

Principals Human Capital Development Practices And Teachers Job Performance In Public Secondary Schools In Akwa Ibom North East Senatorial District Nigeria

Williams, Cellina Iboro ¹, Emediongokon, Christiana Isaac, PhD ²

^{1,2} Department of Curriculum Studies, Educational Management and Planning, Faculty of Education, University of Uyo, Uyo

Email: ¹ cellinaiboro@gmail.com, ² christianaiediongokon@uniuyo.edu.ng

ARTICLE INFO

Keywords:

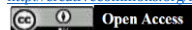
Human Capital Development, Human Capital Development Practices, Staff Training, Staff Mentoring, Teachers' Job Performance.

Vol. 01, No. 05, 2026

<https://doi.org/10.5281/zenodo.23555215>

Copyright © 2026 by author(s) and Scientific Research Publishing Inc. This work is licensed under the Creative Commons Attribution International License (CCBY4.0).

<http://creativecommons.org/licenses/by/4.0/>



ABSTRACT

The study examined the relationship between principals' human capital development practices and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted two theories: Human Capital Theory by Gary Becker (1964) and Theory of Performance Effectiveness by Don Elger (1972). The study adopted correlational research design. The population for this study was 3777 teachers in the 96 public secondary schools in Akwa Ibom North-East Senatorial District. 378 (10%) respondents were drawn from the population to participate in the study using multi-stage sampling procedure. Two instruments entitled: "Human Capital Development Questionnaire (HCDQ) and "Teachers' Job Performance Questionnaire (TJPQ)" were used to gather data for the study. The instruments were validated by three validators. The reliability of the instruments was determined using Cronbach Alpha Reliability method with reliability indices of .821 and .887 for HCDQ and TJSQ respectively. The reliability indices for the sub-variables were .641 and .820 for staff training and staff mentoring respectively. Pearson Product Moment Correlation (PPMC) was used in answering the research questions and testing the null hypotheses at 0.05 level of significance. The findings of the study revealed independent significant relationship between staff training and staff mentoring and teachers' performance in public secondary schools in Akwa Ibom North-East Senatorial District. Based on these findings, it was concluded that principals' human capital development practices have a significant relationship with teacher's job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. It was recommended, amongst others that, school principals should take deliberate steps to institutionalize human capital development in their schools since these will enhance teachers' competence, commitment, and overall job performance.

Introduction

Teaching is a complex craft, and nothing is more fundamental to achieving success for every student than high quality teaching. Teaching is implemented by teachers whose primary responsibility is to focus on securing the best possible experience of teaching and learning for students in and outside the classroom. A teacher's ability to perform their duty well is determined by a blend of essential personal qualities and professional competencies which together create an effective and supportive learning environment that significantly impacts student success (Okonkwo and Okafor, 2019). It takes practice, training and special guidance from mentors for teachers to perform their duties effectively in schools. Therefore, the ability of teachers to perform their duties well is known as teachers' job performance. Slavich and Zimbardo, (2022) defined teachers' job performance as the ability of the teachers to impart

the relevant skills and knowledge using appropriate methods consistently over some time to enhance students' learning and achievements. This implies that teachers' job performance can be judged on the rate of teachers' commitment to effective teaching, management skills, planning skills, students' assessment, lesson delivery, communicating with parents and working collaboratively with colleagues.

A recent observation by Essien and Udukeke (2023) showed that many teachers in public secondary schools in Akwa Ibom State lack pre-requisite knowledge, professional training, competencies and skills for effective job performance. The researchers also observed poor lesson delivery, lack of lesson planning, poor classroom management skills and use of ineffective or inconsistent teaching methods by teachers in public secondary schools in Akwa Ibom North East Senatorial District. These problems as believed by the researchers could stem from administrative issues, lack of support, and inadequate professional development. These issues, if not addressed could lead to stress, dissatisfaction, reduced motivation, decreased effectiveness in the classroom and consequently impacting student outcomes negatively. The government at different occasions has made several attempts to remedy the problems by reviewing and increasing teachers' salaries and allowances and enforcing Mandatory Continuous Professional Development Programmes (MCPDP) through the Teachers Registration Council of Nigeria (TRCN). Equally, parents through Parents Teachers Association (PTA) have played supportive, collaborative and advocacy-driven role and providing constructive feedback on teachers' performance. In spite of these attempts, the problem of teachers' job performance still persists. It is therefore pertinent that government and parents alone cannot solve this problem. At this point, it is believed that principals also have a part to play by implementing human capital development practices in their schools. It is against this background that the researchers assume that teachers' job performance could be enhanced through principals' human capital development practices.

