



# INFLUENCE OF STAFF PROVISIONAL DEVELOPMENT PROGRAMMES AND SECURITY PERSONNEL ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN OBUDU LGA IN CROSS RIVER STATE, NIGERIA

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**Abstract:** This study was carried out to investigate influence of staff provisional development programmes and security personnel on teachers' job performance in secondary schools in Obudu LGA in Cross River State, Nigeria. The study was guided by two research questions and two null hypotheses. Descriptive survey design was adopted for the study. The population of the study was 300 teachers while the census sampling technique was used for the study. The instrument used for data collection was a structured questionnaire entitled: influence of staff provisional development programmes and security personnel on teachers' job performance (ISPDPSPTJP). The instrument was face-validated by two experts. The reliability of the instrument was determined by using split half method and Cronbach alpha was used to analyze the data from the pilot test which yielded a reliability coefficient of 0.81. The data collected were analyzed using mean and standard deviation for the research questions and t-test statistics for the null hypotheses. Based on the analysis of the data, the results indicated that all the public secondary schools in Obudu LGA of Cross River State do not have adequate provision of staff provisional development programmes and security personnel. However, it was recommended among that; the schools management should ensure that every secondary schools in Obudu LGA should be provided with enough resource personnel for effective delivery in their job performance. The schools management should ensure school facilities are adequately supply for proper utilization. The School management should ensure that teachers are train and retrain though conferences and workshops yearly and the school management should provide adequate school security personnel to protect lives and property in secondary school environment.

**Key words:** *Staff development, Security Personnel, Job performance and Secondary Schools*

## Introduction

Education is seen as the master key for personal and national development. Education forms the basis for literacy, skill acquisition, technological advancement and ability to learn human and material resources towards the achievement of social objectives. FGN (2013) emphasized the need for effective management of schools at all levels as an instrument for public educational development. Education should be child

centered and the school which is an institution is organized to educate the child. Okeke, Nosiri, Elele, Orurumba and Igwe in Idoko (2015) defined school as an institution set aside to perform the function of educating the members of the community. Hornby (1995) in his view, said that school means an institution for educating children with regards to community, thus, school means a formal place where both children and adults can go and receive knowledge, training

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understanding and skills for survival. Thus, include are Primary Schools, Secondary schools and Tertiary educational institutions. Education globally remains one of the largest industries that government will ever continue to finance because of its importance to the society. It is the master key to both individual and societal growth and development. Education has been defined in various ways by different scholars. Nacino-Brown in Okeke (2004) perceived education as initiation into activities and modes of thought that are worthwhile. Okeke (2004) defined education as an active learning that aids the acquisition of skills, transmission and transformation of social, economic and cultural structures from one generation to another. Education is seen by many as a panacea for vast range of tasks and activities of the society and the bed-rock for individual and national development. It is a dynamic instrument per excellence for effecting national development, a potent means for ensuring the welfare of the people and actualization of life chances.

Education is an investment that equips the individual for proper understanding of important phenomena and fuller exploitation of human and material resources. It is a social instrument for improving the lots of mankind. Thus, Federal Republic of Nigeria (FRN) (2013) accepted education as instrument per excellence for social and economic reconstruction of the nation. Thus, government regards education as key to the realization of Nigeria's collective aspiration of being among the top twenty developed nations of the world by the year 2020. Constitutionally, education is in the concurrent legislative list in which both the federal, state and local governments can engage. Thus, both the federal state and local governments can provide education to people. This empowers Cross River State to be providing secondary education to her people. Education system in Nigeria is structured into: early child care and development aged 0-4 years. Basic education aged 5-15 years (6years of primary education and 3 years of junior secondary education). Post Basic Education of 3 years

in Senior Secondary Schools; and Tertiary Education Federal Republic of Nigeria (FRN, 2013).

