Staff Development Programmes And Teachers' Job Performance In Public Secondary Schools In Port Harcourt Metropolis Of Rivers State, Nigeria

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ABSTRACT
The study examined the relationship between staff development programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. Four objectives, four research questions and four hypotheses were formulated to guide the study. The correlational research design was adopted to examine the relationship between Staff Development Programmes and Teachers' Job Performance. The total population for this study was 2,055 respondents consisting of 105 principals and 1950 teachers. A sample of 693 respondents was drawn using the multi-stage sampling technique. Two instruments titled: "Staff Development Programmes Questionnaire" and "Teachers' Job Performance Questionnaire" were used to elicit information from respondents. The questionnaires were coded using the 4-point Likert scale of strongly agree, agree, disagree and strongly disagree. The instruments were duly validated by experts in the Departments of Measurement and Evaluation and Educational Management, all in the Faculty of Education, Rivers State University. The test-retest reliability method was employed in testing the reliability of the instrument and was correlated using Pearson Product Moment Correlation Coefficient which yielded a reliability coefficient of 0.82. The research questions were answered using Pearson Product Moment Correlation Coefficient Statistics, while the null hypotheses were tested using t-Transformation statistics at 0.05 level of significance with a critical value of ±1.96. Results showed high and positive relationship between coaching/mentoring, computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers state. It was recommended that coaching and mentoring of teachers should be adopted by school administrators as well as by professionals in educational institutions. Government should also adopt more innovative computer-based programmes for public senior secondary school teachers for improved, effective and efficient results in instructional delivery.
Keywords: Staff Development Programmes, Coaching/Mentoring Programme, Computer-Based Programmes and Teachers' Job Performance.

INTRODUCTION
Education is a major contributor to a nation's sustainable development. It is a ground-breaking instrument for social advancement without which neither an individual nor a country can achieve the development that is fundamental to achieving both personal and national goals. The role of education towards the development of any nation cannot be over emphasized. It is also a veritable tool for socialization that enable people gain different aptitudes, information, and abilities, which inevitably impact positively on their professions. A classic example of a nation that rose to its peak of national and economic growth as a result of prioritizing it's education sector is Korea; despite being embroiled in several national crises, since its independence in 1945. Korea's success is attributed to her people's passion and State investment in formal education.

Pre-service teachers' gain formal education under teacher education in Faculties/Institutions of Education of Universities; Colleges of Education; National Teachers' Institute; and Specialized Polytechnics. Over the years knowledge obtained by teachers through pre-service trainings become obsolete in a knowledge driven and dynamic society for which reason staff development programmes are crucial in the education sector. In support of this view the National Policy on Education, FRN (2013), under Section 5b, Paragraphs 96b and 97b emphatically stated that, … teachers shall be regularly exposed to innovations in the profession and that in-service training shall be an integral part of continuing teacher education. It also advised school proprietors to provide in-service education for teachers. Can the Rivers State Government affirm that staff development programmes are consistently planned and provided for teachers to update obsolete skills, abilities and technical knowledge? The critical roles teachers play in handling the various teaching resources, communicating effectively and efficiently to transmit knowledge at the secondary school level demand their effectiveness which can only be guaranteed when they are well trained and retrained with requisite skills and knowledge.

Neophyte teachers often face methodological problems at the beginning of their teaching career. Okorie (1999), elucidated some of such challenges as class assignments, changes in the orientation of students, changes in classroom discipline and management, working with new curriculum, demanding tasks and teaching loads, the studious art of motivating students, dealing with individual differences among the students, assessing students' performance in tests and examination as well as communicating with students and their guardians and imparting knowledge to the students properly. These obvious challenges are surmountable with post-service training programmes for teachers which infers that the effectiveness of teachers' job performance depends wholly on the quality of staff development programmes made available to the teachers. Similarly, Iboma (2008), asserted that effective staff development changes the entire view of the teachers in the school setting and makes them to perform optimally as new skills and attitudes are developed from the training given to them.

