# REWARD AND TRAINING PRACTICES ADOPTED BY PRINCIPALS FOR ENHANCING TEACHERS' WORK ATTITUDE IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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## Abstract

*Secondary school teachers' persistent lateness to work, absenteeism and other forms of misconduct in Anambra State, Nigeria seem to put the capacity of principals in managing human resource, in doubt. This prompted the researchers to investigate reward and training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State, Nigeria. Two research questions guided the study and two null hypotheses were tested. The descriptive survey research design was adopted for the study. The population of the study comprised 6,654 respondents (258 principals and 6,396 teachers) in the 261 state government owned public secondary schools in Anambra State. Multi-stage sampling procedure was used to draw 672 respondents (51 principals and 621 teachers) as the sample for the study. A researcher-developed questionnaire titled ''Principals' Reward and Training Practices Questionnaire (PRTPQ)'' was used for data collection. The instrument was validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha which yielded an overall reliability of 0.77 for the instrument with coefficients for the clusters being 0.78 and 0.75 respectively. The researchers together with five research assistants collected data for the study. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools include: recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff and that training practices they adopted include providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses. Based on the findings, it was recommended among others thatthe State Government should collaborate with the Ministry of Education to work out modalities for teachers' professional advancement in the teaching profession through training in form of workshops and symposium that will refresh their mind on those concepts, ideas, skills, methods and practices which they learnt in school.*

**Keywords:** Human Resource Management, Principals, Teachers, Work Attitude

## Introduction

Education has remained a veritable tool for personal and societal development among nations. This is because education is an instrument for inculcation of the right types of values, character and beliefs in individuals. The knowledge and skills for self and community development are also acquired through education. Teachers are the personnel who are charged with the responsibility of these disseminating necessary knowledge and skills to learners in the school. They are therefore an important component of any education system because they are the implementers of the school curriculum at classroom level. Thus, teachers' work attitude could determine the extent to which the school curriculum is implemented.

Teachers' work attitude is the tendency to react in a certain way towards the teaching profession. Teachers' attitude towards work means their feelings, and behaviours to the teaching profession (Hussain, Ali, Khan, Ramzan & Qadeer, 2011). Teachers' attitude to work could be positive or negative. Positive attitude refers to the mental disposition which enables an individual to exhibit desirable behaviour, while negative attitude is the unfavourable disposition that makes one to exhibit undesirable behaviour. Teachers attitude to work are often examined under three main dimensions thus: commitment, punctuality to school and teacher-students interaction (Ndifon & Comelius-Ukpepi, 2014). Other dimensions of teacher's attitude to work include: honesty, hard-work, diligence and devotion. Commitment is the devotion or willingness of a teacher to perform his or her job. Regular preparation of lesson notes and plans and application of appropriate teaching methods could denote teachers' commitment. Punctuality is the state of being prompt in attendance to school. It is the opposite of lateness. Mutual teacher-students interactions create a warm and favourable learning environment in school. This stimulates and motivates students to develop positive attitude to learning. The attitude of some secondary school teachers in Anambra State has been a source of concern to the education stakeholders.

Some secondary school teachers in Anambra State seem to exhibit negative attitude to work. This is evident in the finding of Uzoechina and Nwankwo (2016), that increased rate of truancy, lateness and general job performance coupled with the overt care free attitude of teachers are issues of major concern in secondary schools in Anambra State. In the same vein Ezeugbor, Onyali and Okoye (2017) observed that some secondary school teachers in Anambra State who are present in schools remain in the staff room gossiping instead of attending to their classes. The quest to inculcate positive attitude to work in teachers has been a long age issue which necessitated effective human resource management.

Human resource management has been defined by several scholars in varying ways. Ofojebe and Nnebedum (2016) defined human resource

management as the process of assessing the needs of staff, satisfying the needs as well as disciplining and controlling staff to enhance the attainment of school goals and objectives. In the view of Nakpodia (2010), human resource management is the process of developing, applying and evaluating policies, procedures, methods and programmes relating to the staff in the organization. The researchers define human resource management as the processes of controlling, organizing, disciplining and motivating staff to improve their work attitude and performance. The essence of human resource management (HRM) is to help staff reach optimum performance through motivating them, creating teamwork, favourable work environment and coordination of their efforts. Principals are the human resource managers in secondary schools.