To ensure that everybody receives education up to secondary school level, the federal government of Nigeria has made it compulsory and a right for every Nigerian irrespective of gender, social status, religion, colour, ethnic background and any peculiar individual challenges (FRN, 2013). Borrowing the leaf from the federal Republic of Nigeria, Cross River State runs tuitions free public secondary education. Thus, in Cross River State, education remains the largest industry that the government invests much funds, to ensure adequate provision of material and human resources. Thus, the state adopts the social demand approach in planning secondary education. This is evidenced by heavy subsidization in the Senior School Certificate Examination (SSCE) fees in the state over a long period of time, and increased budgetary allocations to education for the past five years (2014-2018). For instance, in 2014, education budget in Cross River State was 11.2billion representing 23.73%, in 2015 education budget was 13.5 billion representing 24% while 2016 it was 16.01billion representing 24.53%, in 2017 it was 17.7billion representing 25%, of the overall budget while in 2018 it was 25.7 billion representing 25.6% respectively. (Source: Ministry of Finance, finance and budget department in Cross River State Calabar 2018).

Staff provisional development programmes is a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth (Udenze, 2015). Staff development programmes can also be referred as the processes, and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers (Kosoko, 2016). Staff development programmes in education industry constitute; conferences, seminars, workshops, sandwich, in service training, part-time, work and study programme, scholarship facility among others. Staff development is a process of encouraging



young staff in an organization to development themselves to fill deficiencies in them in terms of knowledge, professional qualification and methodologies practices. Teaching profession calls for constant training of teachers for them to be abreast with current trends in education. Alabi (2012) asserted that schools have a mandate to educate children to acquire all relevant skills and knowledge for application in solving practical life problem. To do this successfully, schools need well qualified teachers, administrators and supporting staff. Since no employee can remain qualified with continuous changes in societal values and expectations, some form of on-going education and training became a necessity. In the view of Alabi (2012) the different methods used in developing staff in schools include: induction, conferences, workshops, seminars, staff meetings, visits, demonstrations, professional training and higher studies. Development programmes need to be organized for teachers, to improve their instructional methodology, school heads to acquire skills relating to their job of overseeing and directing, and support staff to acquire necessary skills for improved performance at work. Alabi (2012) based on the relevance of staff development programmes as prime vehicles for improving staff performance in schools, suggested that individual staff should seek self-improvement, and that the school authority and the employing body should make such improvements possible.

Kongnyuy (2015) revealed that boosting teachers' morale, promotion of teachers, good work environment and cordial interpersonal relationship positively influenced teachers' output. He therefore recommended that principals should strengthen in-service training facilities for teachers, appointment into posts of responsibilities should consider qualification, experience and personal skills of the teacher concerned, and that trust, confidence, delegation of power and shared decision making should be encouraged amongst principals.

Security means a state of freedom from danger and worries. Obi (2010) said that security means protection of both life and property from destruction. He saw security as the most important asset in one's life and needs to be cherished. The importance of security generally needs not to be over emphasized in business circle; nobody invests in a society where security is not guaranteed. The large sum of resources Nigeria invests in security is an eye opener to everybody about the need for security of life and property in a nation. The establishment of the armed forces and paramilitary agencies in Nigeria is principally for security purposes. The armed forces in Nigeria constitute the Army, Navy and the Airforce. They are mainly to ensure external protection of the country, while the paramilitary agents such as the police, Civil Defence, Customs, Immigration, Road Safety among others are principally for internal security of the country.

Locally, security is provided in every community, village, organization and home or family to augment the efforts of the governments. In a family, the father serves as the security officer to the wife and children. Where there is no father in a family, the children live in fear and worry and hardly function optimally. In a village, local watchmen are employed to watch the village, and protect lives and property of the people. Also, in organization, industries and firms, security men are employed to protect the workers and property from harm and loss. In the absence of security personnel in any organization, the organization will be exposed to danger and worry, and directly or indirectly the working environment or atmosphere will not be conducive, and this will lead to poor performance on the part of the workers.

In a school setting security is highly required to ensure security of both human and material resources in the school. Idoko (2015) lamented of inadequate provision of security personnel in public secondary schools in Abia State. Idoko (2015) said that inadequate provision of security personnel in public secondary schools in



Nigeria encouraged the spread of secret cult activities in secondary schools in Nigeria. Nwakpa (2007) observed insignificant existence of security men in public secondary schools in Ebonyi State. Udoka (2010) opined that inadequate provision of security personnel in public secondary schools in Nigeria is responsible for examination malpractices in Nigeria. Igwe (2000) observed that adequate supply of security personnel in an examination guaranteed peaceful conduction of examination, without any malpractice.

