

## **Impact of Staff Development Programmes on the Principals' Performance in Administering Secondary Schools in North- West Zone, Nigeria**

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### **Abstract**

This study investigated the impact of staff development programmes on the principals' performance in administering secondary schools in North-West Zone Nigeria. For the purpose of the study, two objectives along with their corresponding research questions and hypotheses were formulated. Descriptive-survey design was employed for the study. The population of the study was 34,116 respondents comprising of 2,075 principals, 30,993 teachers and 1048 Ministry of Education officials. The sample size of the study was 378. The study used questionnaire for data collection whose validity and reliability indices were established at 0.84 and 0.91 respectively. Both descriptive and inferential statistics were used for data analysis. The findings among others revealed that there was no significant differences in the respondents' opinions with regards to principals' participation in conferences, (Cumulative Mean: 3.25 > 2.5) and (p. value 0.108 > 0, 05 sig. level retained), and workshops as they significantly helped them on effective ways of supervising their teachers in classrooms and this improves teacher performance in secondary schools in North-West zone Nigeria, (cumulative Mean: 3.33 > 2.5) (p. value 0.386 > 0,05 sig. level retained). It was Therefore, recommended that State Ministries of Education should allocate more funds and time to principals to enable them regularly participate in training and development programmes and efforts should also be made to encourage them attend both local and international conferences not only for the sake of promotion but for improving their performance in the schools.

**Keywords:** Staff, Development, Programmes, Principal, Performance

### **Introduction**

As instructional leaders, principals are responsible for the supervision, monitoring, assessment, evaluation and dissemination of current information on academic and modern teaching techniques to teachers leading to effective teaching and learning process as school

managers, principals are expected to effectively guide and control administrative process for achieving predetermined secondary education objectives as enshrined in the National Policy on Education (Ereh, Chigbata, & Ikpo, 2019).

Staff Development are activities which aim at improving updating maintaining employee's skills and abilities. It can also be seen as a set systematic or planned activities designed by an organization or a school to improved staff or principals of secondary schools with the opportunities to learn necessary skills to meet the current and future demand (Odden, Archibald, Fermanich and Gallagher, 2002), Staff development are series of activities put in place by an organization or a school in order to assist member of its staff acquire the knowledge, skills experience necessary for efficient and effectives performance job and responsibilities in the organization.

Staff Development programmes in education are measures designed to increase the knowledge, skill, experience, attitude and probably release employees latent potentials, so that their potential could be increased to meet the present and future job requirements, thus to meet its objectives. It enables principals to be efficient and effective in performance of their work (Ekpoh et al. 2013). The school principals need skills in group process facilitation, communication, conflict negotiation, and inquiry and data management. Hence, they need staff development to ensure they acquire these traits of good leadership.

Ekpoh et al. (2013) suggested staff development as a very important tool for improving the skills and performance of employees in an organization. As pointed out by Odden, et al., (2002), effective professional development produces changes in principals ' instructional practices which can be linked to improvements in both teachers and students' academic achievement. This therefore implies that staff development practices are effective motivational strategies for skill and knowledge acquisition for enhanced principals ' job performance. Principals require staff development to address specific roles and responsibilities in their jobs recognizes that principals are at the forefront of school leadership and as such strategic in school effectiveness. Principals must be developed as educators with much more Knowledge about the core technology of education. Basically, principals of public secondary Schools are employed and posted to schools by the State Ministry of Education.

Thus, we live in a fast-changing world because of science and smart technology and principals as educational leaders are faced with the

onerous task of managing resources and executing and administering policies and strategies in order to make schools more efficient and effective. However, there are some basic skills they needed to acquire to improve team work among staff who in turn would improve the academic performance of students to meet the goals of education. These skills include communication, instructional supervision, information and communication technology and disciplinary skills (Peretomode&Dinzei, 2019). Therefore, the main objective of the research is to explore the impact of staff' development programmes on the principals' performance in administering Secondary Schools in North-West Zone Nigeria. Specifically, the study seeks to assess the impact of principals' participation in conferences and workshop in the administration of secondary schools in North-West Zone, Nigeria.