Human Capital Development (HCD) is the process of investing in individuals by enhancing their knowledge, skills, health, and abilities in order to increase their productivity and potential (Nchechuwe and Etim, 2020). Contextually, HCD is an act of empowering, assisting and supporting teachers to acquire more skills, knowledge and competence to improve their satisfaction and performance. The strategies, methods or processes used in carrying out human capital development is what is known as human capital development practices. There are many components of human capital development practices, for instance, Nnebedum and Akinfolarin (2017) outlined the human capital development practices to include training, mentoring, empowerment, staff performance appraisal, guidance and counseling. In this study, staff training and staff mentoring are considered as human capital development practices principals can adopt in their schools. Staff training is a structured process of teaching employees the skills, knowledge, and behaviors needed to perform their current or future roles effectively (Olalekan, 2021). It involves teaching teachers new or improved skills and knowledge to boost their job performance, efficiency, and overall school success. Staff mentoring on the other hand is a personalized, supportive relationship where an experienced employer (mentor) guides a less-experienced colleague (mentee) to develop career, professional, or personal growth (Nwankwo and Otaru, 2019). It is a voluntary and mutual partnership that is focused on learning, feedback, and empowerment in order to foster skills, support career growth, boost engagement, retention, and a positive learning culture within organizations.

Having analyzed what human capital development is all about and bearing in mind its importance, the researchers therefore wonders if human capital development practices carried out by principals could actually influence the way teachers perform their job on daily basis. It is against the backdrop that this study on principals' human capital development practices and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria is carried out.

Statement of the Problem

The seeming poor job performance of teachers particularly in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria has been a matter of concern over the years. From collection of evidence, it has been observed that some teachers seem to display high rates of absenteeism, tardiness, low levels of student engagement, dissatisfaction, poor lesson delivery and limited participation in school activities. Some teachers constantly fail to carry out assigned responsibilities while others display negative feedback from students, peers, or administrators. The poor job performance among teachers is also evidenced in lack of accountability, disorganized school environment, increased behavioral problems, high operating costs, poor workload distribution, lack of standardization and poor data management. These signs necessarily prove poor job performance by teachers in which the researcher believes there may be underlying issues that need to be addressed.

The issue of poor job performance of teachers in public secondary schools is complex and multifaceted. Other researchers have made several attempt using variables such as security management, distributive justice, school plant management and principals' personal variables to solve the problem of poor teachers' job performance in public secondary school, but the problems still persist. The researchers therefore wondered if principals' human capital development practices in terms of staff training and staff mentoring could have a significant impact on teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. This is based on the assumption that, when there is improvement in the development of teachers, they are more likely to perform well in their duties by showing passion for teaching, dedication to student learning, professionalism, improved quality relationship among colleagues and student and above all displaying a strong sense of self-discipline and responsibility. This has therefore raised the concern of the scholars to attempt finding the extent to which principals' human capital development practices can relate to teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. The question is: What is the relationship between principals' human capital development practices and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria?

Purpose of the Study

Specifically, the study sought to determine the:

- i. relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria
- ii. relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria

Research Questions

- i What is the relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria?
- ii How does staff mentoring relate to teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H₀₁ Staff training does not significantly relate to teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria

H₀₂ There is no significant relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria

Theoretical framework

Human Capital Theory by Gary Becker (1964)

Gary Becker stated that human capital refers to the stock of knowledge, skills, health, and abilities that reside in individuals. The theorist argued that just as physical capital such as machines and buildings increases the output of a firm, human capital increases the productivity and earnings of individuals and organizations. Becker's central argument is that investments in people yield economic returns. The theorist identified education and on-the-job training as major forms of investment in human capital. When individuals or organizations spend time and resources on these activities, they incur present costs with the expectation of greater future benefits. For example, a teacher who goes for further training sacrifices time and money today, but gains improved competence, higher productivity, and potentially higher income in the future. As applied in this study, Becker's theory provides a strong justification for principals' role in developing teachers. When principals engage in practices such as in-service training and mentoring programmes, they are essentially increasing the human capital of their teachers. As teachers' knowledge and skills improve, their job performance is also expected to improve in areas such as lesson delivery, classroom management, and students' academic outcomes. Thus, schools that invest consistently in the development of their teachers are more likely to achieve higher levels of effectiveness and productivity.