Teachers in secondary schools are the actual labourers that are employed to teach the students so that the two major aims of secondary education can be achieved. That is, preparation for useful living in the society and preparation for higher education. To achieve these two goals, there is need to have what it requires in terms of quality and quantity of teachers. Adeogun in Nwakpa (2007) observed that adequacy of human resources (teachers) means having the right quantity and quality of staff (teachers) in an organization (school). According to Nwani (1993), teacher quality refers to total number of teachers in the school system.

Nwakpa (2007) observed that less than ten percent of public secondary schools in Ebonyi are fenced. This is the beginning of insecurity in public secondary schools. Under academic standard in Nigeria, FRN (1998) schools are required to be fenced for security reasons. In the absence of fence, the school is exposed to both internal and external vandals. A visit to private secondary schools in Calabar revealed that all the private secondary school were fenced, and security men were found right from the school gates and in the principals' offices. A visit to government agencies, parastatals and ministries revealed existence of fairly adequate security, excepting public secondary schools. Also, the researcher observed that Unity Secondary schools called Federal Government Colleges are provided with a good number of security personnel. Nwakpa (2007) asserted that security services compliment others staff services. Thus, security is a life

wire to other services in an organization, and thus should not be toyed with by the concerned authorities, public secondary schools inclusive for optimal productivity of both teachers and students.

Atah (2019) carried out a study on principals' leadership style, role performance as predictor for security measure in secondary schools in Obudu Local Government Area of Cross River State, Nigeria. The study adopted a survey research design with a census sampling technique to choose a total of 91 school principal's across the study area. The result showed that there is a significant influence of principal leadership style and role performance on security in secondary school.

Ateb, Atsu. & Atah, (2021) observed that staff security personnel are necessary for the effective performance of teachers' job performance. They further stressed that when the staff are not secure in their place of assignment, the tendency of performance will not be effective. Atah (2017) agreed that the security of staff will give birth to teachers' job effectiveness. Atah, Ogbiji, and Agbor, (2019) opined that staff development through workshops, seminars and conferences could help the teachers to function effectively in the classroom setting. By doing this, teachers are encouraged to achieve the aims and objectives of Education Curriculum content at the secondary school level. Otum and Atah (2021) revealed that the effective discharging of teachers' duties by completing the curriculum content in each term could equally help the students to learn what was planned. This curriculum content may assume short and long term expectations of the fulfilment (Akeke, Ushie, and Atah, 2019). Atah & Ukah (2021) opined that the development of staff may help the teachers to efficient in discharging their duties which may, in turn, equip students with the opportunity to be taught appropriately in a school environment. Atsu, Ateb and Atah (2021) staff development may help the teachers to be masters of subject.



Ukah and Atah (2021) asserted that collaboration among staff could bring staff provisional development and opportunity for effective productivity. Ukah and Atah (2021) agreed students are expected to acquire the skills competencies in secondary schools and this will be possible if the teachers are developed and highly secure in discharging their duties in the world of insecurity. Atah and Ukah (2021) further stated that without staff development it could become imperative for the teacher to understand the curriculum content. Chukwurah and Atah (2019) agreed that when the staffs are developed, they will be able to inculcate knowledge effectively on the learners. Atah (2019) viewed that the ability of teachers' to perform effectively could be lacking in teachers, even when the school management provides school facilities except if there is proper staff provisional development programme. Chukwurah and Atah (2018) affirmed that teacher job effectiveness is the major key factor to maximum productivity when relationship among teachers is established. For instance, if students have an interest in the internet and intranet and they are embedded in secondary school curriculum content, without the maximum utilization or proper job performance by the teachers, students may not acquire these skills needed Agim, Ochui, & Atah (2020) agreed that staff development is highly needed for better performance because technology keeps on advancing and it is becoming very essential in our lives, everyday people use technology to improve the way they accomplish specific tasks and secondary school teachers should be developed in such a way that they're exposed to the nascent technologies for effective performance. This will equally help the secondary school student to acquire the skills to operate the new technologies (Atah, Bessong, & Fidel, 2017). Atah, Ukah and Crossdale (2019) confirmed that there Software programmes like MS Excel, MS term, zoom and Peer tutoring could be used in the teaching and learning process in this 21st century and the staff could only be effective in using them except when there is staff development. The

teachers' must have the mentality of learning a new thing for effective performance Edet and Atah (2019).