Staff development programmes refer to all the activities intended to improve and increase the skills and capabilities as well as the performance of school personnel (teachers). Okorie (1999), noted that regardless of all employee pre-service training and level of education there is the need for every staff and employee in an organization to constantly and regularly renew, upgrade, expand and update his/her skill, knowledge and ability as well as capability. Staff development programmes are necessary for teachers as quality assurance strategies to ensure that teachers become highly competent in their job execution. This is because any teacher that is not growing in skill and knowledge cannot keep pace with his/her relationship with the teaching profession (Bredderman, 2005; Murphy & Maclaren, 2007).

The National policy on Education, FRN (2013), also made a policy provision which stated that efforts towards the improvement of quality education at all levels shall include: improvement and regulation of career-long professional development of teachers through the provision of a wide range of programmes and multiple pathways to provide serving teachers with regular opportunities for updating their knowledge and skills among others. In other to actualize the afore statement teachers ought to be trained and retrained to enhance their capabilities and teaching effectiveness. Therefore staff development programmes such as coaching/mentoring and computer-based programmes should be accessible to teachers to ensure that qualitative education is given to students in public senior secondary schools.

It is in the light of the above that this study examined staff development programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State, Nigeria**.**

Teachers' Coaching/Mentoring Programme and Teachers' Job Performance
In classroom management and lesson delivery, teachers are confronted with job complexities that are constantly evolving. The reason for which coaching/mentoring in public senior secondary schools has become very necessary for quality job performance of teachers. Coaching/Mentoring is a powerful strategy for helping inexperienced teachers advance in their job performance. It is a relationship wherein a more experienced teacher assists a less experienced teacher (protégé) to improve in his/her tasks and responsibilities at school. The term 'Coaching/Mentoring' signifies various things to various people however, in the school system it involves helping teachers tackle their concerns in knowledge delivery and to improve on their job performance. According to Passmore (2016), Coaching is a type of advancement wherein an accomplished individual, called a mentor, bolsters a subordinate in

accomplishing specific set objectives by giving, preparing and directing. The student is in some cases called a coachee. Van Nieuwerburgh (2012), provided a more detailed definition of coaching/mentoring in education as a one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supporting and encouraging climate. According to the National College for Teaching and Leadership (2013), coaching is a time-bound, formal intervention focused on shorter-term goals and challenges. In addition, Beattie, Kim, Hagen, Egan, Ellinger, and Hamlin (2014), proposed that coaching helps individuals with the performance and development of certain skills through some form of "facilitation activity or intervention".

Mentoring on the other hand is a continuing but informal relationship focused on long-term goals (National College for Teaching & Leadership, 2013). Knight (2004), supported this notion by stating that coaching roles often involve a delicate balance between mentoring responsibilities and whole-school improvement or system-wide professional development. At the same time, most of the skills required in a coach or a mentor are also similar. Both coaches and mentors need to be good listeners, ask powerful questions and encourage their clients to pursue their ambitions and aspirations (Van Nieuwerburgh, 2012). Apparently, literature also uses the terms 'coaching and mentoring' interchangeably so that coaching and formal mentoring are similar in nature but different in name (Joo, Sushko, & McLean, 2012).

Lloyd and Modline cited in Ali, Wahi, and Yamat (2018), enumerated the common features among the models of coaching: (a) building relationship with teachers; (b) observing, modeling and advising in the classroom; (c) discussing classroom practices with teachers, providing support and feedback, and assisting with problem-solving for classroom challenges; and (d) monitoring progress towards identified goals. They also emphasized that this form of professional development differs from the typical education professional development, which generally consists of 'one-shot' activities with denial for exploration of the breadth or depth of any particular topic (Lloyd & Modline, 2012). Often, in the education system, full-time coaches are appointed to provide on-site coaching and mentoring as components of job-embedded Continuous Professional Development (CPD) for teachers.

Coaching/mentoring facilitates the investigation of requirements, inspirations, wants, aptitudes and perspectives to help the teacher in making genuine, enduring change. It supports the teachers in defining appropriate objectives and techniques for surveying progress comparable to these objectives. More so, coaching/mentoring allows the mentor to maintain respect for the teacher, which implies that the mentor is consistently strong and non-critical of the customer, their perspectives, way of life and desires. It also allows for proper evaluation during the mentoring period to guarantee that the relationship is effective and the teachers are accomplishing their own objectives. In addition, it encourages teachers to continually improve abilities in classroom management and lesson delivery and to grow new formative partnerships with mentor teachers.