Theory of Performance Effectiveness by Don Elger (1972)

The theory of performance effectiveness by Don Elger (1972) develops and relates certain foundational concepts to form a framework that can be used to explain performance as well as performance effectiveness. This theory focuses on four tenets which are: to perform, a performer, developing performance and the level of performance. To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. In some instances, the performer is an individual. In other instances, the performer is a collection of people who are collaborating such as an academic department, research team, committee, student team, or a university. The theory explains that, performance is a "journey not a destination." Developing performance is therefore a journey towards achievement of result while the level of performance is location in the journey. According to Elger, humans are capable of extraordinary accomplishments and the level of teachers' performance depends holistically on six components namely: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. The Theory of Performance Effectiveness is highly relevant to this study in that, the theory emphasizes the importance of understanding the factors that influence teachers' job performance. As principals invest in teachers' development through staff training and mentoring, teachers will be equipped to understand the dimensions of quality teaching such as content knowledge, pedagogical skills and classroom management. This theory also encourages teachers to engage in continuous professional development, refining their skills and staying updated on best practices in education.

Conceptual framework

Teachers' Job Performance

Teachers' job performance is defined as duties performed by a teacher at a particular period in the school system to achieve organizational goals. It could also refer to the effectiveness and quality of a teacher's work in achieving educational goals and objectives. Ayoko, (2025) defined teachers' job performance as a function of quantity, quality and time taken to achieve expected teaching and learning tasks in a certain period according to standard work process. Wanakacha *et al.*, (2018) defined teacher's job performance as teachers compliance to set standards and commitment to school vision and mission in order to achieve the goals and objectives of education It involves the extent to which the teacher participates in the overall running of the school in order to achieve the established goals and objectives of the school. In a different view, Slavich and Zimbardo, (2022) opined that Teacher's job performance is defined as the ability of the teacher to impart the relevant skills and knowledge using appropriate

methods and consistently over some time to enhance students learning and achievements. From the foregoing, teacher's job performance refers to the extent to which a teacher effectively carries out the duties and responsibilities assigned to them in the school to achieve educational goals.

Teachers are expected to demonstrate their performance in several ways, including: lesson planning, lesson delivery, using effective teaching strategies, student assessment, feedback, classroom management, effective time management, student engagement, professional development, student motivation, attendance in parent-teacher meetings, effective use of teaching resources, student support and counseling, record keeping, contribution to school community and record reporting. The goal of these duties is to help students learn and achieve the goals set by the school system. So, the quality of teachers' job performance can have a direct impact on student achievement. The benefits of teachers' job performance are therefore multifaceted and far-reaching, impacting not only students but also the broader community and society as a whole. When teachers perform their duties effectively, students are more likely to achieve academic success, develop important life skills, and become engaged and responsible citizens. Good teacher job performance also contributes to a positive school environment, characterized by a culture of respect, collaboration, and mutual support (Wanakacha *et al.*, 2018). Effective teachers can have a profound impact on students' social and emotional development, helping them to develop essential life skills such as communication, teamwork, and conflict resolution. In addition, good teacher job performance can contribute to community development, as educated and skilled individuals can participate more effectively in the economy, contribute to civic life, and support the growth and development of their communities.

Human Capital Development Practices

Human capital development (HCD) is the process by which organizations help their employees to acquire or sharpen abilities required to perform functions associated with their present or expected job roles; develop their skills and discover and utilize their potential. Odia *et al.*, (2024) defined human capital development as an activity conducted by organizations towards improvement of some stock of knowledge or characteristics of an individual that can contribute to his or her productivity. Contextually, HCD is an act of empowering, assisting and supporting teachers to acquire more skills, knowledge and competence to improve their satisfaction and performance. HCD practices therefore involve strategic investments in teachers to enhance their skills, knowledge, and productivity, which could ultimately boost individual, team, and organizational performance and achieving strategic goals. HCD goes beyond mere economic considerations because it enriches people's understanding of themselves and the world around them, improving their quality of life and providing broad social benefits for individuals and society (Febriyanti and Ihsani, 2019). It is a key factor in determining an individual's earning potential and career advancement opportunities. Investing in human capital through education and training programs can lead to higher levels of productivity and competitiveness in the workforce.

There are several components of human capital development practices that could enhance skills, knowledge, productivity and performance of teachers. Cross (2019) identified performance appraisal, job enrichment programme, mentoring, empowerment, counseling, orientation and job rotation as the components of HCD practices. In addition, Adedoyin *et al.*, (2018) identified the following components of HCD practices: training and education, career development planning, performance management, coaching health and wellness programs and cross-functional collaboration. The essence of human capital development practices in secondary schools is to increase the performance of the organization. These practices play a pivotal role in shaping the quality of education, teacher effectiveness, and student outcomes. This study thus considers staff training and staff mentoring as the components of HCD practices. These components and actualization of human capital development practices can be influenced

by a complex interplay of factors, which can either facilitate or hinder their efforts to enhance teachers' skills, students' outcomes, and overall school performance.

