

## **STAFF PERFORMANCE APPRAISAL AND COUNSELLING AS CORRELATE OF SECONDARY SCHOOL EFFECTIVENESS IN IMO STATE**

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### **Abstract**

The study investigated staff performance appraisal and counseling as correlates of secondary school effectiveness in Imo State. Two (2) research questions and 2 hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised all the principals in the 287 public junior and senior secondary schools in Imo State. The sample of the study was 323 principals selected using the census sampling technique. Two validated instruments, titled, 'Staff Performance Appraisal and Counselling Scale Questionnaire (SPACS) and Secondary School Effectiveness Scale (SSES) with reliability indexes of 0.81 and 0.86, respectively were used for data collection. Simple regression was used to answer the research questions while t-test associated with simple regression was used in testing the hypotheses at 0.05 alpha level of significance. The result showed that, there is a high positive and significant correlation of staff performance appraisal and counseling on secondary school effectiveness in Imo State. As a result, it was concluded that staff performance appraisal and counseling are strong determinants of secondary school effectiveness. It was recommended that the School Board in Imo State should continue to take as a matter of priority, conduct of periodic staff performance appraisals and counseling in secondary schools as they have positive nexus with school effectiveness.

**Keywords:** Staff Performance, Appraisal, Counselling, Correlates, Secondary School Effectiveness.

### **Introduction**

The ever-rising challenges of man to subdue and replenish the earth would not have been made possible without education. Education provides solutions to these problems, through research and innovation. Generally, education is the major determinant of development in any nation. Ogonnaya (2020) posits that, education is a tool that avails people with knowledge, skill, techniques and information, which empowers them to know their rights and duties towards the family, society and the nation. Little wonder Adam, (2016) notes that, one of the most important benefits of education in a society is that, it improves the standard of living and assists individuals to contribute to the development of the national society. This suggests

that, education conveys social transformation and individual empowerment of young people, who make up 80% of a nation's workforce. No wonder, contemporary managers of any success-driven organization especially institutions of learning, carry out periodic staff performance appraisals to keep-track and monitor activities in line with the organizational objectives, leading to the creation of secondary school performance.

Secondary education has continued to act as the proverbial oil that lubricates the engine of the Nigerian education system and has maintained a leading role in contributing to national development. Secondary education, is the phase in education, that is responsible for the development of the adolescents. The UNESCO (2005) reports that, it is at this level of education that young people firmly ingrain values and attitudes, formed at the primary school level in addition to the acquisition of knowledge and skills. This therefore presents secondary schools as a bridge that links primary education with the tertiary education. To this end, the administration of secondary schools should reflect the tenets of quality and effectiveness, both in content and coverage. Therefore, achieving secondary school effectiveness must incorporate periodic staff performance appraisal and counseling.

School effectiveness is the driving force of every educational institution, mostly the secondary school. Schreens in Burusic and Babarovic (2016), sees school effectiveness as a productive system in which the available material and human potentials are transformed into educational conditions. This implies that, ensuring effectiveness entails putting up pedagogical activities of the entire school into productive manner. In the view of Botha (2010), one of the touchstones of effective schools is the impact on learners' educational outcomes such as examination results obtained during formal assessment. Corroborating this, Akinola (2013) and Ukeje, Okorie and Nwagbara (1990) posit that, secondary school effectiveness is the extent to which the set goals or objectives of the school programme are accomplished. For Iyer (2011), secondary school effectiveness is when it processes result, in observable positive outcomes, among its students consistently over a period of time. Evidently, school effectiveness remains sacrosanct hence, it describes the difference between schools and achievement rate of their students. In the same vein, Syukri et al. (2017) suggest that, effective schools are schools that make achievements, not only in the students but on all the components that surround them. This therefore summarizes the fact that school effectiveness is all encompassing hence, it includes the practice of staff performance appraisal and counselling.

### **Staff Performance Appraisal and School Effectiveness**

Attainment of high level of effectiveness through goal actualization has always been a top priority of any twenty first century secondary school. Obviously, the success of any school depends on the quality and characteristics of its staff. Therefore, periodic reviews of staff performance must be adopted, since priorities and conditions are constantly changing and must be seriously monitored. Staff performance appraisal is the assessment of the performance of an individual staff in relation to the objectives, activities, outcomes and targets over a period of time (Abraham, 2010). This definition may have made Eliot (2015) to submit that, staff performance appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Performance appraisal is an ongoing process, used for identifying, measuring and developing

