

Influence of Professional Development of Public Secondary School Principals on the Administrative Job Performance in Benue State, Nigeria

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Abstract: *The study investigated the influence of professional development of public secondary school principals on their administrative job performance in Benue State. Four research questions were raised in line with the specific objectives to guide the study, with corresponding hypotheses formulated and tested at 0.05 level of significance. The study adopted a survey research design. The population of the study was 906, which comprised principals and vice principals in all the public secondary schools in Benue State. A sample of 277 principals and vice principals of public secondary schools was selected using Taro Yamene's formula for sample size determination. Multistage sampling procedure which involved proportionate stratified sampling, simple random sampling and convenience sampling techniques respectively, was used in composing sample for the study. A self-developed structured questionnaire titled 'Professional Development and Principals Administrative Job Performance (PDPAJP) Questionnaire' was used as instrument for data collection. Reliability of the instrument was established using Cronbach Alpha Co-efficient procedure, and a reliability Co-efficient of 0.86 was obtained. Data collected were analyzed using both inferential and descriptive statistics. Mean and Standard Deviation were used to answer the research questions while Chi-Square Statistic was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that professional development of public secondary school principals positively influences their decision making process, internal supervision, financial management and facility maintenance in Benue State. The study concludes that professional development of principals positively influences administrative job performance. Based on the findings, it was recommended amongst others that; Principals of public secondary schools should be encouraged to acquire higher education to enhance decision making in schools. This could be achieved by granting them study leave with allowances. The government through its staff development agencies can frequently organize workshops and seminars for principals to improve their internal supervisory skills in schools.*

Keywords: *Professional Development, secondary Schools, Administrative, Job Performance*

1.0

INTRODUCTION

1.1 Background to the study

Education has remained the most widely accepted instrument for achieving growth, progress and development of any nation. Most developed nations of the world today are believed to have attained a high level of social economic, political and technological advancements through well planned and implemented educational system. Using education as a tool for achieving the development goals of any nation however, requires competent and effective leadership at the various levels of education. Olatunji in Wilson (2017) asserts that Nigeria's philosophy of education is a complex one that requires adequate administrative procedure to ensure its practical achievement, stressing that the desirability of achieving both the Nigerian education policy and philosophy of education requires effective leadership in all educational levels and institutions in Nigeria. In a similar vein, Ikegbusi and Eziamaka (2017) argue that, in order to produce vibrant outputs (students) that will contribute effectively towards national development, all the various levels of education (early childhood, pre-primary, primary/basic, post primary and tertiary), including the educational institutions must be properly administered and managed. Conversely, the current look at the Nigeria educational system suggests that the educational system at different levels secondary education inclusive is not properly administered and managed. Most public secondary schools in Nigeria today, Benue State in particular are observed to be riddled with numerous administrative challenges ranging from disciplinary problems of staff and students, poor facility maintenance, lack of staff motivation and financial management problems (Kajo & Ogunbiyi, 2017). These glaring evidences may be attributed to a number of factors but most significantly, are indicators of leadership deficiencies and this tremendously affects the effective administration of public secondary schools thus, hampering the actualization of secondary education goals and objectives. Secondary education is that level of education an individual receives after primary education and before the tertiary stage. Broadly, the goals of secondary education include preparing the individuals for useful living within the society and for higher education (FRN 2013).

Attainment of these secondary education goals however, cannot be feasible without effective leadership at the various secondary schools. Amir and Amen (2013), argue that the accomplishment or disaster of any organization depends on its leadership performance. Corroboratively, Idoko (2017) contends that the success of any organization depends largely on a sound leadership, stressing that, policies and decisions which can help to direct the activities of any organization to success have to be executed by the leader. Thus, as the heart is the life wire of man's existence, so also is the school leader to any school. Effective leadership therefore is crucial in the administration of public secondary schools if the targeted goals must be achieved. In view of the foregoing, Akpa in Chinelu (2018) notes that, if education is to achieve the national objectives, well trained, qualified, efficient, certified and dedicated school principals are absolutely essential. Principals are the heads or chief administrators of secondary schools. Nyongesa in Mutua (2013) states that principals are chief executives in their institutions and chief accounting officers managing all physical, human and financial resources in their school set up. Similarly, Soni in Bahir (2017) opines that principal is a teacher and the leader of the school, who is always dynamic and believes in change and have capacity to prepare future leaders and develop the skills that they may need to succeed in the future. The vitality of school therefore lies under

the functional leadership traits and ability of the principal to stimulate and same time invigorate the teachers and students to achieve institutional goals and objectives. Effective Leadership of the principal therefore would enhance effective school administration.

Administration can be seen as the process of working with and through others to efficiently accomplish organizational goals (Aguba, in Okenwa & Igbo, 2013). Idoko (2017) defines administration as the means by which formal goals are achieved through cooperative human effort. Administration, within the context of this study thus refers to the overall functions of the principal to effectively coordinate, harness and manage both human and material resources in order to achieve school objectives. The major administrative roles of school principal include: planning, coordinating, organizing, budgeting, funding and accountability, records keeping, evaluating, reporting and supervision among others (Okoli, 2015). Principals thus, are the managers of their schools and play the most crucial role in ensuring school effectiveness. Smith in Chinelu (2018) acknowledges that principals are at the forefront of school leadership and as such strategic in school effectiveness. The management of academic and administrative affairs of schools as contends by Uko (2015), traditionally falls within the purview of the principal. Consequently, success or failure of school programmes depends on the individual principals' ability and skills to manage school resources towards achievement of the set goals.

Professional development is a deliberate attempt to improve on the professional knowledge and skills of the staff on the job in other to improve their job performance for the sole purpose of optimizing the institutional objectives. Norton in Chinelu (2018) opines that professional development is the process of providing opportunities for employees to improve their knowledge, skills, performance in line with the goals and values of the organization and in relation to the interests and needs of the employees. The Organisation for Economic Co-operation and Development (OECD) in Cambridge Assessment International Education (2017) considers professional development as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The aim which is to change the professional thinking, knows, feeling and doing of the individual. Staff development as avers by Odeh (2014) involves training and retraining of staff; stressing that, training and re-training of workers can serve as a deliberate and systematic means of changing positively the behavior and attitudes of the trainees towards the achievement of organizational goals. Professional development of principals therefore, is the continuous training of principals while on-the-job, through series of activities that are aim at improving the principals' skills, knowledge, and other expertise traits that can improve their administrative job performance which gear towards attainment of educational goals. Tyokyaa (2015) vehemently states that for any employee to remain effective and efficient; the employee is supposed to regularly receive additional training while on the job with view to keeping abreast with new trends in the profession. Professional development can be received through refresher courses, workshops, seminars, retreats and organized sandwich, part-time programmes, symposia, full-time study through study leaves among others (Tyokyaa 2015; Odeh 2014).

Performance is viewed as the key element to the achievement of educational goals. It deals with what has been achieved. Amstrong (2009) posits that the most obvious way to measure what has been achieved is by referring to the key performance indicators, which has to do with the level of

productivity. Principals' job performance therefore is the extent to which principals had achieved their short or long term educational goals and objectives. Administrative job performance could be seen as an act of accomplishing or executing a given task or could be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Okunola, in Onaolapo, Olajiga & Onaolapo, 2019). Principal's job performance could also be described as the duties or functions performed by a principal at a particular period of time in the school system towards achieving institutional goals. In order to improve the quality and competence of principals, Okunola adds that regular seminars, workshops and conferences need to be organized for them by the ministry of Education. Oribabor (2010) observes that, lack of professional development often manifest tripartite problems of incompetence, inefficiency and ineffectiveness in decision making.