Staff Training as Human Capital Development Practice

Staff training can be described as the policies, procedures, and provision designed to equip staff with the knowledge, attitudes, behaviors, and skills required to perform their tasks effectively in the classroom, school, and wider community. Olalekan, (2021) opined that staff training is a short-term process utilizing a systematic and organized procedure by which teachers acquire technical knowledge and skills for a definite purpose. Staff training in secondary schools focuses on professional growth, covering workshops, seminars, mentoring (interschool visits, principal assistance), and digital skills (like Artificial Intelligence), aiming to update skills, improve classroom management, and align with modern educational needs. Iwuagwu and Isabu, (2016) opined that staff training programmes include formal training opportunities involving the available opportunities such as study leaves, conferences, induction training, seminars and workshops. Other programmes in staff training include in-service training, subject matter workshops, technology integration, essential for addressing evolving educational landscapes, mentoring and assistance. Since the quality of educational products depends to a great extent on the quality of its teachers, the teachers need training to be able to cope with the challenges of the profession and to be able to meet up with the world technological revolution

There are three defining characteristics of staff training. These are: intentional process (purposefully done), ongoing process (a continuous process that has no end) and systematic process (done according to laid down rules and regulation) (Noe, 2020). The benefits of staff training in secondary schools are numerous and can significant impact on teachers, students, and the broader educational ecosystem. When teachers undergo training, they acquire new skills, update their knowledge, and gain fresh perspectives, which they can apply in the classroom to enhance teaching and learning effectiveness. Trained teachers are better equipped to design engaging lessons, manage classrooms, and cater for diverse learning needs, leading to increased student engagement and academic achievement. Udoh-Uwah and Etim (2018) added that, staff training also boosts teachers' confidence and motivation, enabling them to tackle challenges more effectively and inspire their students to do the same. Staff training can address specific school needs by targeting training to address certain areas. The benefits of staff training also extend to the broader community, as educated and skilled individuals contribute to economic growth, social progress, and national development. Therefore, if education sector should remain competitive, survive and stand the test of time, all principals have no choice but to develop their teachers.

Staff Mentoring as Human Capital Development Practice

Mentoring is a pivotal component of professional development in the educational landscape, designed to enhance the capabilities and effectiveness of teachers. It is a dynamic relationship between a mentor (an experienced and often more knowledgeable person) and a mentee (who is typically less experienced and seeks to grow in their professional practice). In the academic setting, mentoring refers to a dynamic process wherein a senior staff provides ongoing professional and personal guidance to less experienced staff, helping them navigate academic responsibilities, career progression, and research development (Sutherland, 2018). According to Peretomode and Ikoya (2019), mentoring is considered a human capital development practice through which one person facilitates the development of another by sharing known resources, ideas, learning, expertise, values, skills, perspectives, attitudes, proficiencies and professional competence. In the context of this study, mentoring is regarded as a relationship that gives individuals the opportunity to share their professional and personal skills and experiences with the ultimate result been an advancement and growth of the teachers' career. This relationship can take multiple forms, tailored to the needs and circumstances of the teachers involved.

For mentoring to be effective, the experience of the mentor must be shared with the mentee on one-on-one basis. Mentors may offer support and guidance in areas such as career development, leadership, entrepreneurship, personal growth, and academic success. Effective mentoring relationships involve clear communication, trust, respect, and mutual understanding of expectations and goals. One of the most common forms of mentoring is one-on-one mentoring, where a mentor provides individualized support and guidance to the mentee. This aspect of mentoring provides a valuable tool for personal and professional growth and can benefit both the mentee, the mentor and the organization as a whole (Okechukwu *et al.*, 2024). According to Nwankwo and Otaru (2019), the essence of mentoring practices for beginning teachers is to ensure that new teachers are able to develop their teaching strategies and skills, become socialized into the school's values and culture, and develop a good working knowledge of school policies and procedures. When implemented effectively, mentoring can be a powerful tool for personal and professional growth, leading to improved job satisfaction, increased productivity, and better overall performance.