The roles of principals as human resource managers in secondary schools include: encouraging team work among staff, empowering staff and encouraging them in developing their career (Chemutai, 2015). Other roles include: supervising, controlling and motivating members of staff. HRM is achieved through a distinct set of practices. Tajummal and Sheikh (2013) outlined HRM practices to include: training and development, development of team, performance appraisal, internal communication system, rewards and compensation, employee empowerment, employment security, person-organization fit. This is related to Osemeke (2012) who outlined HRM practices to include: recruitment, performance appraisal, rewards and compensation and training and development. HRM practices adopted for this study include: rewards practices and training practices. HRM practices of reward and training were of interests due to their relevance in stimulating teachers' work attitude towards greater performance.

Rewards are means of recognizing an outstanding teacher in any given task in school. It is the driving force that could energize a teacher to show more commitment to teaching. Rewards could be given to teachers in various forms which include: little token, praise, recognition and recommendation for promotion for an outstanding performance. Arguing along this line, Shakir and Zamir (2013) pointed out that reward practices include: appreciation, recognition, benefits and compensation. In a school system, it is necessary for the principal to develop the most suitable incentives and good reward system which may be financial and non-financial rewards (Wasiu & Adebajo, 2014). Non-financial rewards are in form of praise and recognition among others, while financial rewards are in form of token, bonuses and any other form of monetary rewards. Shanthi, Vimala, Ramesh, Nurul, Ahmad and Yusliza (2012) asserted that teachers' attitude towards their work are shaped by some issues such as allowances, bonuses and promotion among others. Where workers feel that their rewards are not commensurate to their inputs, there is tendency for them to develop poor attitude to work (Wasilu, 2013).

Training is any organized programme or activity that is geared toward improving the existing knowledge, skills, attitudes and experiences of staff so as to increase their job performance. It gives teachers opportunity to gain new ideas

for adapting to changes in the society. Training practices as outlined by Ojiemhenkele (2014) include: workshops, seminars, conferences, study circle and demonstrations among others. Other training practices include: organizing orientation programmes for staff, granting study leave to them, organizing interactive forum for them among others. Inadequate or denial of staff participation in training programmes might lead them to developing poor work attitude and perceptions that are against the overall goals and objectives of the organization (Wasilu, 2013). Ezeugbor, Onyali and Okoye (2017) observed that some teachers in secondary schools in Anambra state complain of not being sponsored for workshops, conferences and other in-service training courses in Anambra State. This is disheartening and could account for the poor attitude among the teachers, as training programmes is the platform for communication and exchange of ideas.

Persistent lateness to work, absenteeism, gossiping instead of attending to classes and other forms of misconduct among secondary school teachers in Anambra State seem to put the capacity of principals in managing human resource in doubt. Obviously, this negative attitude is most likely to be counter-productive in effort towards attaining predetermined objectives of the school. These unpleasant situations indicate unsatisfactory state of affairs which make HRM practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State questionable. It is against this background, that the researchers investigated the reward and training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State, Nigeria.

**Research Questions**

The following research questions guided the study.

1. What are the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State?
2. What are the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State?

**Hypotheses**

The following hypotheses were tested at the 0.05 level of significance.

1. There is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State.

## Method

Descriptive survey research design was adopted for the study. The population of the study comprised 6,654 respondents made up of 258 principals and 6,396 teachers in the 258 public secondary schools in Anambra State. Multi-stage sampling procedure which involved cluster, proportionate stratified and simple random sampling technique was utilized to draw a sample size of 672 respondents made up of 51 principals and 621 teachers for the study. Stratification was based on the clusters of principals and teachers under the already existing education zones.