According to Moyle (2015), the main focus of coaching and mentoring is to improve job performance, assemble the competency and capacity of instructors with the goal that they can make sufficient strides towards accomplishing the school's vital vision and needs in the educational program, instructing and learning and evaluation, and can viably gain decisions about understudies' learning ground and results. In agreement research findings indicated that coaching/mentoring programs can increase teacher relation, satisfaction, and student achievement (Ingersoll & Strong, 2011); as well as reduce feelings of isolation, particularly for early-career teachers (Beltman, Mansfield, & Price, 2011). Corroborating the above research finding a quasi-experimental study by the Educational Testing Service found that teachers with a high level of engagement in a large-scale mentoring program (California Formative Assessment and Support System for Teachers) improved both teachers' job performances and student achievement, producing an effect size equivalent to half a year's growth (Thompson, Goe, Paek & Ponte, 2004).

Computer-Based Programmes and Teachers' Job Performance
According to Technopedia (2021), Computer-based learning (CBL) is the term used for any kind of learning with the help of computers. Computers have introduced a new era over traditional methods of teaching and are offering new teaching and learning experiences to both teachers and students (as cited by Toktam & Khalil, 2016; in Alabi and Yisa). Computer-based learning makes use of the interactive elements of the computer applications and software and the ability to present any type of

media to the users. Computer-based learning is also known as computer-aided instruction. Millyard (2021), described computer-based development trainings as computer assisted learning or computer assisted instruction.

Computers are mostly used in industrial training scenarios and computer development programmes. Edapp Microlearning Blog (2021), described computer assisted education as a development programme that enables learners to learn from a combination of technology and course content. According to Nikos (2015), computer-based programmes (also known as computer based learning or computer-based instruction) are an interactive instructor-less educational process. They can be multimedia-enhanced textbooks, tutorials, practice drills, or even micro-world simulations that are manageable, highly secure and capable of producing immediate and tangible results.

Cdadmin (2019), opined that Computer Based Learning (CBL), encompasses various projects & educational programs prepared or set up with the assistance of expert educators and audio-visual media help. These educational programs are generally set up in the shape of lectures on a specific subject/ topic stored on compact discs. Computer-based learning has many benefits, including the advantage of users learning at their own pace and sometimes learning without the need for an instructor to be physically present. Millyard (2021), stated some of the advantages of computer-based programmes as follows: cost effectiveness, flexibility and comfortability. It allows trainees to work at their own learning pace and style, both of which can be adjusted to match the individual needs of each trainee.

Computer-based learning is also non-threatening and non-judgmental while providing immediate feedback as the training progresses. The immediate interactive feedback of the computer based training system allows trainees to examine sections of the training material as frequently as needed, privately and without feeling uncomfortable with mistakes. The constant aspect of computer-based programmes is that once the training system is set up, it can handle a larger number of trainees than a physical classroom learning can, and it frees up the human trainers and managers to assess and improve the training curriculum while having time to take care of other personal and organizational concerns.

Kosoko and Tella (2010), postulated that the use of ICT in teaching is a relevant and functional way of providing education to learners in order to assist them in imbibing the required capacity for the world of work. Dabas (2018), was of the view that prospective teachers, as well as teachers in service, must be aware about the impact of computers in the field of education as well as in their subject areas to make learning effective. The use of computers in classroom instruction has transformed teaching and learning by improving learning outcomes and information sharing, as well as supported both teachers and students in the improvement of the teaching and learning process (Michael & Igenewari, 2018).Through computer-based programmes, teachers have become more proficient in lesson delivery in various subject areas and harnessed better technological skills to execute their instructional obligations. Furthermore, teachers' job performance has improved optimally with the adoption of computer-based learning as part of staff development programmes implemented by schools; and with the advent of online teaching, there exists a limitless library of information that could help equip and enhance teacher's performance in the 21st century.

In spite of the technological advancement globally, some teachers in the public senior secondary schools still find it difficult to operate android phones. Hence the need to broaden their horizon on computer simulated teaching and coaching/mentoring as staff development programmes.