Empirical framework

Staff Training and Teachers' Job Performance

On staff training and job performance, similar studies have been conducted. Here are some of the studies. In Osun State, Fejoh and Faniran (2016) investigated the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. The study used the ex-post-facto research design. The population of the study comprised of 244 workers in ten 10 public secondary schools in Osogbo Local Government Area of Osun State. Simple random sampling technique was used to select 52 workers from ten senior secondary schools. Researchers' developed instrument was used to gather data for the study. The researcher's developed questionnaire was used to gather data for the study. Data obtained was analyzed using descriptive statistics (mean and standard deviation), while Analysis of Variance (ANOVA) and regression analysis were used to analyze the statements of relationship among the study variables. The findings of the study showed that in-service training and staff development had insignificant combined effects on workers' optimal job productivity. The reviewed work is related to the present work because both studies looked at the relationship between staff training and teachers' job performance, and were conducted in Public Secondary Schools. However, the reviewed study was conducted in Osun State, Nigeria while the present study was conducted in Akwa Ibom State, Nigeria. In addition, the reviewed study made use of simple random sampling technique while the present study used multi-stage sampling procedure.

Ibrahim (2021) in a study, examined the influence of training programmes on the job performance of senior secondary school teachers in Niger State, Nigeria. In line with the stated objectives, five research questions, five null hypotheses and five basic assumptions were raised for the study. Descriptive research design was adopted for the study. The population of the study comprised 9222 respondents, made up of 387 principal, 8,613 teachers and 222 supervisors. A sample size of the study was 363 respondents, made up of 45 principal, 293 teachers and 25 supervisors. A self-developed questionnaire, modified on a five point Likert scale was used to collect data for the study. The instrument was validated by the researcher's supervisors. Pilot study was conducted in schools to ascertain the reliability and a reliability coefficient of 0.82 was obtained. Data collected for the study were analyzed through the use of inferential statistics of frequency and sample percentage. Weighted mean otherwise known as decision mean was used to answer the research questions while descriptive statistics of one way Analysis of Variance (ANOVA) statistical tool was used to test the hypotheses at 0.5 level of significance. The finding of the study revealed that training programmes play vital roles in enhancing the performance of teachers in Niger state secondary schools. The reviewed work is related to the present work because both studies looked at the relationship between staff training and teachers' job performance and were

conducted in public secondary schools. However, the reviewed study was conducted in Niger State, Nigeria while the present study was conducted in Akwa Ibom State, Nigeria. Moreover, descriptive research design was used for the reviewed study, while the present study made use of correlational research design.

Staff Mentoring and Teachers' Job Performance

With respect to staff mentoring and teachers' job performance, Amadi and Abraham (2021) in a study investigated mentoring service and in-service training as predictors of quality job performance in public senior secondary schools in Rivers State. Two research questions and two corresponding null hypotheses were postulated in the study. A correlation survey design was adopted for the study. The population of the study was 7,142 teachers out of which 393 teachers were sampled out using multi stage sampling technique. "Mentoring and In-service Training Scale (MITS) and Teachers' Job Performance Scale (TJPS)" were used for data collection. The instruments were face and content validated by two experts. Reliability of the instrument was determined using Cronbach alpha analysis with coefficients of 0.88 and 0.81 for MITS and TJPS respectively. The research questions raised were answered using simple regression while the hypotheses were tested with t-test associated with simple regression at 0.05 level of significance. The result of the study showed that mentoring had a low, positive and significant relationship with teacher quality job performance while in-service training had high, positive and significant relationship with teacher quality job performance in senior secondary schools in Rivers State. The reviewed study is related to the present study in that both studies considered the relationship between staff mentoring and employee performance, made use of correlational research design and were conducted in public secondary schools. However, the reviewed study was conducted in Rivers State while the present study was conducted in Akwa Ibom State.

Also, Lekan-Akomolafe *et al.*, (2021) in a study, examined the effect of mentoring on employee performance using selected educational institutions as a case study. A survey research design was employed in the study and the population comprised academic and non-academic staff of Abia State University Uturu and Michael Okpara University of Agriculture Umudike. The population of the study was all the 2861 workers in the selected tertiary institutions, in Abia State. The study used Taro Yamane formula in arriving at 351 sample size. Descriptive statistics, regression analytical tools and ANOVA were used to analyze the data. The results of the analysis showed that mentoring perception, mentoring style, and mentoring communication are prime drivers of employee performance especially in the institutions of higher learning. The reviewed study is related to the present study in that both studies considered the relationship between staff mentoring and employee performance. However, the reviewed study was conducted on academic and non-academic staff in Abia State University Uturu and Michael Okpara University of Agriculture Umudike Nigeria and a survey research design was adopted for the study while the present study was conducted in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria and correlational research design was adopted for the study. Hence, the gap in the study.