A-researcher developed instrument titled ‘‘Principals’ Reward and Training Practices Questionnaire (PRTPQ)’’ was used for data collection. .PRTPQ contains 17 items arranged in two clusters namely: I and II. Cluster 1 contains nine items on reward practices, while cluster II has eight items on training practices. All the items are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts. The internal consistency of the instrument was determined using Cronbach alpha. This yielded reliability co-efficient of 0.78 and 0.75 for the two clusters respectively and the overall coefficient of the instrument was 0.77.

Copies of the questionnaire were administered on the respondents by the researchers together with five research assistants who are secondary school teachers in Anambra State. A total of 672 copies of the questionnaire were distributed and 663 were properly filled and successfully retrieved indicating 99 percent return rate. The data were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. For decision on the research questions, items with mean ratings that fall below 2.50 were taken as disagreement, while mean rating of 2.50 and above were taken to indicate agreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. In taking decisions on the null hypotheses, if t-calculated value is equal to or greater than t-critical value, the null hypotheses was adjudged to be significant and thus rejected, but if otherwise, it was adjudged not significant and not rejected.

## Results

Research Question 1: What are the reward practices adopted by principals for enhancing teachers’ work attitude in secondary schools in Anambra State?

**Table 1: Mean Ratings and Standard Deviation Scores on Reward Practices adopted by Principals for enhancing Teachers' Work Attitude**

| S/N | ITEMS | Principals (n = 51) | | | Teachers (n =612 ) | | |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Decision | Mean | SD | Decision |
| 1 | Rrecommending outstanding staff for promotion | 2.75 | 1.16 | Agree | 2.68 | 1.10 | Agree |
| 2 | Issuing of commendation letters to dedicated staff | 2.82 | 0.97 | Agree | 2.58 | 1.12 | Agree |
| 3 | Praising outstanding staff during staff meetings | 2.92 | 1.18 | Agree | 2.57 | 1.16 | Agree |
| 4 | Giving gift items to committed staff | 2.61 | 1.15 | Agree | 2.37 | 1.12 | Disagree |
| 5 | Giving monetary prizes to staff that perform excellently | 2.22 | 1.08 | Disagree | 2.39 | 1.14 | Disagree |
| 6 | Issuing end-of-the-year bonuses to teachers | 2.67 | 1.11 | Agree | 2.35 | 1.07 | Disagree |
| 7 | Applauding committed staff during school assembly | 2.90 | 1.12 | Agree | 2.62 | 1.14 | Agree |
| 8 | Involving dedicated staff during decision making in school | 3.20 | 1.22 | Agree | 2.54 | 1.15 | Agree |
| 9 | Equipping the offices of committed staff | 2.22 | 1.12 | Disagree | 2.31 | 1.10 | Disagree |

Data presented on Table 1 show that the mean scores of both principals and teachers are above the cut off mean of 2.50 for items 1, 2, 3, 7 and 8. This reveals that the two groups of respondents agreed that principals adopt these items as their reward practices. This implies that the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State include recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, praising outstanding staff during staff meetings, applauding committed staff during school assembly, involving dedicated staff during decision

making in school. The mean score of both principals and teachers for items 5 and 9 are below the cut off mean score of 2.50 indicating disagreement with the items as reward practices. This implies that both principals and teachers disagreed that principals reward practices include; giving monetary prizes to staff that perform excellently and equipping the offices of committed staff.

Furthermore, for item 6, the mean score of 2.67 by principals for the item which is above 2.50 shows agreement by principals with the item as one of their reward practices, while teachers with mean score of 2.35 for the same item (which is below the cut off mean score of 2.50) indicate disagreement with the item as one of principals' reward practices. The standard deviation scores for all the items range from 0.98-1.22 for both principals and teachers indicating that the respondents' responses are homogeneous.

Research Question 2: What are the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State?