### **Research Questions**

The research sought to answer the following questions:

1. How does Conferences Participation by the Principals Impact on their Performance in administering Secondary Schools in North-West Zone, Nigeria?
2. In what ways does workshop Participation by the Principals Impact on their Performance in administering Secondary Schools in North-West Zone, Nigeria?

### **Research Hypotheses**

The following null hypotheses were postulated for the study:

- H<sub>01</sub>: There is no Significant Difference in the Opinions of MOE Officials, Principals and Teachers on impact of conferences on principals' Participation in conferences on their performance in administering Secondary Schools in North-West Zone, Nigeria;
- H<sub>02</sub>: There is no Significant Difference in the Opinions of MOE Officials, Principals and Teachers on impact of workshops on principals' Participation in workshops on their performance in administering Secondary Schools in North-West Zone, Nigeria;

### **Conceptual Framework**

Staff Development refers to skills and knowledge attained for both personal development and career advancement (Saleem, Masrur, & Afzal, 2014). Staff development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal

coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage (Kanwar, Balasubramanian, & Carr, 2019). There are a variety of approaches to staff development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Student achievement is linked to numerous factors (Amadi, 2013), but quality teachers are one of the most important components of student success. If school teachers do not have the tools they need to teach students effectively, their students will suffer (Kalina & Powell, 2009).

A Principal's job performance is one of the most important factors determining the quality of education in secondary schools (Munir & Khalil, 2016). The entire education system will be shaky if the performance of Principals is weak and ineffective. Therefore, effective job performance of Principals is imperative for any educational improvement. Performance of a Principals refers to how he/she undertakes the professional duties in the school at a given time. elaborated on the knowledge bases needed for effective teaching to include content knowledge, pedagogical content knowledge of education ends, purposes and values, curriculum knowledge including materials and programmes, knowledge of learners and their characteristics, knowledge of educational contexts including characteristics of classrooms, schools, communities and cultures and general pedagogical knowledge including principles and strategies for classroom management and organization (Adeyemi 2010). A principal's performance can be measured in terms of teaching, lesson preparation, mastery of subject matter, commitment to job and extra – curricular activities, effective supervision and monitoring of students' work, class control and disciplinary ability (Munir & Khalil, 2016).

The word conference may simply refer to a group of teachers or academics presenting and arguing about a theme or topic on a college campus. Conference can also be seen as "a large official meeting at which people with same work or interest come together to discuss their views". Teachers' conference is primarily aimed at enabling them perform their current jobs and help them acquire the knowledge and skills they need to be effective teachers. Conference is equally re-training exercise to make teachers' up to date in their profession. Conferences are also used to tackle a single or set of problems (Amie-Ogan & Nda, 2020).

A conference is a gathering of people with a common interest or background, with the purposes of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern (Kamel Boulos & Wheeler, 2007). The Latin roots of the word "conference" mean, literally, "Bring together." A conference brings together people and ideas. In the cases of health and community work, conferences often have the goal of generating or working toward solutions to problems or broader social change.

A workshop is an interactive training where participants carry out a number of training activities rather than passively listening to a lecture or presentation. It is also seen as a re-training exercise not to upgrade qualification but to update knowledge and skills. According to Neustaedter, Venolia, Procyk and Hawkins (2016) effective workshop is built around what is practiced and relevant to the need of the learners' perspective. The main aim of workshops is to acquire new knowledge and skills that are related to the work of the participants. They identify needed change in behavior, learn new skills, and practice behavior in simulated work environment. Through workshops, principals are exposed to new skills which they may not necessarily acquire in the school. Hara (2000) affirms that workshops tend to be smaller and more intense than seminars and often involves participants trying new skills during the event under the watchful eye of the instructors.