Research method

This study adopted correlational research design and was conducted in Akwa Ibom North-East Senatorial District, Nigeria. The population of this study consisted of 3,777 teachers in the 96 public secondary schools in Akwa Ibom North-East Senatorial District. 378 teachers representing 10 % of the teacher's population were sampled using Multi-stage sampling approach. The decision to use 378 teachers is in line with Hazirika (2014) who proposed that, a small proportion of sample could be used when the population is larger, and a larger sample could be used in a small population. Questionnaire entitled "Human Capital Development Questionnaire (HCDQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used to obtain data from respondents. The instruments were constructed on

a four-point rating scale. In order to ensure that the instruments developed measured what they were purported to measure, the researcher sought the opinion and advice of three validators. The language, contents and the structure of the items were critically examined by the validators and necessary corrections and suggestions made were effected by the researcher.

To ensure the reliability of the instrument, inter-item method was used for the items. The reliability indices of .821 and .887 were obtained for PHCDQ and TJSQ respectively. For the sub-variables, the reliability indices of .641 and .820 were obtained for staff training and staff mentoring. These reliability coefficients showed that the values are high enough to justify the use of the research instruments because Hussey *et al.*, (2025) recommended that, a coefficient value of .70 and above is adequate for any research work. The instruments: PHCDQ and TJPQ were administered to the respondents in their various schools by the researcher with the help of four research assistants within two weeks. 400 copies of the instruments were sent out. Out of the 400 copies, 390 copies were returned. Out of the 390 returned copies, 380 copies were completely filled without error and 378 copies were randomly selected for the analysis. Pearson Product Moment Correlation (PPMC) was used in answering research questions and testing the null hypotheses at 0.05 level of significance.

The decision rule by Schober *et al.*, (2018) was applied while answering the research questions to show the strength and direction of relationship between principals' human capital development practices and teachers' job performance in public secondary schools. The decision rule below will be used to determine the strength of the relationship between the variables:

+ .70 or higher	-	very strong positive relationship
+ .04 to + .69	-	strong positive relationship
+ .30 to + .39	-	moderate positive relationship
+ .20 to + .29	-	weak positive relationship
+ .01 to + .19	-	negligible relationship
0 - no relationship (zero correlation)		

In testing the null hypotheses, the P-value was compared with 0.05 level of significance. The null hypothesis was accepted if the P-value is greater than 0.05 level of significance. The null hypothesis was rejected if the P-value is less than 0.05 level of significance.

Results

Research Question 1: What is the relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria?

Table 1. Pearson's Product Moment Correlation of the nature of relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria (n =378)

Variable	$\bar{X}$	SD	r-value	Remark
- Staff Training	16.46	3.07	.328	Moderate positive relationship
- Teachers' Job Performance	70.54	6.21		

The entries in Table 1 reveal the type and strength of relationship between staff training and teachers' job performance. The results reveal that the calculated r-value of .328 is moderate and positive. Hence, the result implies that there is a moderate relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria.

Research Question 2: How does staff mentoring relate to teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria?

Table 2. Pearson's Product Moment Correlation of the nature of relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria (n =378)

Variable	$\bar{X}$	SD	r-value	Remark
Staff Mentoring	18.76	3.11	.300	Moderate positive relationship
Teachers' Job Performance	70.54	6.21		

The entries in Table 2 reveal the type and strength of relationship between staff mentoring and teachers' job performance. The results reveal that the calculated r-value of .300 is moderate and positive. Hence, the result implies that there is a moderate relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria.

H0₁ Staff training does not significantly relate to teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria

Table 3. Pearson's Product Moment Correlation of the nature of relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria (n =378)

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum xy$	r-value	Decision at P < 0.05
Staff Training	6223	106013	441347	.328	.000
Teachers' Job Performance	26665	1895567			

*significant at p < .05 level, df = 376; Critical r = .113

The entries in Table 3 show the r-value of .328. Its corresponding P-value of .000 is less than the 0.05 level of significance with 376 degree of freedom. The result is significant. Therefore, the null hypothesis which claims that "staff training does not significantly relate to teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria" is rejected. This result revealed that there is a significant relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria

H0₂ There is no significant relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria

Table 4. Pearson's Product Moment Correlation of the nature of relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria (n =378)

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum xy$	r-value	Decision at P < 0.05
Staff Training	7093	136743	502541	.300	.000
Teachers' Job Performance	26665	1895567			

*significant at p < .05 level, df = 376; Critical r = .113

The entries in Table 4 show the r-value of .300. Its corresponding P-value of .000 is less than the 0.05 level of significance with 376 degree of freedom. The result is significant. Therefore, the null hypothesis which claims that "staff mentoring does not significantly relate to teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria" is rejected. This

result revealed that there is a significant relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria

Discussion of findings

Staff Training and Teachers' Job Performance

The result of the analysis reveals a moderate positive relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. The corresponding hypothesis reveals a significant relationship between staff training and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. This significant result could be attributed to the fact that staff training exposes teachers to modern teaching methods, classroom management strategies, and subject-content updates. In public secondary schools where curriculum demands and student needs are constantly changing, teachers who receive regular training are better able to deliver lessons effectively, use instructional materials, and manage diverse learners. Another possible reason for this result could be that, when training is organized for teachers, it communicates the goals and expectations for that academic session. Teachers who participate in such trainings understand what is expected of them regarding syllabus coverage, continuous assessment, and discipline. This alignment reduces confusion and increases goal-directed behavior, leading to better performance on the job. This result is at variance with Fejoh and Faniran (2016) who found that in-service training and staff development had insignificant combined effects on workers' job performance. Similarly, the finding of this research is in consonance with Ibrahim (2021) who found that training programmes play vital roles in enhancing the performance of teachers in Niger State Secondary Schools. The study further agrees with Olalekan (2021) who conducted a study to examine the impact of staff training and development programmes on secondary school teachers' job performance in Oyo State. The author found that training and development programmes have tremendous effects on the job performance of secondary school teachers in Oyo metropolis. Staff training bridges the gap by updating teachers on current educational policies, ICT integration and evaluation techniques. Teachers who are up-to-date are more effective in meeting set performance standards.

Staff Mentoring and Teachers' Job Performance

The result of the analysis reveals a moderate positive relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. The corresponding hypothesis reveals a significant relationship between staff mentoring and teachers' job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. This result seems to have come out this way probably because mentoring provides direct professional guidance, support, and role modeling that helps teachers function better on the job. When experienced teachers serve as mentors, they guide mentees on practical classroom management techniques, lesson planning, and subject delivery. This transfer of knowledge helps less experienced teachers avoid common mistakes and perform their duties more effectively, leading to improved job performance. A good mentor does not just instruct but also engages the mentee in reflection on teaching practices (Nwafor and Eze, 2023). Through observation, feedback, and dialogue, teachers are able to identify areas of weakness and improve on them. This culture of continuous improvement is critical in public schools where formal in-service training may be infrequent. As teachers grow professionally through mentoring, their effectiveness in instruction, student evaluation, and extracurricular involvement also increases. This finding is in tandem with the findings of Lekan-Akomolafe *et al.*, (2021) who in their study found that mentoring perception, mentoring style, and mentoring communication are prime drivers of employee performance. The finding also agrees with Okechukwu *et al.*, (2024) who found that there is a very strong and significant correlation between staff mentoring and lecturers' task

performance. The finding of this study further supports Amadi and Abraham (2021) who found that staff mentoring had a low, positive and significant relationship with teacher quality job performance. Staff mentoring provides guidance and builds professional competence. Through mentoring, teachers receive the support and knowledge needed to navigate classroom challenges and meet performance expectations, thus resulting in improved effectiveness on the job.

Conclusion and recommendations

Conclusion

Based on the finding of the study, it was concluded that principals' human capital development practices (staff training, staff mentoring, knowledge sharing, staff supervision and staff motivation) relate significantly to teacher's job performance in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. Thus, human capital development is a vital strategy for improving teacher's job performance

Recommendations

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

The Ministry of Education should formulate and implement policies that prioritize human capital development for teachers. The Ministry should sponsor regular capacity-building programs, seminars, and conferences for teachers in public secondary schools across the Senatorial District. This is necessary in order to bridge the knowledge and skill gap, and ensure uniform standard across the district. School principals should take deliberate steps to institutionalize human capital development in their schools, organize regular in-house training and establish mentoring programs. By doing these, principals will enhance teachers' competence, commitment, and overall job performance.

References

1. Adedoyin, O. A., Apansile, E. K., Okere, W. and Okafor, L. I. (2018). Training and development and organisational performance: Standpoint from private tertiary institutions in Nigeria. *Journal of Economics, Management and Trade*, 21(12):1-10
2. Amadi, C. C. and Abraham, N. M. (2021). Mentoring Service and In-service Training Predictors of Quality Job Performance in Public Secondary Schools in Rivers State. *International Journal of Innovative Social and Science Education Research* 9(1):150-159.
3. Ayoko, V. O. (2025). An investigation of the impacts of motivation on teachers' job performance in Lokoja Local Government Area of Kogi State public secondary schools. *American Journal of Social Sciences and Humanities*, 10(1):47–56. DOI: <http://dx.doi.org/10.55284/ajssh.v10i1.1300>
4. Becker, G. S. (1964). *Human Capital: A theoretical and empirical analysis, with special reference to education*. The University of Chicago Press, Chicago
5. Elger, D. (1972). *Theory of Performance*. Faculty Development Series. University of Idaho
6. Essien, N. E. and Udukeke, F. O. (2023). Teachers' Professionalism and their Job Performance in Public Secondary Schools in Akwa Ibom State. *International Journal of Contemporary Issues and Trends in Research (IJCITR)*. 1(3):23-41
7. Febriyanti, N., and Ihsani, A. (2019). Development Strategy of Human Resource Management for Millennial Generation. *AFEBI Management and Business Review (AMBR)*. 4(2):91-102.
8. Fejoh, J. and Faniran, V. L. (2016). Impact of In-Service Training and Staff Development on Workers' Job Performance and Optimal Productivity in Public Secondary Schools in Osun State, Nigeria. *Journal of Education and Practice*. 7(33):183-189
9. Hazirika, B. B. (2014). Determination of appropriate sample size. <https://shodganga.infibnet.ac.in/bitstream/10603/23539/7/07chapter%202.pdf> (Retrieved on 8th August, 2019).

