HUMAN CAPITAL DEVELOPMENT PRACTICES ADOPTED BY PRINCIPALS FOR IMPROVING TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study examined human capital development practices adopted by principals for improving teachers' job performance in public secondary school in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of the study consisted 7,293 (7,027 teachers and 266 Principals). A sample size of a sample of 976 (704 teachers and 266 principals) was drawn using a multistage sampling procedure. A researchers' developed instrument titled "Human Capital Development Practices for Teachers' Job Performance Questionnaire" (HCDPTJPQ) which was validated by three experts was used for data collection. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficient of 0.77 and 0.79 for the two parts of HCDPTJPQ and 0.78 for the entire instrument. Of the 976 copies of the questionnaire administered, 853 were retrieved and was used for data analysis. Mean rating was used to analyze the research questions and t-test for testing the hypotheses. The findings of the study indicated that principals of public secondary schools in Anambra State adopted eight of the nine training practices for improving teachers' Job performance, they also adopted all the 11 mentorship practices improving teachers' job performance. Based on the findings, it was recommended that adequate remuneration that is commensurate to their work should be provided to the principals. This will motivate them even more to make continuous efforts towards providing training for teachers' improved job performance.

Key words: human capital development, teachers'' job performance, training practices, mentoring practices.

Introduction

Secondary education absorbs the products of primary education and equips them with fundamental skills and knowledge that prepare them for higher education. Aigboje, Abhulimen and Uhunmuavbi (2023) opined that secondary education is an aspect of education that is designed to inculcate the right values, norms, culture and skills needed to equip learners for useful living within the society and prepare them for self-reliant and higher education. The tremendous roles of teachers in delivering instructions in education institutions make it imperative for improving their quality and skills. Teachers' quality is fundamental to the success of learners in any learning institution. The quality teacher could be improved and sustained to meet present and future pedagogical needs of learning institutions through human capital development.

Human capital development practices are strategies for improving the skills and knowledge of workforce through exposing them to education, training and different work experience. According to Nafiu, Orga and Aduku (2022), human capital development practices are techniques through which staff acquire new competencies that can facilitate self-fulfillment and ease of doing jobs in organizations. It is learning opportunities provided for members of staff to grow and improve their abilities to effectively perform professional tasks. Awogbemi (2023) defined human capital development as the techniques for expanding the number of workforce with the skills, education, and experience that are essential for the progress of an organization. Human capital development practices are the techniques of empowering staff to improve their capacities in the workplace. Contextually, human capital development practices are methods and activities that support the improvement of skills and knowledge of staff through encouraging and conducting training, mentoring, career development and staff performance appraisal. The responsibility of ensuring and promoting human capital development in any secondary school lay on the shoulders of the principal.

Principal is the chief executive officer who coordinates and manages the available human, financial and material resources to ensure smooth running of a secondary school. He makes major

decisions and develop plan that guide the activities and programmes of a secondary school. Egboka and Okeke (2023) defined principal as a person who performs leadership roles of influencing and directing the activities of others and ensuring optimal use of the available resources in running the affairs of the school such that students are supported to excel in their studies and set educational objectives are attained. The principal is the highest-ranking person who controls the daily operations and resources of a secondary school. Akporehe and Asiyai (2023) defined principal as the person at the helm of affairs of implementing polices, executing instructional programmes, overseeing staff development and ensuring adequate and proper management of secondary schools. The principal oversees and leads the activities of a secondary school. Contextually, principal is the chief executive officer who makes major decisions, manage available resource and influence the activities of staff to ensure smooth operations of a secondary school for attainment of predetermined educational objectives. One of the essential roles of a principal is to ensure members of staff acquire the requisite skills and knowledge to effectively discharge to duties through human capital development practices.

Principals could engage in different human capital development practices to empower and improve the competencies of teachers in secondary schools. Uwagbale, Umoh and Amah (2018) identified these human capital development practices to include training, career development, performance appraisal, coaching and mentoring. Similar to this, Bagdadli, et al. (2021) highlighted human capital development practices to include training, job rotation, performance appraisal, career development, education, mentoring. The focus of this study is on training, and mentoring performance appraisal practices. The reason for choosing these two practices is because teachers' job performance is tied to the skills, knowledge and experience that could be acquired through these practices.