Decision-making is a major administrative function of every school head. It is the act of deciding what to do. Every action executed by the principal is a function of decision making. Decision making as view by Stoner, Freeman and Gilbert in Idoko (2017) is the process of identifying and selecting a course of action to deal with a specific problem or take advantage of an opportunity. Odeh (2014) perceives decision making as an attempt to solve organizational problems, stressing that the leader needs to possess a good knowledge of the problem solving techniques in order to make sound and effective decisions. Decision making is cardinal in school administration because; every other activity carried out by a school is hinged on decisions made. Consequently, the quality of the decision taken would determine the quality of outcome in every school process. Professional development through conferences can enhance principal job performance. This is development programme where the trainer delivers a lecture on the particular subject which is followed by queries and discussions (Bua, 2016). In this approach, members are exposed to ideas of speakers who are experts in their fields on certain research findings (Ayeni, 2010). A professionally developed principal is believed would have better capacity in making sound decisions. Professional development may also encourage joint decision making process in schools. As rightly observes by Odeh (2014), where decisions are made by one person, the organization is malfunctioning due to individual limitations. Professional development enhances human relation skills of the principal promoting joint decision making between the principal and members of staff. This can encourage high level of cooperation in the implementation stage thus leading to effective school administration. Professional development can also influence internal supervision in public secondary schools.

Principal supervisory role is critical for effective school administration. Ikegbusi and Eziamaka(2017) argue that there is no way the goal and objective of an organisation can be achieved without putting in place certain mechanism towards ensuring its success. One of the mechanisms to be put in place towards achieving the goals of the school is supervision. Supervision is a complex process that involves working with teachers and other educators in a collegial collaboration relationship to enhance the quality of teaching and learning within the schools and to promote the career long development of teachers (Pablito, 2019). To supervise thus means to direct, oversee and guide to make sure that expected standards are met. Modebelu in Ikegbusi and Eziamaka (2017) opine that supervision is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational

institution. Educational supervision in the opinion of Bambang, Burhanuddin and Maisyaro (2020) is the process of providing assistance to improve and to enhance the subordinates' performance in order to achieve goals optimally. The school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers (Nnebedum & Akinfolarin, 2017). In this context thus, supervisory role of the principal involves monitoring of school activities as well as assisting the staff in understanding and performing their roles properly so as to actualize school objectives.

Principals are involved in internal supervision to ensuring that teachers perform their assigned functions diligently. This can better be achieved if the principal is professionally skilled. Development programmes like workshop and seminars can help to foster principal professional growth. Workshop is a form of training organized by institutions for the purpose of demonstration to make staff acquire new knowledge, better methods of teaching among others for improving their skills towards more effective, efficient and competent ways of rendering services (Ojokheta in Essien, Akpa and Obot; 2016). Olowoye in Ochai (2013) establish that, school managers require skills for supervision in schools. These include pedagogical, disciplinary, evaluation, motivational, reportorial and interactive. The principal supervises the teachers by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones. Regrettably, many principals today as observes by Weller in Nwite (2017) devote more of their time attending to visitors more than supervising instructions in the classroom. Internal supervision however, is not limited to pedagogy alone but cut across all aspects of school administration, finance inclusive.

Finance can be described as the pivot on which the development of any organization rotates hence; meaningful development cannot take place without finance. Bua and Adzongo (2014) assert that finance is the backbone of any institution, the school inclusive. The failure of any educational institution depends greatly on the availability of funds. Finance is needed to pay staff, maintain the plant and keep the services going. Boma (2018) establish that the principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilization of school fund like Parent Teachers Association (PTA) levy. Principals therefore need adequate financial management competencies to enable them use judiciously the available funds within the school. Matula, Mulwa and Kyalo (2018) however, observed that one of the major challenges facing secondary schools is lack of financial management skills. Corroboratively, Boma posits that some principals lack the necessary training required of financial managers. The school principal thus necessarily required financial skills and knowledge in the financial management process such as; preparation of budgets, secure revenue for the school and also use the fund at their disposal judiciously. Good knowledge of financial management may help in school facility maintenance.

School facilities play critical role in the implementation of educational programmes hence, indispensable in the attainment of educational goals. School facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and

packing lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons Ihuoma (2008). Ochai (2012) opines that school facilities are those resources that enable the teacher to do the work very well and helping the learner to learn effectively. These include; instructional facilities, recreational facilities, residential facilities, and refectory facilities among others. The study thus, considers facilities as all the physical attributes; fixed and moveable ones which aid in the teaching and learning process as well as other administrative processes. All parts of the school plant continually depreciate through tear and wear of usage, physical decay among other factors. These facilities therefore need proper and adequate maintenance so they can be fully harnessed to achieve institutional objectives. School facility maintenance refers to keeping the school facilities in as near as their original state (Tyokyaa, 2016; Odeh, 2017). Advances in science and technology, as points out by Ihuoma, necessitate that the school manager adopt modern methods of facilities management. Many principals today lack good maintenance culture perhaps due to lack of adequate knowledge of handling modern school facilities. Engaging in developmental programmes is believed to improve their facility management capabilities. Against the foregoing, professional development hopefully, aims to enhance principals' administrative job performances. For educational objectives to be optimally attained, principals ought to be professionally competent. Professional development therefore, is said to be a panacea for effective school administration. It is against this background that this study investigated influence of professional development of public secondary school principals on administrative job performance in Benue State.

1.2 Statement of the problem

Considering the place of secondary education in Nigeria, secondary schools need sound leadership that can effectively drive the schools toward attainment of secondary education goals. To achieve this, principals of public secondary schools are expected to be continuously developed professionally on the job since pre-service training would be inadequate to contend their current challenges. This is due to the fact that the society is a dynamic and ever changing one hence, the need for principals to be in tune with current trend in administrative practices. This is aim at improving the principals' competences in the management of both human and material resources of the school through enrichment of supervisory skills, improve knowledge on financial management practices as well as enhancing sound decisions making approach all of which are targeted to enhance effective school administration. Against this backdrop, development programmes in form of seminars, conferences, workshops, refresher courses among others have been designed to address these competence needs. In Benue state however, a look at the situation in some public secondary schools create doubt if the principals are professionally competent. The researcher has observed that most public secondary schools in Benue State are in serious state of disrepair with dilapidated facilities due to lack of adequate maintenance. Indiscipline among teachers abounds in varieties of unprofessional practices such as; poor records keeping, absenteeism, late coming among other unethical practices. These constitute roadblock for effective school administration. It is often said that principals undergo professional development via programmes like workshops, conferences and seminars. The researcher however, in the mixed of these challenges wondered if such programmes were actually essential. An encounter with some public secondary school principals however, exposed that these programmes are irregularly conducted, not well sponsored and lack adequate motivation. Aboh

et al. (2016) observed that lack of fund and more sponsored programmes for staff development are some of the problems associated with staff development in Benue State. Consequently, the inability of some public secondary school principals to effectively manage their respective schools may be attributed to lack of adequate professional development. This spurred the researcher to embark on an empirical investigation on influence of professional development of public secondary school principals on administrative job performance in Benue State.