Atah (2019) opined that the management should adopt the right leadership styles, especially the ones that are contingent on the time that could help the staff to be developed to fit in the 21st-century classroom setting. The 21st-century classroom should be sophisticated in such a way that instructional facilities such as computers and other reprographic materials should be provided for student learning (Atah and Abeng 2019). Atah and Bessong (2018) affirmed that this may bring sustainability of education for national economic development in Nigeria. Wonah, Egbula and Atah, (2018) asserted that there is a need for staff provisional development for proper mastering of the teaching methodology. The researchers determined the influence of staff provisional development programmes and security personnel on teachers' job performance in secondary schools in Obudu LGA in Cross River State, Nigeria

### **Statement of the Problem**

Secondary schools in Obudu Local Government of Cross River State may be faced with a lot of challenges that hinder teachers' job performance. They include poor teaching, lateness to work, absenteeism, much academic load, poor motivation, poor working environment and poor supply of teaching materials, teachers leaving the job to other profession. It is on this bedrock that this research is aimed at ascertaining the influence of staff provisional development programmes and security personnel on teachers' job performance in secondary schools in Obudu Local Government Area in Cross River State, Nigeria. In all sectors of the economy there may exists one problem or the other, secondary education in Cross River State inclusive. In Cross River State, Secondary Schools have a lot of challenges which may include teachers leaving teaching to lecture in higher institution or other professions, poor academic environment, poor academic performances



among students and poor job performance among the academic staff. The researchers have equally observed that most of the public secondary schools in Obudu Local Government Area are not supplied with adequate teaching materials and teaching personnel. The researchers also observed gross insubordination and indiscipline among today's students and high insecurity of life and property in secondary schools in Obudu Local Government Area. It is based on this note that the researchers deem it necessary to investigate the influence of staff provisional development programmes and security personnel on teachers' job performance in secondary schools in Obudu LGA in Cross River State, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to investigate the influence of staff development programmes and security personnel on teachers' job performance in secondary schools in Obudu LGA in Cross River State, Nigeria. Specifically; the study determined the influence of:

1. Staff provisional development programmes on teachers' job performance in public secondary schools in Obudu LGA of Cross River State.
2. Security personnel on teachers' job performance in public secondary schools in Obudu LGA of Cross River State.

### **Research Questions**

1. What is the extent of staff provisional development programmes on teachers' job performance in secondary schools in Obudu Cross River State?
2. What extents doe's provisions of security personnel on teachers' job performance in secondary schools in Obudu LGA of Cross River State?

**Table 1: The Mean and Standard Deviation of the Respondents on the Extent of staff provisional development programmes on teachers' job performance in public secondary schools in Obudu Cross River State?**

### **Hypotheses**

1. There is no significant difference in the mean ratings of male and female teachers on staff development programmes in secondary schools in Obudu LGA of Cross River State.
2. There is no significant difference in the mean ratings of male and female teachers to influence the provision of school security personnel in Obudu LGA of Cross River State.

### **Methodology**

Descriptive survey research design was adopted in the study. The area of this study is Obudu Local Government Area in Cross River State. The population of the study is 300 teachers' made up of 150 female and 150 male teachers in the whole public secondary schools in Obudu Local Government in Cross River State. The census sampling techniques was used. The instrument used for data collection was a checklist and researchers structured questionnaire. The Instrument was validated by two experts in Department of Vocational Education University of Calabar. Reliability of the Instrument was determined through a split half method based on single administration of the instrument to 10 teachers in Ebonyi State University. The overall reliability coefficient of the instrument was 0.81 obtained. The instrument was considered reliable for use in the present study. Data collected was analyzed using mean and standard deviation.