### **Methodology**

The research design that was adopted for this study was descriptive survey design. Descriptive survey is suitable for the study of the large population as it allows for a comprehensive study and selection of samples to derive from a population, so as to discover the distribution, interrelations and the relative incidence of sociological and psychological variables (Fraenkel, Wallen, & Hyun, 2012). The study targeted a population of 34,116 consisting of 2075 principals, 30993 teachers and 1048 (MOE) officials. The sample size of the study was 378 as guided by Research Advisor (2006). Using proportionate sampling technique, the validated and reliable research questionnaire was administered. The information collected from principals, teachers and MOE officials (Respondents) through questionnaire was analysed through frequency counts, simple percentages, mean and standard deviation, as well as the Kruskal-Wallis's test.

## Results

The results of the study are presented based on the outlined objectives as follows:

**Objective 1:** Impact of Principals' Participation in Conferences on their Performance in Administering Secondary Schools in North-West Zone, Nigeria.

**Table 1:** Responses of Respondents on the Impact of Principals' Participation in Conferences on their Performance in Administering Secondary Schools in North-West Zone, Nigeria

S/N	Item Statement	Categories of Respondents	Responses				Total	
			Agree		Disagree		Mean	SD
			FRQ	%	FRQ	%		
1.	Through conferences, principal in my School learns new instructional strategies and this enables him/ her to perform better in the school.	Principal	24	96	01	0.4	3.4000	.57735
		Teachers	308	90.8	31	9.2	3.3333	.67353
		MOE Officials	14	92.9	01	7.1	3.5714	.64621
2.	Through conferences, principal in my School supervises teachers during lesson and this improves his/her performances in the school	Principal	24	96	01	0.4	3.4000	.58310
		Teachers	301	88.8	38	11.2	3.2419	.66654
		MOE Officials	13	92.9	01	7.1	3.5714	.64621
3.	Through conferences, principal learns how to manage and control the activities of the school and this enhances his/her performances as a leader in the school	Principal	24	96	01	0.4	3.2800	.54150
		Teachers	321	94.7	18	5.3	3.2419	.61177
		MOE Officials	14	100	00	00	3.5000	.51887
4.	Through conferences, principal in my school learns how to take	Principal	23	93	02	0.8	3.0400	.61101
		Teachers	307	80.6	32	9.4	3.1239	.6454
		MOE Officials	14	100	00	00	3.3571	.49725

	good decision in the school and this helps in improving his/her capacity, hence improved performance in the school							
5.	Through conferences, principal in my school learns how to maintain all the school facilities, and this improve students' performances in the school.	Principal Teachers MOE Officials	24 312 13	96 92 92.9	0.1 27 0.1	0.4 8 7.1	3.2000 3.2271 3.2142	.50000 0.6561 ..57893
6.	Through conferences, principal in MOE School learns how Officials maintain discipline in the school, this helps to prove his/her performances in the school	Principal Teachers MOE Officials	22 295 14	88 87 100	0.3 44 00	12 13 00 6	3.1600 3.2743 3.6428	.62450 0.7527 6
7.	Through conferences, principal in my school learns how to maintain relationship between the school and the community.	Principal Teachers MOE Officials	24 310 14	96 91.4 100	0.1 29 00	0.4 8.6 00	3.2400 3.295 3.4285	.2281 0.6717 .51355
8.	Through conferences, principal in my school learns how to lead by example and this enable thim/ her to perform better in the school.	Principal Teachers MOE Officials	23 305 13	92 90 92.9	0.2 34 1	0.8 10 7.1	3.1600 3.2271 3.2142	.68799 .0.6955 .57893
9.	Through conferences, principal's knowledge increases and this helps to enhance his/her performances in the school.	Principal Teachers MOE Officials	22 311 14	88 91.7 100	3 28 00	12 8.3 00	3.0800 3.1917 3.2857	.57155 0.607 .46881
10.	Through	Principal	23	92	02	08	3.1200	.52599

conferences,	Teachers	302	89	37	11	3.1858	.7077
principal learns	MOE	12	85.8	02	14.	3.2856	.72627
how to	Officials				2	1	
effectively							
communicate							
and this							
enhances							
his/her							
performances in							
and outside							
school.							