1.3 Objective of the Study

The main objective of the study was to investigate influence of professional development of public secondary school principals on their administrative job performance in Benue state. Specially, the study sought to:

- i. ascertain influence of professional development of public secondary school principals on decision making process in Benue State.
- ii. determine influence of professional development of public secondary school principals on internal supervision.
- iii. examine influence of professional development of public secondary school principals on financial management practices.
- iv. ascertain influence of professional development of public secondary school principals on facilities maintenance.

1.4 Significance and Scope of the Study

The findings of this study when published and made available in visual library would be beneficial to many educational stakeholders including; students, teachers, principals, researchers, and government. The study focuses on professional development of public secondary schools principals on administrative job performance in Benue state. Specifically, the study is delimited to the following: influence of professional development of public secondary school principals on decision-making processes; influence of professional development of public secondary school principals on internal supervision; influence of professional development of public secondary school principals on financial management; and influence of professional development of public secondary school principals on school facilities maintenance. Geographically, the study covered Benue State.

2.0 LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Human Capital Theory by Jacob Mincer (1958)

Human capital theory was propounded by Jacob Mincer in 1958. The theory states that individual workers have a set of skills or abilities which they can improve or accumulate through training and education. The idea is that individuals can gain skills (human capital) that will make them more productive. Human capital is the knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production. The Theory suggests that education or training increases the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. According to the human capital theory, education or training raises the productivity of workers by imparting useful knowledge and skills. It postulates that expenditure on training and education is costly and should be considered an investment. The theory is relevant to this study as it forms the basis for developing individual's skills or

competencies as well as enriching their knowledge which can enhance productivity. The principal as the chief administrator of secondary school requires educational development and training to improve his competence in order to enhance his job performance. Development programmes such as workshops, conferences, seminars and short programmes sponsored by ministry of education or other relevant agencies have the capacity of improving principal's competencies for effective school administration. Investing in principal development would have impact on both the education organization and the principal himself. Principals gain self-esteem and are motivated to work through application of the knowledge and skills acquired. This can enhance their job performance hence resulting to increase school productivity.

2.2 Conceptual Framework

The concepts below are reviewed as they relate to the present study

2.2.1 Principal

In every organization, there is always a head or leader who steers the affairs of that organization. Principal therefore, is the leader in secondary school. In other words, the principal is the chief administrator of a secondary school vested with the responsibility of steering the affairs of the institution in order to actualize the targeted goals. A principal is an individual who directs and monitors the academic and non-academic activities within a secondary school. According to Mulkeen, Chapman, Dejaeghere and Lev (2007), the principal is the individual who plans and implements the daily routines within an Education setting. Principals also called the secondary school leaders or managers are chief executives in their institutions and chief accounting officers managing all physical, human and financial resources in their school set up (Nyongesa in Mutua, 2013). Soni in Bahir (2017) identifies the principal as a teacher and the leader of the school, who is always dynamic and believes in change and have capacity to prepare future leaders and develop the skills that they may need to succeed in the future. The vitality of school therefore lies under his functional leadership traits and his ability to stimulate and same time invigorate his teachers and students to achieve institutional goals and objectives. The principal as the secondary school leader is charged with the responsibility of improving instructional programmes for effective attainment of set school goals. The school principal however is expected to perform some other administrative duties like planning, organizing, controlling and coordinating the activities of the school. The major administrative roles of the school principals thus include: planning, coordinating, organizing, budgeting, funding and accountability, records keeping, evaluating, reporting and supervision among others (Okoli 2015).

Chinelu (2018) recognises that principals are at the forefront of school leadership and as such strategic in school effectiveness. The management of academic and administrative affairs of schools as contends by Uko (2015), traditionally falls within the purview of the principal. Success or failure of our school programmes, therefore, depends on the individual principals 'ability and skills to utilize school resources towards achievement of the set goals as they perform the aforementioned management functions. Principal serve as a consultants to the teachers by stimulating them into providing the students with the best instruction. This gives synergic (power, success) effect to the school or links the work efforts of the teachers and group to an organization's purpose. In specific terms, Omata, (2004), views the functions of principals as creating an environment conducive for the realization of human potentials, influencing the behaviour of staff member and supervising instructional activities the school system. The

common wealth secretariat (2010), also adduced the functions of the principal to include; manage and deploy school resources efficiently, allocate school accommodation appropriately, ensure satisfactory standards of maintenance and cleanliness of school facilities, organize staff development in school and guide curriculum implementation and change. In addition to the leadership influence on the staff, the principal also influences the attitudes, perceptions and functions of the staff. From the aforementioned, the researcher view the principal as somebody who is vested with the responsibility of overseen the entire activities of secondary school through planning, mobilizing and utilizing effectively the school resources for the purpose of attaining the school objectives. It is somebody responsible for planning, organizing, coordinating, motivating the staff and student and managing school buildings and facilities. The principal is the chief driver of the school, without the principal the school cannot move.

2.2.2 Professional Development

Professional development is a deliberate attempt to improve on the professional knowledge and skills of the staff on the job in other to improve their job performance for the sole purpose of optimizing the institutional objectives. Norton in Chinelu (2018) defines staff development as the process of providing opportunities for employees to improve their knowledge, skills, performance in line with the goals and values of the organization and in relation to the interests and needs of the employees. Peretomode (2009) opines that Staff development programmes in education are measures designed to increase the knowledge, skills, experience, attitude and probably release employees talent potentials, so that their potential will increased to meet the present and future job requirement, thus to meet its objectives. The Organisation for Economic Co-operation and Development (OECD), in the Cambridge Assessment International Education (2017) adopts a broad definition of professional development (PD) as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The aim which, to change our professional thinking, knows, feeling and doing. Tyokyaa (2015) argue that for any employee to remain effective and efficient, he or she is supposed to regularly receive additional training while on the job with view to keeping abreast with new trends in the profession.

Principals need to improve their knowledge in administrative skills, attitudes and behaviour on their job. This reason necessitates the need for development of principals while on the job which includes pre-service training which rarely prepares principals for future positions and their accompanying responsibilities. Constant changes in Educational policies coupled with Educational and technological innovations which are nurturing unprecedented innovations in the transmission of information greatly affects the speed of knowledge, production and transfer which have rendered most principals inadequate in the aspect of policy implementation (Oribabor, 2014). Principals of schools need additional training in school administration to make them competitive in the committee of Nations. It will also equip them with specialized skills and systematic body of principles to sharpen their administrative skills. If the principal is poorly trained, he/she is by implication ineffective. Professional development activities usually focuses on improving the conceptual skills- the intellectual abilities needed to handle complex situations and do a better job. Professional development is geared towards improving upon principal's administrative effectiveness with the ultimate aim of achieving set of Educational goals. This development helps the principals to accept other staff and show concern for their individual feelings. The training also helps to build some skills in managing both the human and material

resource in the public schools (National College for school Leadership, in Okoli 2015). In view of the foregoing, Professional development refers to all training, certification and education that a worker needs to succeed in his or her career. It's no secret that different jobs require different skills. Even if a worker currently has the necessary skills, he or she may need additional skills in the future. Professional development of principals therefore is the training given to principals which is geared towards improving upon principals' administrative effectiveness with the aim of achieving the predetermined goals of the Educational institution. The hallmark of developing principals professionally is to bring them intone with current trend so as to improve their administrative effectiveness. This helps to include some skills and knowledge for effective management of the school.