an individual's performance, in accordance with the organizational goal (Aguinis, 2009). To this end, school effectiveness can be accomplished through the process of staff performance appraisal that is based on effective counseling and improvement of individual's staff career. Staff performance appraisal is one of the major ways, school effectiveness could be maintained as such practice exposes teacher's strengths and weaknesses which eventually gives room for professional diagnosis of such weaknesses. According to Shikokoti et al (2021), organizations success and its subsequent productivity can be attained when the workforce undergo a continuous evaluation and appraisal. Muhammad et al. (2019) suggest that, performance appraisal is an effective tool in forming job standards and judging employee's actual performance relative to those standards. Tahsildari and Shahnaeri (2015) posit that, the use of staff performance appraisal in schools is to guide and motivate employees' activities, in line with the institutional objectives, leading to the creation of organizational performance. Kimeu et al. (2020), sees performance appraisal, as a method through which the work performance of an employee is documented, monitored and evaluated. Chapman (2011) opines that, performance appraisal are essential for the effective management and evaluation of staff. In the views of Obasi and Ohia (2014), staff performance appraisal is one of the strategic management functions, aimed at ensuring continuous improvement of employees' performance. To corroborate this, Obasi (2011) states that, organizational performance and its resultant efficiency can only be achieved when individuals are continuously appraised and evaluated. Therefore, it could be said that, staff performance appraisal is a means while school effectiveness is an end. Performance review carried out during the periodic review, serves as a problem identification process while staff counseling process serves as a professional diagnosis to the identified problem areas of the subordinate and assists them in improving their performance in the future.

The performance appraisal carried out during the periodic review serves as a problem identification process, while staff counseling process serves as a professional diagnosis to the identified problem areas of the staff. No doubt, a well-articulated staff counselling in schools can assist individual staff in making life-changing decisions about their future career in education and in their personal life problems (Chikwature & Oyedele, 2016). This may explain why Jackson as cited in Chikwature and Oyedele (2016) advocates for guidance and counseling in schools as it keeps staffers ahead and make them begin to think more seriously about their future careers and their attention. However, school effectiveness cannot exist if counselors are not given a place in the school. This suggested that, to ensure school effectiveness in secondary schools, counselors should see the counseled as individuals, who are working towards perfection and should counsel them with supportive mindset.

One of the indicators of an effective school is the presence of staff counselling. As a result staff counseling has come to stay teaching and learning environments. It is a professional practice, provided to employees, in the schools, to assist them work in line with the institutional set standards, to over-come other professional challenges with aim of achieving institutional success. According to Warren and Gerler (2013), professional school counselors are largely responsible for developing and maintaining comprehensive school counselling programmes. The scholars further that comprehensive school programming includes collaboration and consultation, aimed at supporting teachers and influencing students' achievement. Hako (2016) asserts that the approach to staff counselling as an educational

process is meant for the development of teachers, so that, they can adjust, appropriately in their careers.

A counselor uses the acquired professional skills to look at clients' problems, conceptualize them, clarify issues and assists clients to understand their potentials with a view to resolving the identified problems. In the views of Chikwature and Oyedele (2016), counselors facilitate communication among leaders, administrators and students, to adopt to the school environment, in the best interest of the school. To corroborate this, Bobga (2016), maintains that, staff counseling is a professional field, which has a broad range of activities and services aimed at assisting individual staff to understand themselves, others, school environment and attain abilities to adjust accordingly. However, staff counselling should be an integral part of education and it should be developmental, career-oriented and multi-culturally appropriate in meeting all the needs of staff while facilitating their students' academic success. No doubt the staff of the school remains the engine room of any academic institution.

### **Statement of the Problem**

Staff performance appraisal and counselling are important aspects of educational services rendered in school and have successfully been listed as core areas personnel administration with the main motive of achieving effectiveness. Unfortunately, it appears that this area of the school curriculum has suffered neglect, hence, supervision and inspection are gradually fading away from the school system, leading to poor assessment of value of secondary education. It is equally dishearten that it appears that most of the schools in Imo State do not have guidance and counseling teachers. All these have trickled down to less-productivity in schools and to a larger extent ineffectiveness. This anomaly bothered the researchers.

### **Aims and Objectives of the Study**

The study investigated staff performance appraisal and counselling as correlates of secondary school effectiveness in Imo State. Specifically, the objectives of the study were to;

1. Examine the correlation of staff performance appraisal on secondary school effectiveness in Imo State
2. Determine the correlation of staff counseling on secondary school effectiveness in Imo State

### **Research Questions**

The following research questions were answered in the study.

1. What is the correlation of staff performance appraisal on secondary school effectiveness in Imo State
2. What is the correlation of staff counseling on secondary school effectiveness in Imo State

### **Hypotheses**

The following hypotheses guided the study

1. There is no significant correlation of staff performance appraisal on secondary school effectiveness in Imo State

2. There is no significant correlation of staff counseling on secondary school effectiveness in Imo State

### **Methodology**

The study adopted the correlational research design with the population as the 287 public secondary schools in Imo State. The sample of the study was 323 principals selected using the purposive and census sampling techniques. The respondents of the study responded to 2 validated instruments. These were the Staff Performance and Counseling Scale (SPCS) and the Secondary School Effectiveness Scale (SSEC) with reliability coefficients of 0.81 and 0.86, respectively, using Cronbach’s alpha statistics. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance.

### **Results**

**Research questions 1:** What is the correlation of staff performance appraisal on secondary school effectiveness in Imo State?