(Cumulative Mean: 3.25 > 2.5 Decision Mean)

In table 1, there were divergent opinions between principals, teachers and MOE Officials in response to item statement 1-10 items 1 attempted to find out whether through conferences, principal in my School learns new instructional strategies and this enables him/ her to perform better in the school from the result, it was found that 96% principals, 90% of teachers and 92% of MOE Official agree with the statement. Item 2 attempted to find out whether through conferences, principal in my School supervise teachers during lesson and this improves his/her performances in the school. The computed result revealed that 96% of principals, 88.8 of teachers and 92% Of MOE Official agreed with the statement. Item 3 investigated whether through conferences, principal learns how to manage and control the activities of the school and this enhances his/her performances as a leader in the school. According to the result of 96%of principals, 94.7% of teachers and 10% of OME Officials agree with the ideal. Item 4 investigates whether through conferences, principal in my school learns how to take good decision in the school and this helps in improving his/her capacity, hence improved performance in the school. Based on the discovered result, the total of 93% of principals, 80.6 of teachers and 100% of MOE Officials accepted with the statement. Item 5 opinion of the Respondents was asked whether through conferences, principal in my school learns how to maintain all the school facilities, and this improve students' performances in the school. The calculated responses revealed that 96% of principals, 92% of teachers and 92% of MOE Official agree with the statement. Item 6 asked whether through conferences, principal in my School learns how to maintain discipline in the school, this helps to improve his/her performances in the school. The stance taken by 88% of principals, 87% of teacher's and 100% the confirmed their view by accepting that trough conferences principal learn how to maintain discipline in schools. Item 7 attempted to find out whether through conferences, principal in my school learns how to maintain relationship between the school and the community the result



revealed that 96% of principals, 91.4% of teachers and 100% of MOE Official agree with the ideal. However, item 8 investigated whether through conferences, principal in my school learns how to lead by example and this enable him/her to perform better in the school. Based on the computed result all of 92% of principals, 90% of teachers and 92.9 agree with the statement. For item 9 whether through conferences, principal knowledge increases and this helps to enhance his/her performances in the school. The responses of the Respondents indicate that 88% of principals, 91.7 of teachers and 100% of OME Official all accepted with the statement. On item 10 it is evident that through conferences, principal learns how to effectively communicate and this enhances his/her performances in and outside school. The opinion of the responses show that 92% of principals, 89% of teachers and 85.8 of MOE Officials agree with the ideal respectively.

**Objective 2:** Impact of Principals' Participation in Workshops on their Performance in Administering Secondary Schools in North-West Zone, Nigeria

**Table 2:** Responses of Respondents on the Impact of Principals' Participation in Workshops on their Performance in Administering Secondary Schools in North-West Zone, Nigeria

S/ N	Item Statement	Categories of Responde nts	Responses				Total	
			Agree		Disagree		Mean	SD
			FRQ	%	FRQ	%		
11.	Through workshops principal in my School learns new instructional strategies and this enables him/ her to perform better in the school	Principal	24	96	01	0.4	3.360	.70000
		Teachers	312	92	27	08	3.359	.7300.
		MOE Officials	14	100	00	00	3.571	5.5135
12.	Through workshops, principal in my School supervises teachers during lesson and this improves his/her performances in the school	Principal	3	92	02	08	3.200	.57735
		Teachers	320	94.	19	5.6	3.330	.6081
		MOE Officials	14	100	00	00	3.500	.51887
13.	Through workshops principal learns how to manage and control the activities of the school and this enhances his/her performances as a leader in the school	Principal	22	88	02	12	3.040	.53852
		Teachers	302	89.	37	10.9	3.182	.6632
		MOE Officials	14	100	00	00	3.428	.51355
14.	Through workshops principal in my school learns how to take good decision in the school and	Principal	24	96	01	0.4	3.480	.58595
		Teachers	317	93.	22	6.5	3.421	.6312