Statement of the Problem

Teacher education is a 2, 3 or 4 year programme that prepares prospective teachers for the teaching profession depending on the programme. Post-graduate Diploma in Education takes 2 years, National Certificate in Education takes 3 years and a B.Sc. /B.Ed. in Education takes 4 years. These years spent by students under the tutelage of educators are referred to as pre-service training. No matter the quality of pre-service training tutelage, knowledge gained over several years become obsolete.

There is therefore the need for staff development programmes, geared towards updating teachers obsolete skills and their being abreast with curricula changes. Provision of staff development programmes for teachers is an obligation of any government to equip her teachers with knowledge and skills needed for instructional delivery basically. The Federal Government of Nigeria in her National Policy of Education (2013:57), unequivocally stated that, "In-service training shall be an integral part of continuing teacher education. It is mandatory that all school proprietors provide in-

service education for teachers. Secondly, promotion opportunities shall continue to be created for unhindered professional growth at all levels". From the fore-going can it be said that teachers in public senior secondary schools in Port Harcourt Metropolis of Rivers State have mastery of their subjects as well as quality instructional delivery because of government's intervention as stipulated above? Hence this study examined staff development programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Purpose of the Study
The purpose of this study was to examine staff development programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rives State. Specifically, the objectives of this study sought to:
1. Identify the relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.
2. Determine the relationship between computer-based programmes and teachers' job performance public senior secondary schools in Port Harcourt Metropolis of Rives State.

Research Questions
1. What is the relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State?
2. What is the relationship between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State?

Hypotheses
Ho_1 There is no significant relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.
Ho_2 There is no significant relationship between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

METHODOLOGY
The study adopted a correlational research design. The population of the study was 2,055 respondents comprising of 105 school administrators and 1950 teachers from 35 public senior secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State. A sample size of 693 respondents consisting of 105 school administrators and 588 teachers was derived using the multi stage sampling technique. Two questionnaires were used for data collection titled "Staff Development Programmes Questionnaire (SDPQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments had three (3) sections; Sections A, B and C. Section A consisted of demographic information while Sections B and C had 21 questionnaire items based on the objectives of the study. The response scale was structured on a 4-point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values of 4, 3, 2 and 1 respectively. The instrument used was face and content validated by two (2) experts in the Departments of Educational Management and Measurement and Evaluation. The test re-test reliability method was used to test the reliability of the instrument while Product Moment Correlation Coefficient (PPMCC) was employed to obtain a reliability coefficient of 0.82. The research questions were answered using Pearson Product Moment Correlation Coefficient (PPMCC). The relationship values of 0.1 – 0.4 were counted as low correlation, 0.5 denotes moderate correlation while 0.6 – 1.0 denotes high correlation. The null hypotheses were tested using t-Transformation at 0.05 level of significance with a critical value of $\pm$ 1.96. When the calculated t-value was less than the t-critical value of $\pm$ 1.96, the null hypothesis was accepted and rejected when the calculated t-value was greater than the t-critical value of ± 1.96.

RESULTS

Research Question 1: *What is the relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State?*

Table 1: **Summary of PPMCC on the Relationship Between Coaching/Mentoring Programme and Teachers' Job Performance in Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State.**

		COACHING/ MENTORING PROGRAMMES	TEACHERS' JOB PERFORMANCE
Coaching/Mentoring	Pearson Correlation	1	.966**
	Sig. (2-tailed)		.000
	N	693	693
Teachers' Job Performance	Pearson Correlation	.966**	1
	Sig. (2-tailed)	.000	
	N	693	693
**. Correlation is significant at the 0.05 level (2-tailed).			

Source: **Field Survey (2020)**

Table 1 showed the responses to questionnaire items 1-7 on coaching/mentoring programme and 1-7 on teachers' job performance. The result as displayed on Table 1 indicated a high and positive relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis with a correlation coefficient value of .966**.

Research Question 2: *What is the relationship between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State?*

Table 2: **Summary of PPMCC on the Relationship Between Computer-Based Programmes and Teachers' Job Performance in Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State.**

		COMPUTER-BASED PROGRAMMES	TEACHERS' JOB PERFORMANCE
Computer-Based Programme	Pearson Correlation	1	.925**
	Sig. (2-tailed)		.000
	N	693	693
Teachers' Job	Pearson Correlation	.925**	1
	Sig. (2-tailed)	.000	
	N	693	693
Performance			
**. Correlation is significant at the 0.05 level (2-tailed).			