2.2.3 Administration

Administration mean different things to different people and this has given rise to a variety of definitions. Many authors in education have defined administration in different words. Within this context, Aguba in Okenwa & Igbo (2013) defined administration as the process of working with and through others to efficiently accomplish organizational goals. For Peretomode in Idoko (2017) administration is seen as the means by which formal goals are achieved through cooperative human efforts. Odeh (2012) posited that administration in education aims at directing all activities towards the attainment of the goals of teaching and learning. Administration therefore refers to the process by which the principal harness both the human and material resources available in the schools in order to optimize the set educational goals. In other words, it is the ability of the school head to effectively coordinate the staff, students as well as utilize the material resources available in the schools for the realization of primary education goals. Yet many theories of administrative science center their definitions on certain administrative processes postulated by Gulliek and Urwick, in 1937 represented in acronym POSDCORB (Planning, organizing, staffing, directing, co-coordinating, reporting and budgeting). In view of this, Ochai, (2012) looked at an administrator as an, individual who by the virtue of occupation initiates, plans organizes, direct, leads, controls, supervises, motive, evaluates and unifies human and material resources towards the achievement of organizational goals and objectives, the schools inclusive.

Administration is sometimes seen as the everyday job of the school head which includes operational within the framework of rules, policies and procedures established for the organization. The concern of the school administrator is to direct the affairs of the teachers, students and others staff in the school towards the achievement of the school goals and objectives, administration is concerned with the performance of executive duties and decision to fulfill a purpose and the controlling of the day to day running of an organization. This implies that administration in school involves not just implementation of policies and programmes of an Educational organization but also it is day to day functioning activities. Administration therefore, is the ability to make people, activities and things function so that objectives are achieved. In the same Ogonnaya (2009) sees administration as a process which entails the utilization of human and material resources in maximizing the realization of objectives. These definitions involve the use of man (human) materials and fund to achieve set of objections.

2.2.4 Administrative Job Performance of principals

Performance is conceptualized variously by different people. It deals with what has been achieved. It could be described as an act of accomplishing or executing a given task (Okunola, in Onaolapo, Olajiga & Onaolapo; 2019). Onalapo et al maintain that performance is most commonly refers to whether a person performs an assigned job well. Amstrong (2009) stress that the most obvious way to measure what has been achieved is by referring to the key performance indicators, which has to do with the level of productivity. Principals' performance therefore is the extent to which a principal had achieved their short or long term educational goals and objectives. Hellriegel, Jackson and Slocum in Ojeleye (2017) defined performance as the level of an individual's work achievement after having exerted effort. Job performance can be viewed as an activity in which an individual is able to accomplish the task assigned to him or her successfully, subject to the normal constraints of reasonable utilization of the available resources (Dar, Akmal, Akram & Khan, in Ojeleye, 2017). Performance therefore is a property of behavior, or, plainly stated, what people do at work. Okunola (2010) opine that administrative job performance of the principal could be defined in many ways. It could be an act of accomplishing and executing a given task or could be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Principal's job performance could be described as the duties or functions performed by a principal at a particular period of time in the school system towards achieving institutional or organizational goals.

Various administrative duties the principal carry out include: decision making process, organizing, developing programmes, internal supervision of staff, financial management, coordinating, budgeting, reporting and maintenance of facilities. Professional development may enable the Principal to effectively perform these administrative tasks. The principal is the head of secondary school in Nigeria and is regarded as the chief executive who is responsible for all that happens in the school. Looking at the works in the school, the principal assigns duties to those who can perform them, though all responsibilities still reside in him/her as the accounting officer (Oyedemi and Fasasi, 2006). The principal co-ordinates some formal structure that is, administrative unit and other sections of the school which permits a hierarchical (vertical) order, and maintenance of an effective environment. In order to achieve Administrative job performance many of the day to day management issues are very practical but of critical importance; in most cases, working to reduce teacher absenteeism a major priority. The principal ensures that the school environment portrays a learning situation. With who motivates and moves from administrative tasks to an effective leader who motivates and integrates the needs of teachers by harnessing their potentials through division of labour, hierarchy of authority and effective managerial behaviour in actualization the organizational objectives (Ezeocha, 2000). In additions, in order to achieve Administrative job performance in an educational institution, duties and responsibilities are assigned to staff that could perform them, though all responsibilities reside with the chief executive (principal) who is the accounting officer. Within the context of this study, administrative job performance of principals therefore refers to the extent to which the principal harness human, material and financial resources through series of activities for the purpose of achieving the predetermined objectives of the school. Put it short, administrative job performance of principal refers to how well the principal manages the schools.

i. Influence of Professional Development of Principals on Decision-Making

Decision making is the core of school administration, which is central to the job of all heads of schools. Everything else the school principal does is subordinate and proceeded by a process of decision-making. Every action or inaction is a child of a decision. As postulated by Idoko (2017), even a decision not to take a decision is a decision. Decision making is one of the most important duties of the principal. Decision-making is a major responsibility of all administrators and in education precisely. The understanding of the decision making process as opines by Odeh (2014) is important for all administrators because the school like all formal organizations is basically a decision making structure. Decision-making is a major responsibility of all administrators and in education precisely. The understanding of the decision making process as opines by Odeh (2014) is important for all administrators because the school like all formal organizations is basically a decision making structure. The necessity to decide as avers by Idoko (2017) thus is the everyday preoccupation of management in all types of organizations. It is right therefore to assert that, the quality of every outcome of every activity carried out within the school represent the quality of decisions made. Decision making as view by Stoner, Freeman and Gilbert in Idoko (2017) "is the process of identifying and selecting a course of action to deal with a specific problem or take advantage of an opportunity." Odeh (2014) views decision making as an attempt to solve organizational problems. However, the author maintains that the leader needs to possess a good knowledge of the problem solving techniques in order to make sound and effective decisions, stressing that, where decisions are made by one person, the organization is malfunctioning due to individual limitations.