	this helps in improving his/her capacity, hence improved performance in the school	MOE Officials	13	92.9	01	7.1	3.42857	..64621
15.	Through workshops principal in my school learns how to maintain all the school facilities ,and this improve students' performances in the school	Principal	23	92	2	08	3.1600	1.55377
		Teachers	319	94.2	20	5.8	3.4395	11.7351
		MOE Officials	14	100	00	00	3.35714	0.49725
16.	Through workshops, principal in my School learns how to maintain discipline in the school, this helps to improved his/her performances in the school	Principal	24	96	01	04	3.2800	..54160
		Teachers	302	87	44	13	3.2596	0.7441
		MOE Officials	14	100	00	00	3.35714	0.63332
17.	Through workshops principal in my school learns how to maintain relationship between the school and the community	Principal	25	100	00	00	3.3600	..48990
		Teachers	316	93.2	23	6.8	3.3717	0.6819
		MOE Officials	13	92.9	01	7.1	3.35714	0.63332
18.	Through workshops, principal in my school learns how to lead by example and this enable thim/ her to perform better in the school	Principal	25	100	00	00	3.1600	..37417
		Teachers	316	93.2	23	6.8	3.233	0.6495
		MOE Officials	14	100	00	00	3.35714	0.49725
19.	Through workshops, principal knowledge increases and this helps to enhance his/her performances in the school	Principal	24	96	01	04	3.4800	..58595
		Teachers	311	91.7	28	8.3	3.3599	0.6839
		MOE Officials	13	92	00	00	3.57143	3.64621
20.	Through workshops, principal learns how to effectively communicate and this enhances his/her performances in and outside school	Principal	23	92	02		3.2800	..54160
		Teachers	302	89	37	11	3.3038	0.721
		MOE Officials	13	92.9	01	7.1	3.35714	0.8419

(Cumulative Mean: 3.33 > 2.5 Decision Mean)

In table 2, there were divergent opinions between principals, teachers and MOE Officials in response to item statement 21-30 items 11 attempted to investigate whether through workshops, principal in my School learns new instructional strategies and this enables him/her to perform better in the school from the result, it was found that 96% principals, 92% of teachers and 100% of MOE Official agree with the statement. Item 12 attempted to find out whether through workshops, principal in secondary School supervises teachers during lesson to improve his/her performances in the school. The computed result revealed that 92% of principals, 94.4 of teachers and 100% Of MOE Official agreed with the statement. Item 13 to find out whether

through workshops, principal learns how to manage and control the activities of the school and this enhances their performances as a leader in the school. According to the result of 88% of principals, 89.1% of teachers and 100% of OME Officials agree with the ideal. Item 14 investigates whether through workshops, principal in my school learns how to take good decision in the school and this helps in improving his/her capacity, hence improved performance in the school. Based on the discovered result, the total of 96% of principals, 93.5 of teachers and 92.9% of MOE Officials accepted with the statement. Item 15 opinion of the Respondents was asked whether through workshops, principal in my school learns how to maintain all the school facilities, and this improve students' performances in the school. The calculated responses revealed that 92% of principals, 94.2% of teachers and 100% of MOE Official agree with the statement. Item 16 sought to find out whether through workshops, principal in my School learns how to maintain discipline in the school, this helps to improve his/her performances in the school. The stance taken by 96% of principals, 87% of teacher's and 100% the confirmed their view by accepting that trough workshops, principal learn how to maintain discipline in schools. Item 17 attempted to find out whether through workshops, principal in my school learns how to maintain relationship between the school and the community the result revealed that 100% of principals, 93.2% of teachers and 92.9% of MOE Official agree with the ideal. However, item 18 investigated whether through workshops, principal in my school learns how to lead by example and this enable him/her to perform better in the school. Based on the computed result all of 100% of principals, 93.3% of teachers and 100% agree with the statement. For item 19 whether through workshops, principal knowledge increases and this helps to enhance his/her performances in the school. The responses of the Respondents indicate that 96% of principals, 91.7% of teachers and 92% of MOE Official all accepted with the statement. On item 20 it is evident that through workshops, principal learns how to effectively communicate and this enhances their performances in and outside school. The opinion of the responses showed that 96% of principals, 89% of teachers and 92% of MOE Officials agree with the ideal respectively.