**Table 2: Mean Ratings and Standard Deviation Scores of Training Practices adopted by Principals for enhancing Teachers' Work Attitude**

| S/N | ITEMS | Principals (n = 51) | | | Teacers (n =612 ) | | |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Decision | Mean | SD | Decision |
| 10 | Providing opportunities for members of staff to attend seminars | 2.78 | 1.14 | Agree | 2.59 | 1.17 | Agree |
| 11 | Organising orientation programmes for new staff in school | 2.82 | 1.18 | Agree | 2.57 | 1.15 | Agree |
| 12 | Encouraging members of staff to attend conferences | 2.86 | 1.00 | Agree | 2.56 | 1.13 | Agree |
| 13 | Organising workshop in school | 2.33 | 1.01 | Disagree | 2.38 | 1.13 | Disagree |
| 14 | Supporting staff to undertake refresher courses | 3.12 | 1.19 | Agree | 2.50 | 1.15 | Agree |
| 15 | Granting study leave to staff for their career development | 2.61 | 1.17 | Agree | 2.36 | 1.10 | Disagree |
| 16 | Inviting resource persons to enlighten teachers on innovative instructional practices | 2.65 | 1.13 | Agree | 2.42 | 1.12 | Disagree |
| 17 | Organizing symposium for staff | 2.47 | 1.06 | Disagree | 2.37 | 1.06 | Disagree |

Results on Table 2, shows that items 10, 11, 12 and 14 have mean scores above the cut off mean of 2.50 for both principals and teachers and this indicated their

agreement with the items as training practices adopted by principals. This shows that the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State include; providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses. On the other hand, mean ratings of both principals and teachers for items 13 and 17 fall below the acceptable mean score of 2.50 indicating their disagreement with the items as training practices adopted by principals.

The results further reveal that principals agreed that the training practices they adopt include granting study leave to staff for their career development and inviting resource persons to enlighten teachers on innovative instructional practices in connection to items 15 and 16 with mean scores of 2.61 and 2.75 respectively which are above the cut mean of 2.50. On the other hand, teachers with mean scores of 2.36 and 2.42 respectively for the same items which fall below the cut off mean of 2.50 indicated disagreement with the items as training practices adopted by principals. The standard deviation scores for the items listed which range between 1.00 and 1.19 for both principals and teachers show that their responses are close and this indicate homogeneity in their responses.

**$Ho_1$:** There is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State.

**Table 3: t-test of Significant Difference in the Mean Ratings of Principals and Teachers on the Reward Practices adopted by Principals for enhancing Teachers' Work attitude**

| S/N | ITEMS | Respondents | Mean | SD | t-cal | t-crt. | Remark |
|---|---|---|---|---|---|---|---|
| 1 | Recommending outstanding staff for promotion | Principals<br>Teachers | 2.75<br>2.68 | 1.16<br>1.10 | 0.42 | 1.96 | Not Sig. |
| 2 | Issuing of commendation letters to dedicated staff | Principals<br>Teachers | 2.82<br>2.58 | 0.97<br>1.12 | 1.53 | 1.96 | Not Sig. |
| 3 | Praising outstanding staff during staff meetings | Principals<br>Teachers | 2.92<br>2.57 | 1.18<br>1.16 | 2.06 | 1.96 | Sig. |
| 4 | Giving gift items to committed staff | Principals<br>Teachers | 2.61<br>2.37 | 1.15<br>1.12 | 1.45 | 1.96 | Not Sig. |
| 5 | Giving monetary prizes to staff that perform excellently | Principals<br>Teachers | 2.22<br>2.39 | 1.08<br>1.14 | -1.08 | 1.96 | Not Sig. |
| 6 | Issuing end-of- the-year bonuses to teachers | Principals<br>Teachers | 2.67<br>2.35 | 1.11<br>1.07 | 2.03 | 1.96 | Sig. |
| 7 | Applauding committed staff during school assembly | Principals<br>Teachers | 2.90<br>2.62 | 1.12<br>1.14 | 1.71 | 1.96 | Not Sig. |
| 8 | Involving dedicated staff during decision making in school | Principals<br>Teachers | 3.20<br>2.54 | 1.22<br>1.15 | 3.88 | 1.96 | Sig. |
| 9 | Equipping the offices of committed staff | Principals<br>Teachers | 2.22<br>2.31 | 1.12<br>1.10 | -0.57 | 1.96 | Not Sig. |
| | **Overall** | **Principal**<br>**Teachers** | **22.29**<br>**22.41** | **9.62**<br>**9.86** | **1.34** | **1.96** | **Not sig.** |