Decision making process can also be regarded as the mental process (cognitive process) resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice or answer. The output can be an action of a school opinion of choice (Ochai, 2012). In the context of a school system, decision making is one of the major functions of the principal. The first major assumption of decision making as part of administration is that it is a cycle of events, which includes identification of the problem, its diagnosis, the development of a plan for its solution, the translation of the plan into action and the evaluation of the plan after implementations. Effective administration requires effective decisions making. A professionally developed principal is expected to always involve his subordinates in critical decision makings as this would make the school function well. Isyaku (2000) postulates that professional development enhances human relation skills of the principal promoting joint decision making between the principal and his members of staff. When decision making process involves the principal and subordinates, there is high level of cooperation thus leading to effective school administration. Most school heads today seem to neglect some educational stakeholders in important decision making processes. In the rational decision-making model, the school administrator needs to optimize the solution or selects the best alternative. The school administrators must rely on rational decision making in order to provide the best solution to school administrative problems (Ochai and Celestina, 20014).Considering the tedious nature and how critical rational decision making is to the school, the principal must be professionally developed to acquire high rational skills to enable him make valid decisions that can positively impact on the development of the school.

ii. Influence of Professional Development of Principals on Internal Supervision

One of the cardinal administrative functions of school principal that cannot be undermined is supervision. As observed by Ikegbusi and Eziamaka (2017), there is no way the goal and objective of an organisation can be achieved without putting in place certain mechanisms towards ensuring its success. In the school system, one of the mechanisms to be put in place towards achieving the goals of the school is supervision. Similarly, Shaibu (2016) states that, supervision, in any organization is the basis where by goals are attained and used to maintain standard and improve the quality of teaching and learning for the teachers and students. Supervision thus plays a crucial role in the actualization of educational objectives. The term 'Supervision has been given different definitions, but from educational view supervision is a complex process that involves working with teachers and other educators in a collegial collaboration relationship to enhance the quality of teaching and learning within the schools and to promote the career long development of teachers (Pablito, 2019). To supervise thus means to direct, oversee and guide to make sure that expected standards are met. Supervision aims to promote growth, interaction, fault-free problem solving and commitment to build capacity in teachers. In line with the necessity of supervisor's for teachers Sergiovanni and Starrat in Pablito (2019) suggest that most teachers are competent and clever enough to come up with the right teaching performance when the supervisor is around. Pablito (2019) holds that supervision is the process of monitoring and directing of activities or course of action in a specific field or institution.

Supervision according to Ikegbusi and Eziamaka (2017) is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. Ochai (2013) perceived supervision as a professional activity concerned with the development, maintenance, and improvement of school instructional programs, especially its curriculum and teaching personnel. The author maintains that the success of institution depends upon effective supervision. Kajo and Ogunbiyi (2017) view supervision as the process by which super ordinate supervise the work of the subordinate for effective and efficient work that will bring about the attainment of school goals and objectives. The National Policy on Education (2013) recognizes that supervision of two categories; Internal and External supervisions. Internal supervision as the name implies is the type of supervision carried out by the internal supervisor (within the school) in the school such as the principal, head teacher, their assistant or head of department. It is also referred to as within school supervision. External supervision as the name implies is the type of supervision carried out from or arranged by somebody from outside a school, it could be institution, ministry of Education or an organizations. The term supervision is very much common in the terra firma of teaching. Teachers supervise the students' involvement in activities that may directly or indirectly influence on their learning experiences. Furthermore, they monitor the students' behaviour and attitude in mastering skills relevant to the learning process. On the other hand teachers are being supervised by their superiors like their school heads and principals. These supervisors exhibit skills which are essential to those who are under their direct leadership. It is always the duty of the school administration to give a favourable working environment to permeate relevant teaching and effective learning.

To be operative, the principal must possess supervisory leadership skills to motivate his or her teachers to fulfill and to exceed the goals and expectations of the school as well as to establish

pleasant working relationship with the teachers. The principal as a leader of group of teachers and non-teaching staff in the secondary school system has the function of interacting with both the groups in order to improve the learning situation for the students through instructional supervision. Principals are involved in internal supervision by ensuring that teachers perform their assigned functions effectively. Olowoye in Ochai (2013) recognises that, school managers require skills for supervision in schools. These include pedagogical, disciplinary, evaluation, motivational, reportorial and interactive among others. The principal supervises the teachers by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones among others. It is unfortunate however, that most principal today as remark by Weller in Nwite (2017) devote more of their time attending to visitors more than supervising instructions in the classroom. Internal supervision however, is not limited to pedagogy alone but cut across all aspects of administration including finance. Acquisition of relevant professional skills will shape the principals attitude towards carrying out effective supervision.

iii. Influence of Professional Development of Principals on Financial Management

Finance has been described as the pivot on which the development of any organization rotates hence; meaningful development cannot take place without funds. Bua and Adzongo (2014) asserted that finance is the backbone of any institution, school inclusive. The failure of any educational institution they said depends greatly on the availability of funds. Finance is needed to pay staff, maintain the plant and keep the services going. To this end, The National policy on Education (2013) states that Educational is capital intensive which requires adequate financial provisions from all tiers of government for successful implementation of it programs. Government's ultimate goal is to make Education free at all levels in Education to assistance from international and local development partners. This is because meaningful development cannot take place without funds as finance is the life blood of any school.

Fund is defined as the money accruable to a school. It could be capital and recurrent cost (Ochai, 2012). Finance in Education is concerned with income and expenditure of an Educational institution (Tyokyaa, 2016). It involves allocating the derived funds to different institutions. The principal as establish by Boma (2018) is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilization of school fund like Parent Association (PA) levy. Financial management is therefore central in the administration of schools. The school administrator thus necessarily required financial skills and knowledge in the financial management process such as; preparation of budgets, secure revenue for the school and also use the fund at their disposal judiciously. In other words prudent utilization of finance requires that the school manager is necessarily equipped with the skills required for effective financial management. It is unfortunate that many school leaders today lack adequate financial management skills. As observed by Matula, Mulwa and Kyalo (2018), one of the major challenges facing secondary schools is lack of financial management skills. Similarly, Boma (2018) states that some principals are accused of lacking the necessary training required of financial managers while others are accused of imposing illegal levies on the students, neglecting budgetary plans, delaying disbursement of finds for fraudulent purposes. Good knowledge of financial management together with other

relevant knowledge and skills acquired by the principal through development programmes can improve the schools situation in many ways school facilities maintenance. In view of the excess turn out for the needs of the school, the school administrator requires financial skills that will enable her/him to determine alternative means of funding Education and avenues to yield funds for the school. The bursar and the principal have to exercise control over school finance at their disposal.

iv. Influence of Professional Development of Principals on School Facility Maintenance

School facility management is a vital aspect of school administration. An effective and efficient management of school facility contributes tremendously to efficient instructional programmes as well as general development of Education. The attainment of good school facility management requires commitment of good school principals and the attainment of the goals and objectives of Education requires the provision, maximum utilization and appropriate management of the facilities (Alli, 2009). School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. Ochai (2012) defines school facilities as those resources that enable the teacher to do the work very well and helping the learner to learn effectively. In other words they are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. These facilities the author maintains include; Instructional facilities, Recreational facilities, Residential facilities, and refectory and refectory facilities among others. Okenwa and Igbo (2013), aver that no level of education can survive in the absence of physical facilities. Adding that, adequate provision and maintenance of school plant enhance effective teaching and learning. All parts of the school plant continually depreciate through tear and wear of usage, physical decay among other factors. These facilities therefore need proper and adequate maintenance so they can be fully harnessed to achieve institutional objectives.