### **Presentation of Results**

#### **Research Question**

*What is the extent of staff provisional development does programmes influence teachers' job performance in public secondary schools in Obudu Cross River State?*



S/N	Items	$\bar{X}$	SD	Remark
1.	Workshops	1.50	1.06	LE
2.	Scholarship	2.82	1.15	LE
3.	Conferences	2.12	1.02	LE
4.	Study lease with pay	2.87	0.78	HE
5.	Sandwich programme	1.55	0.48	LE
6.	Seminars	1.71	1.06	LE
	<b>Grand Mean</b>	<b>1.89</b>		

The results on table 1 showed that items 1, 2, 3, 4, 5, and 6 have their mean score of 1.50, 2.82, 2.12, 1.55 and 1.71. This implies that the respondents agreed that the staff provisional development programme at the secondary school in Obudu Local Government Area are at low extent. The grand mean of 1.89 showed generally that the respondents agreed that there was low Extent of staff provisional development programme at secondary schools in Obudu Local Government in Cross River State. The standard deviation ranges between 0.48-1.15 is an indication that the mean values of the different items are not far spread from the central mean of 0.89. This showed that

the opinions of the respondents did not differ much in items of their response. Thus, the low extent of staff provisional development programme in secondary schools in Obudu Local Government Area in Cross River State does influence negatively on the teachers' job performance in secondary schools in Obudu Local Government Area in Cross River State.

#### Research Question 2:

*What extents doe's provisions of security personnel influence teachers' job performance in public secondary schools in Obudu LGA of Cross River State?*

**Table 2: The Mean and Standard Deviation of the Respondents on the extent of Provision of security personnel influence teachers' job performance in secondary schools in Obudu LGA of Cross River State.**

S/N	ITEMS	$\bar{X}$	SD	Remark
7.	Police Community	1.70	0.92	LE
8.	Community Vigilante Group	1.55	1.09	LE
9.	Security and Civil Defence Corps	1.41	0.86	LE
10.	Police patrol team	1.44	0.81	LE



Grand mean

1.72

*Key: LE means Low Extent*

Results presented on table 2 above showed the mean ratings of the response of the respondents on items 7, 8, 9 and 10 with their respective means of 1.70, 1.55, 1.41 and 1.44 indicating that they agreed to a low extent in the provision of school security personnel to influence teachers' job performance in secondary schools in Obudu Local Government Area in Cross River State. The grand mean value of 1.72. The respondents agreed that schools security personnel are to a low extent provided to influence teachers' job performance in Obudu Local Government Area in Cross River State.

The standard deviation ranges between 0.86-1.10 is an indication that the mean values of the different items are not far spread from the central mean of 0.72. This showed that the opinions of the respondents did not differ much in terms of their responses. In conclusion, the poor provision of security personnel in secondary schools in Obudu Local Government Area in Cross River State does not influence positively teachers' job performance in secondary schools in Obudu Local Government Area in Cross River State

*Ho1: There is no significant difference in the mean ratings of male and female teachers on staff provisional development programmes in secondary schools in Obudu LGA of Cross River State.*

**Table 3: t-test Analysis on the Extent of Staff provisional Development Programmes to Influence Teachers' Job Performance in Secondary Schools in Obudu LGA of Cross River State.**

S/N	Items	Gender	N	X	SD	t-cal	Df	t-crit	Interpretation
1.	Workshop	Male	150	1.50	1.01		298	1.94	NS
		female	150	1.63	1.01	0.04	298	1.94	NS
2.	Scholarship	Male	150	2.31	0.93		298	1.94	NS
		Female	150	2.28	0.99	0.04	298	1.94	NS
3.	Conference	Male	150	2.24	1.07		298	1.94	NS
		Female	150	2.21	1.07	0.02	298	1.94	NS



4.	Study with Pay	Leave	Male	150	2.83	0.70		298	1.94	NS
			Female	150	2.67	0.90	0.04	298	1.94	NS
5.	Sandwich programme		Male	150	1.64	0.84		298	1.94	NS
			Female	150	1.04	0.84	0.06	298	1.94	NS
6.	Serminar		Male	150	1.63	1.01		298	1.94	NS
			Female	150	1.65	1.03	0.02	298	1.94	NS

**Key: NSD = No significant**

Table 3 showed that the entire items had their t-calculated less than the t-critical at 298 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis was accepted, indicating that the male and female teachers' had the same opinion on the extent of provision of staff development programmes to influence teachers' job performance in secondary

schools in Obudu Local Government Area of Cross River State.