10. Ibrahim, N. (2021). Influence of Training Programmes on the Job Performance of Secondary School Teachers in Niger State, Nigeria. Unpublished dissertation in the Department of Educational Foundations and Curriculum, Educational Administration and Planning Section, Faculty of Education, Ahmadu Bello University, ZARIA
11. Iwuagwu, B. O. and Isabu M. O. (2016). In-service training a determinant for effective job performance of teachers in secondary school. *African Journal of School Business*, 1(1):51-62.
12. Lekan-Akomolafe, C., Alamba, C. S. and Enya, A. A. (2021). Effect of Mentoring on Employee Performance in Abia State (A Study of Selected Educational Institutions). *Journal of Economics and Allied Research*. 6(1): 173-189.
13. Nchechuwe, F. F. and Etim, E. (2020). Human capital development and service delivery in Lagos State: A study of selected ministries. *Asian Journal of Advanced Research and Reports*, 12(2):10-19.
14. Noe, R. A. (2020). *Employee Training and Development* (8th ed). McGraw-Hill Education
15. Nnebedum, C. and Akinfolarin, A. V. (2017). Principals' human capital development practices for enhancing personnel administration in secondary schools in Oyo State, Nigeria. *International Journal of Advanced Research and Publication*. 1(1):356-361
16. Nwafor, C. A. and Eze, A. C. (2023). Mentoring programs and their influence on faculty performance in South-East Nigerian Universities. *International Journal of Educational Management*, 37(1):45-60.
17. Nwankwo, S. O. and Otaru, B. M. (2019). Impact of mentorship as perceived by secondary school teachers in Federal Capital Territory, Abuja: Implication for counselling in secondary school. *FUDMA Journal of Educational Foundations*. 2(1):71-80.
18. Odia, J. 1, Oku-Ukpong, U. E. and Odia, S. (2024). Human capital development practices and performance of business organizations in Imo State. *World Journal of Advanced Research and Reviews*, 24(1):2266–2274.
19. Okechukwu, J. N., Joseph, A. A. and Obiekwe, K. K. (2024). Staff Mentoring and Job Rotation as Correlates of Lecturers' Task Performance in an Era of Digitization in Universities in South-East, Nigeria. *International Journal of Innovative Approaches to Learning and Teaching*. 1(1):26 – 44
20. Okonkwo, C. C. and Okafor, P. S. (2019). Influence of Supervision of Instruction on Teachers' Classroom Performance in Anambra State. *Multidisciplinary Journal of Education, Research and Development* 3(1):51-70
21. Olalekan, A. O. (2021). Staff Training and Development Programmes and Secondary School Teachers' Job Performance in Oyo Metropolis. *Journal of Capital Development in Behavioural Sciences*. 9(2):134-153
22. Peretomode, V. F. and Ikoya, P. (2019). Mentorship: A strategic technique for achieving excellence, manpower development and nation building. *Mediterranean Journal of Social Sciences*, 10(2):17-24.
23. Slavich, G. M. and Zimbardo, P. G. (2022). *Transforming Teaching: Theoretical Underpinnings, Basic Principles and Core Methods*. Retrieved from www.nelastressslab.org on 28th Feb. 2024.
24. Udoh-Uwah, O. E. and Etim, M. E (2018). Professional Development and Lecturers' Job Effectiveness in Universities in South- South Geo-Political Zone of Nigeria. *Journal of Education and Practice*, 9(12):123-129.
25. Wanakacha, C. K., Aloka, P. J. and Nyaswa, P. (2018). Gender differences in motivation and teacher performance in core functions in Kenyan secondary schools. *Academic Journal of Interdisciplinary Studies*, 7(1):89-95.