Result on Table 3, revealed that there is no significant difference in the mean scores of principals and teachers for items 1, 2, 4, 5, 7 and 9 as the reward practices adopted by principals for enhancing teachers' work attitude. Further analysis of the results show that there is significant difference in the mean scores of principals and teachers for items 3, 6 and 8 as the reward practices adopted by principals. The analysis therefore show that while there is no significant difference in the mean scores of principals and teachers for six out of the nine items listed that there was significant difference in three other items. Furthermore, the overall t-calculated value of 1.34 is less than t-critical value of 1.96. Thus, the null hypothesis is not significant. This therefore implies that there is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for

enhancing teachers' work attitude in secondary schools in Anambra State. The null hypothesis was therefore not rejected.

**$Ho_2$:** There is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State.

**Table 4: t-test of Significant Difference in the Mean Ratings of Principals and Teachers on the Training Practices adopted by Principals for enhancing Teachers' Work attitude**

| S/N | **ITEMS** | Respondents | Mean | SD | t-cal | t-crt. | Remark |
|---|---|---|---|---|---|---|---|
| 10 | Providing opportunities for members of staff to attend seminars | Principals<br>Teachers | 2.78<br>2.59 | 1.14<br>1.17 | 1.17 | 1.96 | Not Sig. |
| 11 | Organising orientation programmes for new staff in school | Principals<br>Teachers | 2.82<br>2.57 | 1.18<br>1.15 | 1.50 | 1.96 | Not Sig. |
| 12 | Encouraging members of staff to attend conferences | Principals<br>Teachers | 2.86<br>2.56 | 1.00<br>1.13 | 1.85 | 1.96 | Not Sig. |
| 13 | Organising workshop in school | Principals<br>Teachers | 2.33<br>2.38 | 1.01<br>1.13 | -0.30 | 1.96 | Not Sig. |
| 14 | Supporting staff to undertake refresher courses | Principals<br>Teachers | 3.12<br>2.50 | 1.19<br>1.15 | 3.68 | 1.96 | Sig. |
| 15 | Granting study leave to staff for their career development | Principals<br>Teachers | 2.61<br>2.36 | 1.17<br>1.10 | 1.51 | 1.96 | Not Sig. |
| 16 | Inviting resource persons to enlighten teachers on innovative instructional practices | Principals<br>Teachers | 2.65<br>2.42 | 1.13<br>1.12 | 1.41 | 1.96 | Not Sig. |
| 17 | Organizing symposium for staff | Principals<br>Teachers | 2.47<br>2.37 | 1.06<br>1.06 | 0.62 | 1.96 | Not Sig. |
| | **Overall** | **Principals**<br>**Teachers** | **21.65**<br>**19.76** | **8.44**<br>**8.83** | **1.53** | **1.96** | **Not Sig.** |

Results on Table 4, reveal that there is no significant difference in the mean scores of principals and teachers for all the eight items listed with the exception of item 14 as the training practices adopted by principals for enhancing teachers' work attitude. The overall t-calculated value of 1.53 is less than t-critical value of 1.96.

Thus, the null hypothesis is not significant. This therefore implies that there is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State. The null hypothesis was therefore not rejected.