Training is a planned programme and deliberate action of improving skills and knowledge of workforce of an organization. Ewim, Unachukwu and Ugwu (2020) noted that training is any organized programme or activity that is geared toward improving the existing knowledge, skills, attitudes and experiences of staff so as to increase their job performance. The teachers could be provided with opportunities to acquire skills and knowledge to cope with changes and innovation in curricular and extracurricular programmes in schools through training practices. Training practices are activities that enable teachers to gain fresh perspective and acquire new experiences on their work which prepare them for present and future responsibilities in an organization. Asuquo et al (2023) highlighted training practices as follow: on-the-job training, in-service training, refresher course, workshop, seminars, conferences, delegation of responsibilities, stimulation, coaching, sensitivity training, group discussion, job rotation and case study. The teachers could be guided to apply skills and knowledge acquired in training through mentorship.

Mentoring is a personal developmental relationship in which a more experienced persons observe, guide and direct the activities of less experienced ones. There is usually a mentor and the mentee in every mentorship programme. Mentor is a person with experience and expertise to offer in the workplace. Mentee is a person with less experience and expertise in a specific job. Abbajay cited in Neuneung, Rifan, Zian and Obsatar (2020) asserted that mentor gives examples, explains, directs, and instructions; while mentees make observations, ask questions, and explore various assignments. Mentors instruct and counsel mentees to facilitate their intellectual development. Mentoring provides opportunity for mentees to develop to improve their mental and professional capabilities through guidance, support and sharing of work experience. Okumu, Ogwang and Wafula (2021) pointed that mentoring improves interaction that helps mentees acquire teaching skills methods of lesson delivery, stimulating of learners' interests in the subject and motivating students to learn more effectively and efficiently thus improving their job effectiveness. Mentors could share work experience which is likely to be useful in improving job performance.

Performance can be regarded as almost any behaviour, which is directed toward task or goal accomplishment. Wesly (2015) defined job performance as worker's outcomes in achieving organizational objectives in which they work. Teachers' job performance is the result of instructional activities and responsibilities carried by teaching staff in a given period of time. It is outcome of activities during a specified time. Akporehe and Asiyai (2023) defined teachers' job performance as the ability of teachers to display the right attitude to work by being committed and dedicated to the teaching job and making frantic efforts towards the accomplishment of school goals and objectives. Teachers' job performance could be measured by evaluating their knowledge of subject matter, teaching method, lesson notes, classroom management, lesson delivery and coverage of scheme of

work among others. In the same vein, Aigboje, Abhulimen and Uhunmuavbi (2023) posited that teachers' job performance could be measured through a rating of their activities in terms of teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others.

There seem to be laxity in the job performance of teachers which may account for inconsistent in the academic achievement of students in secondary schools in Anambra State. Omenyi and Emengini (2020) noted that there are laxities on the part of some teachers in carrying out their teaching job as shown by failure to complete termly scheme of work, non-planning of lessons before delivery or waiting for supervisors to make it mandatory before they will do so and giving students note to copy on the board by themselves.

This laxity in job performance of teachers might be connected to failure of principals to devote time and other resources in teachers' training and mentorship programmes. Some newly recruited teachers appear to carry out their duties without guidance from experienced colleagues in public secondary schools in the state. To buttress this, Odimmega, Udemba and Obiekwe (2021) noted that new teachers in Anambra State often find themselves isolated, they often carry out assigned tasks without mentor and professional learning opportunities to further develop their skills. Similar to this, Obiekwe, Thompson and Ogbo (2023) noted that principals of secondary schools in Anambra State appear less concerned in providing the needed mentorship. Consequently, teachers appear not to be equipped with relevant and up-to-date knowledge, skills, abilities, and competencies needed to meet their professional challenges and provide meaningful education to students. Agubosim and Nwuba (2021) noted that most of the professional teachers have not received any form of in-service training after their pre-service training to update their skills and knowledge in a fast changing and technology driven world. In spite of improved academic and professional qualification of teachers and huge government investment in education, secondary school system has failed to produce people who can contribute to solve the problem of the society, possibly due to the fact that some administrators rarely organize training and development programmes for secondary school teachers in Anambra State. It is against this background that the study examined training and mentorship practices adopted by principals for improving teachers' job performance in public secondary school in Anambra State.

Purpose of the Study

This study investigate human capital development practices adopted by principals for improving teachers' job performance in public secondary school in Anambra State. Specifically, the study determined:

1. Training practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State.
2. Mentorship practices adopted by principals for improving teachers' job performance in public secondary school in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the training practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State?
2. What are the mentorship practices adopted by principals for improving teachers' job performance in public secondary school in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on the mentorship practices adopted by principals for improving teachers' job performance in public secondary school in Anambra State.

