Master of Business Administration.
8. Federal Government of Nigeria (2014) National Policy on Education 6th edition: Lagos, National Educational Research and Development Commission (NERDC).66
9. Ibiam, N. (2015) Educational Administration, Principles and Practice Owerri: Cel-Bez Publishing Co Ltd.
10. Iheonunekwu, S (2012) Entrepreneurship Education in the 21st Century Arochukwu: Ossy Computers
11. Kamal M. O. & Abdiaziz, A. I. (2019). Impact of Training on Employee Performance: A Case Study of Salaam Somali Bank of Somalia. International Journal of Science and Research (IJSR) 4(2), 190-192.
12. Kim, S. (2015) Organizational Attitudes as Precursors to Training Performance. Human Resource Development Quarterly,2(6), 409-429
13. Landy, F. J. & Conte, J. M. (2017). Work in the 21st century: An Introduction to Industrial and Organizational Psychology. 2nd ed. Oxford, UK: Blackwell Publishing.
14. Lioyd & Maddux (2006). Delegation skills for leaders. 3rd ed. Boston: Thomson Place MA
15. Maslow, A. (1970) Motivation and personality. New York, NY: Harper & Row.
16. Maslow, A. (1987). Motivation and personality. New York, NY: Harper Collins.
17. Malaolu, V. A. & Ogbuabor, J. E. (2013) Training and Manpower Development: Employee Productivity and Organizational Performance in Nigeria: an Empirical Investigation: a case study First Bank of Nigeria Plc. Management journal of information 3(2), 150-152. Available on line at www.managementjournal.info
18. Mathis, R. L., & Jackson J. H. (2015) Human resource management. Mason, OH, USA: South-Western Cengage Learning; 10. Business dictionary; 2013. Available:<http://m.businessdictionary.com>.
19. McNamara Carter (2018). Employee Training and Development: Reasons and Benefits. Accessed 16/03/2019. <http://www.managementhelp.org/index.html>.
20. Mgbodile, T. O. (2014) Fundamentals in Educational Administration and Planning. Enugu: Magnet Business Enterprise.

21. Modebelu, M. N. (2013) Teachers Work behavior under female principal's administration in secondary schools. *Nigerian Journal of Educational Management*, 6(1). 1-12
22. Modebelu, M.N., (2016). Innovative methods and strategies for effective teaching and learning. *Mediterranean Journal of Social Sciences*, 3 (13), 2039-9340.
23. Modebelu, M. N., Eya, L. O. & Obunadike J. C. (2016) *Educational Management the Nigerian Perspective* (eds.) Awka: SCOA Heritage Nig.Ltd. Pp 217-222
24. Nelson, Q. (2013). *Principles of Organizational Behavior*. Boston: Cengage Learning.
25. Nduka, O. (2016) *Employee motivation and performance: A Dissertation submitted to Central University of Applied Science, Business Management*. Uploaded November 2017 to <https://scribd.com/document/363644382/employeemotivation-and-performance>
26. Nnamani, O. N. (2011) *A Critical Analysis of Manpower Development in Nigeria*. A Dissertation submitted to the department of management, faculty of business administration, university of Nigeria Enugu Campus retrieved online.20:06:2019
27. Nwabueze & Ukala (2013). *ASTD models for human performance improvement: Roles, competencies, and outputs*. Alexandria, American Society for Training and Development.
28. Obi-Anike, H. Ofobruku, O., Abomeh S. & Okafor, C. (2017) *Manpower Development and Employees' performance: Qualitative Assessment of Small and Medium Scale Business in Abuja Nigeria* *Journal of Economics, Management and Trade* 18(3): 1-6, 2017; Article no. JEMT.33438 Previously known as *British Journal of Economics, Management & Trade* ISSN: 2278-098X.
29. Olaleye, F. O. (2013). *Improving Teacher Performance Competency through Effective human resource practices in Ekiti State Secondary schools*. An unpublished thesis submitted to University of Nigeria Nsukka.
30. Olamele, G.O. (2016). *Educational Research and statistics: basic issues and methodology* (3rd. ed.). Enugu: University Trust Publishers.
31. Oluoha, N. U., Nwankwo C., & Ajah M. O., (2012) *Practical Guide to Research Writing*. Aba: PENPAPER Publisher Ltd.,
32. Porter, M. E., & Lawrence, B. W. (2011). *Harvard Business Review: La Creación de Valor Compartido*. Edición en Español 2(1) 32-49.
33. Saeed, M. M. & Asghar, M. A (2012). *Examining the Relationship between Training, Motivation and Employees Job Performance – The Moderating Role of Person Job Fit*. *Journal of Basic and Applied Scientific Research*, 2(12)121-128
34. Thompson, A., Peteraf, M., and Gamble, J. (2010). *Crafting & Executing Strategy: The Quest for Competitive Advantage Concepts and Cases* (17th Edition.). USA: Mc GrawHill.