### **Hypothesis one:**

**Table 3:** Summary of Kruskal-Wallis H-Test for showing no Significant Difference on Impact of Principals' Participation in Workshops on their Performance in Administering Secondary Schools in North-West Zone, Nigeria

<b>Status</b>	<b>N</b>	<b>Mean Rank</b>	<b>H-value</b>	<b>Df</b>	<b>H-critical</b>	<b>p-value</b>	<b>Decision</b>
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Teachers	339	189.28	1.903	2	.386	Retain H <sub>0</sub> 2
Principals	25	173.44				
MOE Officers	14	223.39				
<b>Total</b>	<b>378</b>				<b>5.99</b>	

Table 3 shows the statistical result of hypotheses testing was presented. The computed result shows that H- Cal is equal to 1.903 while the H-critical is equal to 5.99 at 0.05 alpha level and Df is equal to 2 as shown, the P value equal .386 is more than the alpha level (0.05). Therefore, the hypothesis is retained means that there is no significant difference on impact of workshops on principals' performance in their Administering Secondary Schools in North-West Zone, Nigeria.

### Hypothesis Two

**Table 4:** Summary of Kruskal-Wallis H-Test showing no Significant Difference on Impact of Principals' Participation in Seminars on their Performance in Administering Secondary Schools in North-West Zone, Nigeria

Status	N	Mean Rank	H-value	Df	H critical	p-value	Decision
Teachers	339	187.76	.843	2	5.99		Retain H <sub>0</sub> 3
Principals	25	204.68					
MOE Officers	14	204.50				.656	
<b>Total</b>	<b>378</b>						

Table 4 showed the statistical result of hypotheses testing. The computed result shows that H- Cal is equal to 1.843 while the H-critical is equal to 5.99 at 0.05 alpha level and Df is equal as shown, the P value equal 0.656 is more than the alpha level (0.05). Therefore, the hypothesis is retained means that there is no significance difference on impact of seminars on principals' performance in their administering secondary schools in North-West Zone, Nigeria.

### Discussion

Findings indicate that there was consensus among respondents that principals participation in conferences have positive and significant impact on principals job performance in secondary schools. This was in line with the opinion of Amadi (2013) who opined that in service training and professional development of teachers provide them with necessary skills in making public presentations and writing scholarly papers and also enhanced their skills in teaching, Arinze P N (2024) revealed that, through conferences principals learnt how to supervise

the teachers during lesson and this improves their performances in the school. In addition, the Respondents agreed that through conferences principal gained knowledge that was directly relevant to their teaching subject, how to maintain discipline in the school and also maintain relationship between the school and the community. Meanwhile, based on the empirical studies, it could be understood that principal collaborate effectively with one another. In conferences in order to share and exchange views this improved their capacity and provide them with needed skills in discharging their duties diligently. The respondents agreed that there is no significant difference in the opinion of principal's participation in workshops on their performance in secondary schools in North-West zone Nigeria. This portrayed the fact that, workshops exhibits practical activities that updated principal knowledge to enable him discharge his leadership responsibilities with diligence and commitment,

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