According to Tyokyaa (2016), School facility maintenance is necessitated against the back drop of the fact that as facilities are put to use they depreciate. That is, usage of the facilities leads to wear and tear. Odeh (2017) is of the opinion that although depreciation is inevitable and cannot be entirely eliminated, the School system can retard depreciation through thorough and careful plant maintenance. Idoko (2015) defines maintenance as the preservation of item in its original condition. School facility maintenance as view by Onwurah (2013); Odeh, (2017) therefore refers to keeping the School plant; the buildings and the equipments in as near as their original state. School facilities maintenance as opines by Nhlapo in Xaba, (2012) basically relates to the repair, replacement and general upkeep of physical features as found in school buildings, grounds and safety systems. School facilities maintenance therefore refers to those activities put in place in an attempt to ensure that School facilities are kept as near their original quality so as to serve the purposes for which they were made to. Concept, nature and types of school facilities exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. Adesina and Ogunsaju, (2013) in their recognition of the need of school facility for effectives performance of Educational programmes noted that for effective teaching and learning situation, school facility and Educational goals should be viewed as being closely interwoven and interdependent. In similar vein, Okenwa and Igbo (2013) assert that no level of education can survive in the absence of physical facilities. Management is the live wire of any Educational

establishment for the achievement of school policies and objectives, school facility management involves effective management of school structures as well as its facilities and equipment to ensure effective teaching and learning. The principal is the chief executive (head) of the schools in Nigeria, she/he is charged with the responsibility of ensuring that building, facilities and the total environment is properly managed to ensure supervision of school facilities (Ogbonnaya, 2004; in Nwita 2018). The maintenance of school facilities rests mainly on the principal who is both the administrator and the instructional head of the school facility. Her duty covers the procurement, maintenance, utilization and safety of the school facility so as to achieve the goals and objectives of Educational system.

2.3 Review of Related Empirical Studies:

Mduma and Mkulu (2021) conducted a study on Influence of Teachers' Professional Development Practices on Job Performance in Public Secondary Schools: A Case of Nyamagana District, Mwanza – Tanzania. The purpose of the study was to assess the influence of teachers' professional development practices on their job performance in public secondary schools in Nyamagana District, Tanzania. The study identifies the effects of training the workforce on teachers' job performance in public secondary schools and the impacts of performance appraisal on teachers' job performance in public secondary schools. Sample size for the study was 91 teachers, school heads and District Education Officer. The study employed convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data strands. Instruments for data collection were questionnaires and in-depth interview guides. The quantitative data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) while qualitative data were analyzed through thematic analysis of the specific objectives. Results were presented using frequency and simple percentages. The findings revealed that training the workforce (teachers) has the most impact on different dimensions like; improvement of teaching strategies, reduces teachers' burnout, stress and turnover, improves teachers' effectiveness and improves overall teacher's personnel.

The empirical study is relevant to the present study because it also examined the impact of professional development on teachers' performance which is related to the present study. The reviewed study however, differs from the present study because it focused on teachers whereas the present study focuses on principals. Design for the reviewed study is convergent parallel design while the current study will adopt Survey design. Population of the study was not defined but the current study population is 906. Sample size for former was 91 while that of the present study is 277. The studies also differ in location as the former was conducted in Tanzania while the present one would be carried out in Benue State, Nigeria.

Eze (2016) investigated Teachers' perception of the Impact of Training and Retraining on Teachers' productivity in Enugu State, Nigeria. One research question and one hypothesis guided the study. Population of the study was 2565 teachers. A sample of 256 teachers in secondary schools was used. Design for the study was a survey research design. A 20 item questionnaire self-structured by the researcher was used for data collection. Mean and Standard Deviation were used to answer the research question while t-test was used to test the hypothesis at 0.05 level of significance. Results showed that training and retraining enhanced teachers' productivity to a great extent. It was also revealed that teachers need to be trained and retrained regularly in order

to enhance their productivity on the job. The previous study is relevant to the present study as both studies focus on staff development and job performance. Both studies are guided by research questions and hypotheses and as well, adopt the survey research design. The two studies are also similar in their descriptive statistic tools for data analysis (Mean and Standard Deviation to answer research questions). The two studies however differ in their population and sample size as well as their choice of statistical tool in testing hypotheses. While the previous study had population of 2565 teachers with sample size of 256 teachers, the present study has population of 906 principals and vice principals with sample size of 277. The previous study used t-test while the present study will use Chi-square in testing of hypotheses. Also, the previous study was carried out in Enugu State whereas the present study will be conducted in Benue State. Hence, the gaps to be fill.

Essien et al. (2016) examined influence of in-service training, seminar and workshop attendance by social studies teachers on students' academic performance in Cross River State, Nigeria. The purpose of the study was to examine the influence of in-service training, seminar and workshop attendance by social studies teachers on students' academic performance. One research question and hypothesis was formulated to guide the study. Ex-post facto research design was adopted for the study. A sample of five hundred Social Studies teachers (500) and students were randomly selected for the study. Pearson product moment correlation analysis was adopted to test the hypothesis at .05 level of significance. The result of the analysis revealed that there exist a positive and small relationship between the frequency of teachers' attendance at in-service training, seminars and workshops and students' academic performance in social studies. It was recommended that government should make it mandatory for all teachers in both primary and post primary to undergo professional training. As it is the case with other professions like law and medicine among others. The study is relevant to the present study because as focus on influence of in-service training, seminar and workshop attendance on staff performance. However, the study did not focus on principals' professional development as the case of the present study. The study also adopted an Ex-post facto research design whereas the present study will adopt a survey research design. Pearson product moment correlation analysis was adopted to test the hypothesis while the present study will use chi-square to test the null hypotheses. The two studies also differ in locations as the former was carried out in Cross River State while the present study will be carried out in Benue State.

Fejoh and Faniran (2016) investigated the impact staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. Three research questions and three hypotheses were formulated to guide the study. The study used the ex-post-facto research design. The population of the study was 2341 out of which simple random sampling was used to select a sample of 152 respondents. Data generated were analyzed using Analysis of Variance (ANOVA) and Multiple Regression Analysis to test the hypotheses at 0.05 level of significance. The findings showed that workshop training has significant effects on workers' optimal job productivity. The study therefore recommended that schools should design proper and functioning work-shops and other staff development programmes for their workers to boost their morale, enhance their performance and in addition ensure that workers training are conducted frequently to ensure they cope with changing technological environment and

organizational climate in schools. The study is relevant to the present study because it also examined impact of staff development on workers' job performance. The study however, did not focus on principals as intends the current study. The study adopted the ex-post-facto research design and data generated were analyzed using Analysis of Variance (ANOVA) and Multiple Regression Analysis to test the hypotheses whereas the present study will adopt survey design while Mean and Standard deviation will be used to answer research questions and chi-square statistic will be used to test the postulated hypotheses.

Sadiqa (2016) carried out a study on the impact of staff development programmes on the performance of teachers in secondary schools in Yola metropolis, Adamawa State. The purpose of the study was to find out the impact of staff development programmes on the performance of teachers in secondary schools. Five research questions and five hypotheses were also formulated to guide the study. Descriptive survey design was employed for the study. The population of the study was 1,458 teachers. Random sampling technique was used to derive sample from each zonal office. Thus, the sample of the study was 285 teachers and 10 officials from the ministry of education. The collected data was presented by use of frequency and percentages, and later analyzed using Analysis of Variance (ANOVA) statistical technique. The finding of the study revealed that teachers' performance was positively impacted through regular workshops, seminars and mentoring. The study recommended that, there should be formal policy guidelines for training of teachers, opportunity should be made for every teacher to attend in-service training programme, and educational conferences etc. an adequate funds should be provided by the ministry of Education for staff development programmes. A unit in the ministry of Education should be created for training purposes. The study is relevant to the present study because it focus on the impact of staff development programmes on the performance of staff in secondary schools. Survey design was also employed for the study as will be used in the current study. The study however, focuses on teachers instead of principals as the case of the present study. The study also used teachers and officials from the ministry of education as respondents while the present study intends to use principals and vice principals' administration as respondents. The population of the study was 1,458 with sample size of 295 whereas the population for the present study if 906 principals with sample size of 277. Data collected were analyzed using Analysis of Variance (ANOVA) statistical technique while the present study will use chi-square. The study was carried out in Yola metropolis of Adamawa State whereas the present study will be carried out in Benue State.