**Table 1: Simple Regression on the Correlation of Staff Performance Appraisal on Secondary School Effectiveness in Imo State**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted Square</b>	<b>R Decision</b>
1	.808 <sup>a</sup>	.652	.651	High positive correlation

**Legend:**

**0.90-1.00: very high**

**0.70-0.89: high**

**0.40-0.69: moderate**

**0.20-0.39: low**

Data on table 1.2 reveal that, the regression coefficient (R) is given as 0.808, while the regression square coefficient is given as 0.652, respectively. The regression coefficient of 0.808, reveals that, there is a high positive correlation of staff performance appraisal on secondary school effectiveness in Imo State. This implies that, an increase in staff performance appraisal leads to a corresponding positive increase in secondary school effectiveness in Imo State.

**Research questions 2:** What is the correlation of staff counseling on secondary school effectiveness in Imo State?

**Table 2: Simple Regression on the Correlation of Staff Counseling on Secondary School Effectiveness in Imo State**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Decision</b>
1	.057 <sup>a</sup>	.003	.000	High positive correlation

**\* The legend for Table 1 applies.**

Data on table 2.3 reveal that, the regression coefficient (R) is given as 0.808, while the regression square coefficient is given as 0.652, respectively. The regression coefficient of 0.808, reveals that, there is a high positive correlation of staff counseling on secondary school effectiveness in Imo State. This implies that, an increase in staff counseling leads to a corresponding positive increase in secondary school effectiveness in Imo State.

**Hypothesis 1:** There is no significant correlation of staff performance appraisal on secondary school effectiveness in Imo State.

**Table 3: t-test Associated with Simple Regression on the Correlation of Staff Performance Appraisal on Secondary School Effectiveness in Imo State**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Decision
	B	Std. Error				
1 (Constant)	6.518	1.189		5.484	.000	
1 Staff performance	.833	.034	.808	24.382	.000	Significant

Data on table 3.4 reveal that, t-test associated with simple regression is given as 24.382. The hypothesis is rejected because the probability value of 0.00 is less than the alpha level of 0.05. Therefore, there is a significant correlation of staff performance appraisal on secondary school effectiveness in Imo State.

**Hypothesis 2:** There is no significant correlation of staff counseling on secondary school effectiveness in Imo State.

**Table 4: t-test Associated with Simple Regression on the Correlation of Staff Counseling on Secondary School Effectiveness in Imo State**

Model	Unstandardized Coefficients		Standardized Coefficient Beta	t	Sig.	Decision
	B	Std. Error				
1 (Constant)	38.936	3.653		10.659	.000	Not significant
1 Staff counseling	.099	.097	.057	1.018	.310	

**P<0.05**

Data on table 4.5 reveal that, t-test associated with simple regression is given as 1.018. The hypothesis is accepted because the probability value of 0.310 is greater than the alpha level of 0.05. Therefore, there is no significant correlation of staff counseling on secondary school effectiveness in Imo State.

## **Discussion of Findings**

### **Staff Performance Appraisal as a Predictor of Secondary School Effectiveness in Imo State**

The first finding of the study is that there is a high positive correlation of staff performance appraisal on secondary school effectiveness in Imo State. Also, a corresponding from the test of hypothesis establishes that there is a significant correlation of staff performance appraisal on secondary school effectiveness. These findings of the study are in agreement with the works done by Shikokoti et al. (2021), Tahsildari and Shahnaeri (2015) who found out that, organizations that perform constant staff performance appraisal, achieve effectiveness. In addition, Kimeu et al. (2020), Obasi and Ohia (2014) and Obasi (2011) found that, staff performance appraisal encourages staff development and general school effectiveness. The reasons advanced to buttress the trend in the findings are that the respondents are used to staff performance appraisal in the past. This implies that, an increase in staff performance appraisal leads to a corresponding positive increase in secondary school effectiveness in Imo State.

### **Staff Counseling as a Correlate of Secondary School Effectiveness in Imo State**

The second finding of the study is that there is a high positive correlation of staff counseling on secondary school effectiveness in Imo State. The test of hypothesis reveals that, there is no significant correlation of staff counseling on secondary school effectiveness in Imo State. The first finding agrees with studies by Chikwature and Oyedele (2016), Warren and Gerler (2013), Hako (2016) and Bobga (2016) that staff counseling helps staff develop effective solutions to problems. The reason advances to buttress the trend in the finding is that, teachers and schools members have been exposing to counseling opportunities in recent times. Also, the second finding disagrees with the positions of the authorities cites, which may have been the result of rigorous statistical analysis and cannot invalidate the fact that, counseling exercises are strong variables for achieving school effectiveness

## **Conclusion**

Based on the findings of the study, it was concluded that, staff performance appraisal and counseling are major determinants of secondary school effectiveness in Imo State.

## **Recommendations**

Based on the conclusion of the study, the following recommendations are offered:

- 1) Stakeholders in school administration should continue to conduct periodic staff performance appraisal as this help in boosting teachers activities too.
- 2) School administration should continue to arrange counseling session for their teachers as these enable them to take decisions that help the schools.

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