Field Survey, 2020

Table 2 revealed the responses to questionnaire items 8-14 on computer-based programmes as staff development programme and 1-7 on teachers' job performance. The result as shown on Table 2 indicated a high and positive relationship between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State with a correlation coefficient value of .925**.

Hypotheses

Ho$_1$ There is no significant relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Table 3:   t-Transformation of PPMCC "r" Between Coaching/ Mentoring Programme and Teachers' Job Performance in Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State.

Variables	N	Df	PPMCC	t-cal	t-crit.	LS	Decision
Coaching/Mentoring Programme	693						
		691	.966**	26.29	±1.96	0.05	Ho$_1$ Rejected Significant Relationship
Teachers' Job Performance	693						

Source: Field Survey (2020)

Table 3 displayed a t-Transformation summary on the significant relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The result revealed a t-Transformation value of 26.29 which was greater than the t-critical value of ±1.96 at 0.05 level of significance with a degree of freedom of 691. Since the t-calculated (26.29) was greater than the t-critical (±1.96), the null hypothesis was rejected and the alternative upheld which states that there is a significant relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

Ho$_2$ There is no significant relationship between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers state

Table 4:   t-Transformation of PPMCC "r" Between Computer-Based Programmes and Teachers' Job Performance in Public Senior Secondary Schools in Port Harcourt Metropolis Rivers State

Variables	N	Df	PPMCC	t-cal	t-crit.	LS	Decision
Computer-Based Programmes	693						
		691	.925**	26.29	±1.96	0.05	Ho$_2$ Rejected Significant Relationship
Teachers' Job Performance	693						

Source: Field Survey (2020)

Table 4 unravelled results on the t-Transformation of PPMCC "r" between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The result as displayed showed a t-Transformation value of 26.29 which was greater than the t-critical value of ±1.96 at 0.05 level of significance with a degree of freedom of 691. Since the t-calculated (26.29) was greater than the t-critical (±1.96), the null hypothesis was rejected and alternative upheld which states that there is a significant relationship between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

DISCUSSION OF FINDINGS

Findings on research question 1 showed a high and positive relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The high and positive relationship was indicated by the Pearson Product Moment Correlation Coefficient (PPMCC) value of .966**. Hypothesis 1 on table 3 also showed that there was a positive significant relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State with t-test transition value of 26.29 which was greater than the t-critical value of ±1.96. The above findings agree with Moyle (2015), who observed that coaching and mentoring improve job performance, assemble the competency and capacity of instructors with the goal that they can make sufficient strides towards accomplishing the school's vital vision and needs in the educational program, instructing and learning and evaluation, and can viably gain decisions about understudies' learning

ground and results. Corroborating the above research finding, a quasi-experimental study by the Educational Testing Service found that teachers with a high level of engagement in a large-scale mentoring program (California Formative Assessment and Support System for Teachers) improved both teachers' job performances and students' achievement, producing an effect size equivalent to half a year's growth (Thompson, Goe, Pack & Ponte, 2004).

Findings on research question 2 showed a high and positive relationship between computer-based programmes and teachers' job performance with a Pearson Product Moment Correlation Coefficient (PPMCC) value of .925[**] which indicated a high and positive relationship. Hypothesis 2 on Table 4 also showed that there was a significant relationship between computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State with t-test transition value of 26.29 which was greater than the t-critical value of ±1.96. This finding corroborated with Michael and Igenewari (2018), who asserted that the use of computers in classroom instruction has transformed teaching and learning by improving learning outcomes and information sharing, as well as supported both teachers and students in the improvement of the teaching and learning process. The finding is also in consonance with Kosoko and Tella (2010) who postulated that the use of ICT in teaching is a relevant and functional way of providing education to learners in order to assist them in imbibing the required capacity for the world of work.

CONCLUSION
Based on the study findings, it was concluded that there is high and positive relationship between the study variables viz: teachers' coaching/mentoring programme; computer-based-programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

RECOMMENDATIONS
1. Coaching and mentoring of teachers should be adopted not only by school administrators but also by professional educational institutions and agencies.
2. Government should also adopt more innovative computer-based programmes for public senior secondary school teachers for improved, effective and efficient results in instructional delivery in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

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