**Discussion**

The result of this study revealed that the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State include: recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, praising outstanding staff during staff meetings, applauding committed staff during school assembly, involving dedicated staff during decision making in school. One possible explanation for these as the reward practices adopted by principals could be as a result of zeal to improve teachers' devotedness to their jobs and also inculcate positive attitude in them. The reward practices which boost the morale of teachers in charging their instructional roles may account for the recent second position of the state in the Senior Secondary Certificate Examination (SSCE) in the 2018/2019 academic session. This finding agrees with the finding ofAjmal, Bashir, Abrai and Khan (2015) who reported that the intrinsic and extrinsic rewards practices such as employee recognition (commendation), acknowledgement, praises, authority to perform tasks, respect and appreciation with gift items adopted by managers positively influence employee attitude to work. The similarity in the two findings is not surprising as a result of time span, within three years reward practices might still remain the same. These reward practices boost teachers' morale and inspire creativity. It stimulates desirable behaviour and reduces undesirable behaviours like lateness and absenteeism.

Further analysis revealed that there is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State, Nigeria. This corroborates the finding of Onyali and Akinfolarin (2017) who reported that there was no significant difference in the mean ratings of principals and teachers on principals' reward (incentive) practices for secondary schools improvement in Oyo State, Nigeria. The agreement in the findings of the two studies could be attributed to geographical location as the two studies were conducted in Nigeria, where similar policy are applied in managing schools. The no significant difference in the mean ratings of principals and teachers with regard to reward practices is made obvious in some areas like; recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, giving gift items to committed staff, applauding committed staff during school assembly and equipping the offices of committed staff.

The finding of the study shows that the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra

State include; providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses. The possible reason for this finding is that technological advancement and education reforms could have made the principals in the state to provide opportunity for teachers' training in the secondary schools. This is in line with the finding of Udoa and Ikpe (2012) who found out that training programme such as workshops, seminars and conferences administered in school significantly influences teachers attitude to work. This also supports Ezeugbor, Onyali and Okoye (2017) who reported that the training practices adopted by principals in Anambra State include; encouraging teachers to participate in staff discussion forum, organizing workshops to enlighten teachers about innovations on teaching methodologies, encouraging teachers to attend conferences in order to up-date their knowledge and organizing symposium for teachers to enhance their skills. The similarity in the findings of the present study and that of Ezeugbor, Onyali and Okoye is not surprising as a result of the fact that the two studies were carried out in the same state within a short space of five three years and thus the same population participated in the two studies.

On the other hand, this finding contradicts the finding of Hassan (2013) which revealed among others that the professional development programmes for teachers that are not in practice in pakistan include: arranging different training programmes, coaching, mentoring, re-fresher courses, workshops and seminars among others. This contradiction in the findings of the two results may be attributed to difference in time span time and geographical location. The difference in geographical location indicated dissimilarity in educational policy, programme, funding and participants who might hold varied views on training practices in their various countries. These practices may be the reason why secondary school teachers in Anambra State, Nigeria are dedicated to their teaching roles as may be connected to outstanding performance of students in external examinations in the state in recent years. The current technological advancement in all the facets of education system and changes in school curriculum makes these training practices imperative for teachers to adapt to innovation in the education system.

It was also revealed that there is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State. This collaborates with the finding of Nnebedum and Akinfolarin (2017) that there was no significant difference in the mean ratings of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State, Nigeria. The agreement in the two findings could be as a result of the fact that the two studies were conducted in Nigeria in which similar policy are operated in secondary schools across the country. The no significant difference is evident in the areas of providing opportunities for

members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences, organising workshop in school, granting study leave to staff for their career development, inviting resource persons to enlighten teachers on innovative instructional practices and organizing symposium for staff.

## Conclusion

Based on the findings of this study, it was concluded that principals adopt reward and training practices. The reward and training practices to enhance teachers' work attitude include recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses.

## Recommendations

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

1. Principals in collaboration with individuals, philanthropists and Alumni associations of secondary schools should single out a day in every academic session for the reward of outstanding performance in the school. During the occasion, prizes should be given to such staff that performs excellently to encourage them.
2. The State Government should in collaboration with Ministry of Education work out modalities for principals' professional advancement in the management of human resources through training in form of workshops and symposium that will refresh their mind on those concepts, ideas, skills, methods and practices that enhance attitude of work of teachers and also generality of staff in secondary schools.

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