**H<sub>02</sub>:** *There is no significant difference between the mean ratings of male and female teachers on the extent of provision of school security personnel to influence teachers' job performance in public secondary schools in Cross River State.*

**Table 4: t-test Analysis on the Mean Responses of the Male and Female Teachers on the Extent of Provision of School Security Personnel to Influence Teachers' job Performance in Public Secondary Schools in Obudu LGA Cross River State.**

S/N	Items	Gender	N	X	SD	t-cal	Df	t-crit	Interpretation
7	Police community	Male	150	1.86	0.90		298	1.92	NS
		female	150	1.79	0.90	0.04	298	1.92	NS
8	Vigilante	Male	150	1.75	1.01		298	1.92	NS
		Female	150	1.55	1.07	1.51	298	1.92	NS
9	Civil Defence	Male	150	1.46	0.86		298	1.92	NS



		Female	150	1.34	0.61	1.33	298	1.92	NS
10.	Police patrol term	Male	150	1.61	0.68		298	1.92	NS
		Female	150	1.59	0.72	1.23	298	1.92	NS

**Key: NSD = No significant**

Table 4 revealed that all the items had their t-calculated less than t-critical at 298 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis was accepted. This indicated that the male and female teachers had the same opinion on the extent of provision of school security personnel to influence teachers' job performance in secondary schools in Obudu Local Government Area of Cross River State.

#### **Discussion of results**

##### ***Staff Provisional Development Programmes and Teachers Job Performance***

On provision of staff development programmes, the respondents were of the opinion that the extent of provision of this facility is very low and inadequate to influence positive teachers' job performance. This finding is in agreement with that of Ekundayo (2016) who found that secondary schools both private and public in Cross River State are not encouraged to participate in staff development programmes, such as conferences, seminars and workshop. Schmidt (2007) said that training and development of employees not only enhances the performance of the employees but also helps them to motivate and develop undergoing relationship with the organization. In line with Schmidt's view, it is necessary that staff development programmes are organized from time to time for teachers to enhance their productivity.

##### ***Provision of Security Personnel and Teachers Job Performance***

Respondents' responses to question on provision of security personnel in secondary schools in Obudu Local Government Area of Cross River State were inadequate. That is the extent of provision of security personnel in public secondary school was very low. This finding agree with the finding of Idoko (2015) who lamented of inadequate provision of security personnel in public secondary schools in Nigeria encouraged the spread of secret cult activities in secondary schools in Nigeria. The finding of this study further agrees with Nwakpa (2007) who observed insignificant existence of security men in public secondary school in Ebonyi State. Udoka (2010) opined that inadequate provision of security personnel in public secondary schools in Nigeria is responsible for examination malpractice in Nigeria. On the consequence of inadequate provision of security personnel in schools, Igwe (2000) observed that adequate supply of security personnel in an examination guarantees peaceful conduction of examination without any malpractice. Ezoke (2011) observed a situation where the outgoing students rioted, beat up teachers rapped a female teacher and destroyed many school properties for not have been allowed to commit examination malpractice. Based on this discussion, it is observed that insecurity in public secondary school's nation Wide constitutes a big threat to both life and property in schools, thus workers perform their job with fear and worry.



## **Conclusion**

The effective provision of staff development programmes and security personnel in public secondary schools in Obudu LGA in Cross River State to influence teachers' job performance can only be achieved if there is adequate provision of management support services in terms of teaching staff, physical facilities, staff development programmes, guidance services and school security personnel, there is every tendency that teachers' job performance would be positively influenced, resulting in greater productivity in the schools.

## **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Schools management should ensure that every secondary school is provided with enough resource personnel for effective delivery
2. The schools management should ensure school facilities are adequately supplied for proper utilization.
3. The School management should ensure that teachers are trained and retrained through conferences and workshops yearly.
4. The school management should provide adequate school security personnel to protect lives and property in secondary school

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