Method

A descriptive survey research design was adopted for the study which was carried out in public secondary schools in Anambra State, Nigeria. Two research questions guided the study and two null hypotheses were tested at the 0.05 level of significance. From a population of 7,293 (7,027 teachers and 266 Principals), a sample of 976 (704 teachers and 266 principals) was drawn using a multistage sampling procedure. A researchers' developed instrument titled "Human Capital Development Practices for Teachers' Job Performance Questionnaire (HCDPTJPQ) which was validated by three experts was used for data collection. The questionnaire was structured on a four-point scale of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagreed (SD) weighted 4, 3, 2 and 1. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficients of 0.77 and 0.79 for the two parts of the HCDPTJPQ and 0.78 for the entire instrument. The instrument was considered reliable in line with Nworgu (2015), who stated that if the co-efficient obtained for an instrument is up to 0.70 and above, the instrument should be considered good enough to be used for a study. The direct administration and retrieval method was used for data collection. A total of 976 copies of the questionnaire were administered while 853 were retrieved and was used for data analysis. Mean was used to answer the research questions while t-test was used to test all the hypotheses at 0.05 level of significance. For the research questions, a mean rating of 2.50 and above was interpreted as agree while mean rating of less than 2.50 was interpreted as disagree. The null hypothesis was rejected where the p-value associated with the t-cal was less than 0.05 whereas the null hypothesis was not rejected where the p-value was greater than 0.05.

Results

Table 1: Mean Ratings the training practices adopted by principals for improving teachers' Job performance

	Item Description	Mean	SD	Remark
1.	Provides opportunity for teachers to attend seminars for their knowledge advancement.	3.38	.75	Agree
2.	Encourages teachers to participate in staff discussion forum to acquire new ideas.	3.39	.66	Agree
3.	Enhances the approval of study leave request of teacher to enable them acquire knowledge for effective lesson presentation.	3.28	.74	Agree
4.	Organizes training for all round development of teachers.	3.28	.67	Agree
5.	Grants permission to teachers to undertake refresher courses to improve the knowledge of the subjects they teach.	3.23	.69	Agree
6.	Organises symposium for teachers to exchange ideas to enhance their teaching.	2.42	.58	Disagree
7.	Encourages teachers' to undertaken refresher courses to revitalize the knowledge of their respective subjects.	3.09	.74	Agree
8.	Conducts orientation programme for all newly recruited teachers to facilitate effective performance of tasks.	3.01	.63	Agree
9.	Encourages teachers to attend distance learning programme for enriching the knowledge of the respective subjects they teach.	2.87	.81	Agree

As shown in Table 1, the respondents agree that eight of the nine listed items are the training practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State. The mean ratings for the eight items ranged 2.87 to 3.34. The respondents however did not agree with the remaining item (item 6, mean =2.42) as part of the training practices adopted by principals.

Table 2: Mean Ratings on the mentorship practices adopted by principals for improving teachers' job performance

	Item Description	Mean	SD	Remark
1.	Always available to share professional expertise with less-experienced teachers.	2.98	.73	Agree
2.	Demonstrates reasonable interest towards teachers in their quest to be mentored.	3.05	.76	Agree
3.	Establishes good working rapport with teachers for easy mentoring.	3.08	.73	Agree
4.	Models desirable behaviour for teachers to emulate.	3.39	.64	Agree
5.	Assigns inexperienced teachers to senior colleagues with proven success of general coaching in teaching profession.	3.36	.64	Agree
6.	Demonstrates instructional tasks for inexperience teachers to observe.	3.23	.61	Agree
7.	Assigns less-experienced teachers to more-experienced colleagues that	3.14	.62	Agree

	teach the same subjects for professional guidance.			
8.	Sets clear desirable professional behaviour expected from mentees.	3.09	.65	Agree
9.	Organizes meetings with mentees for professional discussions.	3.15	.60	Agree
10.	Maintains total confidentiality on the deficiencies of mentees.	3.11	.57	Agree
11.	Offers constructive feedback on mentees' progress for possible improvement.	3.24	.67	Agree

Table 2, shows that the respondents agree to all the 11 listed items as the mentorship practices adopted by principals for improving teachers' job performance in public secondary school in Anambra State. The mean ratings for the 11 items ranged from 2.98 to 3.39.