3.0 METHODOLOGY

3.1 Research Design.

The study employed a survey research design. Survey design is one in which a group of people or items is studied by systematically collecting and analyzing data from people considered to be a representative sample of the entire population.

3.2 The Study Area

The study was carried out in Benue State, Nigeria. Benue state came into being as a result of the state creation exercise on 1976 with the Administrative headquarters in Makurdi. Benue State is located between latitude 6.27° and 7.32° N and between longitude 8.45° and 10° E of the green which meridian. The state is divided into three educational zones each with its components Local

Government areas as follows: Zone A, Zone B and Zone C. The choice of this study area became necessary due to the increase alarming rate of concern by the public on the continuous fall in standard of secondary education particularly among public secondary schools.

3.3 Population of the Study

The population of the study comprises 906 principals, including vice principals administration and academics of public secondary schools in Benue State. The sample size for the study was 277, comprising principals and vice principals. The sample size was determined using Taro-Yamane's formula for sample size determination. Multi-stage sampling procedure was used in composing the sample for the study. The instrument used for the collection of data was a self-structured questionnaire titled 'Professional Development and Principals Administrative Job Performance (PDPAJP) Questionnaire'. The instrument was designed to answer the four research questions. Cluster A contains 5 items to elicit information on decision making process. Cluster B contains 5 items to elicit information on internal supervision, Cluster C with 5 items to obtain information on financial management while Cluster D has 4 items to elicit information on facilities maintenance. The instrument was structured on a four (4) point modified rating scale of strongly Agreed (SA), Agreed (A), Disagreed (D) and strongly Disagreed (SD). In order to ascertain the validity of the instrument, the self-structured questionnaire containing 19 items was presented to three experts two from Educational Administration and Planning and one from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, College of Agriculture and Science Education, Federal University of Agriculture Makurdi to establish its validity. The Validates were given a copy of the instrument each to offer suggestions as regards the content, adequacy and relevance of the instrument to the topic of the study.

To establish the reliability of the instrument, the validated instrument was trial-tested using 30 respondents comprising principals and vice principals in some public secondary Schools in Cross River State which is outside the area of study but have similar characteristics as the population under study. Cronbach alpha was appropriate because the instrument is scored on a continuum having more than two responses. The results for the reliability coefficient were as follows; Cluster A= 0.79, Cluster B=0.83, Cluster C= 0.77 and Cluster D= 0.84. The overall internal consistency reliability Coefficient of 0.81 was obtained. Data were collected by personal administration of instrument to respondents by the researcher and with the aid of three research assistants. The research questions were answered using Mean and Standard Deviation. The Mean bench mark of 2.50 was established for decision rule on each item of the instrument. The null hypotheses formulated were tested using the Chi-square (χ^2) statistic for goodness of fit, at 0.05 level of significance. The decision for the hypotheses was that, a p-value < α -value (0.05) was considered 'significant influence' while P-value \geq α -value (0.05) was considered no significant influence.

4.0 RESULTS AND DISCUSSION

4.1 Results

4.1.1 Analysis of Research Questions

The data collected were analysed using descriptive statistics of Mean and Standard Deviation to answer the research questions.

Research Question 1: What is the influence of professional development of public secondary school principals on decisions making process in Benue State?

Table 1: Mean and Standard Deviation of respondents on influence of professional development of public secondary school principals on decision making process in Benue state

S/N	Items	N	\bar{x}	SD	Decision
1.	Principals' seminar attendance exposes them to modern strategies in school decision making.	277	3.00	0.96	Influence
2.	Conferences attendance equips principals with better decision making approach.	277	2.93	0.94	Influence
3.	Acquiring higher education broadens principals' knowledge on decision making in schools.	277	3.21	0.87	Influence
4.	Principals' workshop attendances provide them with better understanding of human relations approach in decision making.	277	2.90	1.01	Influence
5.	Workshop attendance develops principals leadership skills required for effective school decisions.	277	3.03	0.90	Influence
Cluster Mean			3.01	0.93	Influence

Key: N = Number of respondents, \bar{x} = Mean, SD = Standard Deviation, Dec. = Decision.

Table 1 as presented shows the influence of professional development of public secondary school principals on decision making process in Benue State. Based on the information on the table, items 1, 2, 3, 4, 5 and 6 have Mean values of 3.0, 2.93, 3.21, 2.90 and 3.03, with standard deviation of 0.96, 0.94, 0.87, 1.01 and 0.90. These mean values are all above the benchmark of 2.50 set for accepting an item to be influenced.

Research Question 2: What is the influence of professional development of public secondary school principals on internal supervision?

Table 2: Mean and Standard Deviation of respondents on influence of professional development of public secondary school principals on internal supervision in Benue State

S/N	Items	N	\bar{x}	SD	Decision
6.	Conferences expose principals to modern supervisory skills hence enhance supervision.	277	3.33	0.80	Influence
7.	Principals who attend workshop are better enhanced in their skills on checking of school records.	277	2.79	1.05	Influence
8.	Seminars expose principals to modern strategies in classroom supervision.	277	3.35	0.74	Influence
9.	Conference attendance develops principals' skills for proper guidance of teachers.	277	3.01	0.92	Influence
10.	workshop attendance equip principals with better strategies for identifying areas of strength and weaknesses of teachers	277	3.26	0.88	Influence
Cluster Mean			3.14	0.87	Influence

Key: N = Number of respondents, \bar{x} = Mean, SD = Standard Deviation, Dec. = Decision.

Table 2 shows the mean responses on influence of professional development of public secondary school principals on internal supervision in Benue State. Data presented on Table 2 revealed that, items 6, 7, 8, 9 and 10 have mean ratings of 3.33, 2.79, 3.35, 3.01 and 3.26 with standard deviations of 0.80, 1.05, 0.74, 0.92 and 0.88 respectively. These mean values are all above 2.50 which is the benchmark for accepting an item. The grand mean of 3.14 which is above the benchmark of 2.5 clearly indicates that the respondents were of the opinion that professional development of principals enhances their internal supervision in public secondary schools in Benue State.

Research Question 3: What is the influence of professional development of public secondary school principals on their financial management practices?

Table 3: Mean and Standard Deviation of respondents on influence of professional development of public secondary school principals on financial management practices in Benue State

S/No	Items	N	\bar{x}	SD	Decision
11	Seminars attendance enhances principals' skills in keeping accurate financial records.	277	2.87	1.00	Influence
12.	Principals who attend workshops are more enhanced in knowledge on proper accounting procedures.	277	2.98	0.89	Influence
13.	Attendance of short courses improved principals' competence of supervising financial transactions in the schools.	277	3.08	0.84	Influence
14.	Participation in seminars enhances principals' budgeting practices.	277	2.94	0.96	Influence
15.	Short courses attendance equips principals with skills of efficient cash flow administration in school system.	277	3.06	0.91	Influence
Cluster Mean			2.98	0.92	Influence

Key: N = Number of respondents, \bar{x} = Mean, SD = Standard Deviation, Dec. = Decision.