Table 3: t-test Comparison of Principals and Teachers Mean Ratings of training practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State

Source of variation	N	$\bar{X}$	SD	df	t-cal	*P*-value	Remark
Principals	258	3.20	.42	851	4.15	.000	Sig
Teachers	595	3.06	.49				

The results in Table 3 shows that the mean score for Principals (M=3.20, SD=.42) was significantly greater than that of the teachers (M=3.06, SD=.49); t (851) =4.15, p=.000. The null hypothesis of no significant difference between the two groups on the training practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State was therefore rejected.

Table 4: t-test Comparison of Principals and Teachers Mean Ratings of mentorship practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State

Source of variation	N	$\bar{X}$	SD	df	t-cal	*P*-value	Remark
Principals	258	3.21	.47	851	1.88	.000	Sig
Teachers	595	3.15	.50				

Table 4 shows that the mean score for Principals (M=3.21, SD=.47) was significantly greater than that of the teachers (M=3.15, SD=.50); t (851) =1.88, p=.000. The null hypothesis of no significant difference between the two groups on on the mentorship practices adopted by principals for improving teachers' Job performance in public secondary school in Anambra State was therefore rejected

Discussion of Results

Training Practices Adopted by Principals for Improving Teachers' Job Performance in Public Secondary School in Anambra State.

The finding of the study in Table 1 revealed that principals adopt training practices for improving teachers' Job performance in public secondary school in Anambra State. This finding is consistent with Egwu, (2012) who found out that staff training is an indispensable strategy for motivating workers. This will give teachers opportunities for self-improvement and development thereby improving their performance to meet the challenges and requirements of the teaching profession.

The finding of this study is also in agreement with Pigford (2007) and Onuselogu (2009), who found out that leadership quality of effective school leaders in supporting staff training and development by finding out what teachers are doing and how well, organizing training, creating collegial relationship with and among teachers and accommodating different teacher personality styles. Similarly, the finding of this study confirms Babalola (2004) and Egwu (2010) that through training principals' can advise and guide new teachers on how to: gain confidence and develop interest in their new profession, make use of teaching modern methods and ads, maintain class control among others.

The finding of the hypothesis indicated that there is a significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for improving

teachers' Job performance in public secondary school in Anambra State. This does not support the earlier report of Weli and Nyimejie (2021) who reported that there is no significant difference between teachers and principals on the professional training programmes for teachers in secondary schools. This disagreement could be attributed to the fact that both studies were carried out in different states. The study by Weli and Nyimejie (2021) was carried out in Rivers State while the current study was carried out in Anambra State.

Mentorship Practices Adopted by Principals for Improving Teachers' Job Performance in Public Secondary School in Anambra State.

The findings of this study shows that principals adopt all the mentorship practices for improving teachers' job performance in public secondary school in Anambra State. This could be seen in the respondents' ratings of mentorship practices adopted by principals for improving teachers' job performance which ranged from 2.98 to 3.39. This means that principals maintain a learning relationship with their teachers with the view of improving teachers' job performance. This finding is in line with Holland (2009) that principals provide teachers with instructions on specific details and examples of teaching techniques that constitute excellent practice and also provided demonstration lessons. The finding of this study supports Egwu (2012) who found that principals provided both formal and informal mentoring practices for teachers. However, the finding of this study is contrary to Tulu (2019) who evidenced that mentoring activities for teachers were not practically implemented by principals. Tulu's work was carried out in Ethiopia which is a different location with different respondents while the present study was carried out in Anambra State, Nigeria. This may account for the difference in the findings.

Conclusion

Based on the findings of the study, the researcher concluded that principals adopt training, mentorship, career development and appraisal practices for improving teachers' job performance in public secondary school in Anambra State. A significant difference existed in the mean ratings of principals and teachers on training, mentorship, career development and appraisal practices for improving teachers' job performance in public secondary school in Anambra State.

Recommendation

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

1. Adequate remuneration that is commensurate to their work should be provided to the principals. This will motivate them even more to make continuous efforts towards providing training for teachers' improved job performance.
2. State Ministry of Education should organize more training programmes that would expose principals to other strategic ways of carrying out staff performance appraisals, to improve their capacities in this appraisals system. This will aid them to improve their appraisal strategies to enhance and sustain teachers' job performance.

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