Table 3 shows the mean responses on influence of professional development of public secondary school principals on financial management practices in Benue State. Data presented in Table 3 revealed that, items 11,12,13,14, and 15 have mean ratings of 2.87, 2.98, 3.08, 2.94, and 3.06 with standard deviations of 1.00, 0.89, 0.84, 0.96 and 0.91 respectively. All the mean values are above 2.50 which is the benchmark for accepting an item. The weighted mean of 2.98 as revealed in the table is above the benchmark of 2.50 which is a clear indication that professional development of principals enhance their financial management in public secondary schools in Benue State.

Research Question 4: What is the influence of professional development of public secondary school principals on facility maintenance?

Table 4: Mean and Standard Deviation of Respondents on influence of professional development of Public Secondary School principals on facility maintenance in Benue State

S/No	Items	N	\bar{x}	SD	Decision
16.	Workshop enhances principals' skills for maintaining school facilities.	277	3.10	0.87	Influence
17.	Seminar attendance exposes principal to modern practices for servicing of modern school facilities.	277	3.10	0.82	Influence
18.	Principals who attend conferences improve their knowledge of forming the school custodial team.	277	2.93	0.97	Influence
19.	Attainment of higher qualification enriched principals' knowledge on modern techniques for school facility management.	277	3.03	0.87	Influence
Cluster Mean			3.04	0.88	Influence

Key: N = Number of respondents, \bar{x} = Mean, SD = Standard Deviation, Dec. = Decision.

Table 4 shows the mean and standard deviations respondents on influence of professional development of public secondary school principals on facility maintenance in Benue State. Data in the Table shows that the respondents rated items 16, 17, 18 and 19 to have mean values of 3.10, 3.10, 2.93 and 3.03 with corresponding standard deviations of 0.87, 0.82, 0.97 and 0.87 respectively. These mean values are above 2.50 which is the benchmark set for accepting an item as having influence. The cluster mean of 3.04 which is equally above the mean value of 2.50 clearly indicates that professional development of principals influence facility maintenance in public secondary schools in Benue State.

4.1.2 Hypotheses Testing

The hypotheses of the study were tested using Chi-square (χ^2) test at 0.05 level of significance.

Hypothesis One:

Professional development of public secondary school principals does not significantly influence decision making process.

Table 5: Chi-Square Test of Significance of influence of professional development of principals on decision making process in Public Secondary Schools in Benue State

	Df	χ^2_{cal}	Sig	Alpha Level	Remark
Chi-Square	3	70.83	0.00	0.05	Significant
Number of Valid Cases		277			

P < 0.05

Table 5 shows that the sig (P-value=0.00) is less than the alpha value ($\alpha=0.05$) at degree of freedom df = 3. Since P-value of 0.00 is less than 0.05 level of significance, the result is significant. Therefore, the null hypothesis as postulated is rejected. The implication of this is that professional development of public secondary school principals significantly influences decision making process in Benue State.

Hypothesis Two:

Professional development of public secondary school principals does not significantly influence internal supervision.

Table 6: Chi-Square Test of Significance of professional development of principals on internal supervision in Public Secondary Schools in Benue State

	Df	$x^2 cal$	Sig	Alpha Level	Remark
Chi-Square	3	108.89	0.00	0.05	Significant
Number of Valid Cases		277			

P < 0.05 Results in Table 6 revealed that the sig (P-value=0.00) is less than the alpha value ($\alpha=0.05$) at 3 degree of freedom. Since P-value is less than 0.05 level of significance, the null hypothesis as postulated therefore, is rejected. This implies that, professional development of public secondary school principals significantly influence internal supervision in Benue State.

Hypothesis Three:

Professional development of public secondary school principals does not significantly influence financial management.

Table 7: Chi-Square Test of Significance of influence of professional development of principals on financial management in Public Secondary Schools in Benue State

	Df	$x^2 cal$	Sig	Alpha Level	Remark
Chi-Square	3	83.56	0.00	0.05	Significant
Number of Valid Cases		277			

P < 0.05

Table 7 shows that the sig (P-value=0.00) is less than the alpha value ($\alpha=0.05$) at df = 3. Since P-value of 0.00 is less than 0.05 level of significance, the result is significant hence; the null hypothesis is as postulated is rejected. The implication here is that professional development of public secondary school principals significantly influences financial management in Benue State.

Hypothesis Four:

Professional development of public secondary school principals does not significantly influence facility maintenance.

Table 8: Chi-Square Test of Significance influence of professional development of principals on facility maintenance in Public Secondary Schools in Benue State

	Df	$x^2 cal$	Sig	Alpha Level	Remark
Chi-Square	3	105.14	0.00	0.05	Significant
Number of Valid Cases		277			

P < 0.05

Results in Table 8 shows a Chi-square calculated value of 105.137, and a sig (P-value=0.00) which is less than the alpha value ($\alpha=0.05$) at degree of freedom df = 3. Since P-value of 0.00 is less than 0.05 level of significance, the result is significant. Therefore, the null hypothesis as postulated is rejected. This implies that professional development of public secondary school principals significantly influence facility maintenance in Benue State.

4.2 Discussion of Findings

The findings of this study are discussed in line with the research questions answered and hypotheses tested, for the study.

The first finding of the study revealed that professional development influence principals' decision making in schools. Major finding of the study show that acquiring higher education broadens principals' knowledge and workshop attendance develops principals leadership skills required for effective decision making in schools. Findings were further buttressed by hypothesis testing which revealed that professional development of principals significantly influence their decision making in public secondary schools in Benue State. This finding agrees with Mduma and Mkulu (2021) who in a related study found out that professional development has significant influence on job performance. Mduma and Mkulu observed that lack of professional development often manifest tripartite problems of incompetence, inefficiency and ineffectiveness in decision making. The study also conform with Aroge (2012) who in a study on impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools found that training enhance cultivation of good relationship with staff, making decision jointly and observing principles of collective responsibility as well as building a motivational climate to enhance teamwork. Findings of this study are also in consonance with Okereke and Igboke (2011) whose study on manpower development and job performance revealed that workshop has significance influence on staff job performance. The results further showed that workshop helps to sharpen staff skills and knowledge which enhance their level of performance and effectiveness. The present findings may be as a result of knowledge driven by the staff who through professional development gained more insight and understanding in their professional carrier which helps them in making decisions.

The second finding of the study revealed that professional development of principals significantly influences internal supervision in public secondary schools. Major findings on research question two show that, conferences expose principals to modern supervisory skills and seminars attendance by principals exposes them to modern strategies in classroom supervision hence influence supervision. These findings are further supported by the hypothesis testing which revealed that professional development of principals significantly influences internal supervision in public secondary schools. The findings agree with Olowoye in Ochai (2013), who establish that, school managers require skills for supervision in schools. Findings of this study also resonate that of Fejoh and Faniran (2016) whose study on the impact of staff development on workers' job performance and optimal productivity in public schools revealed that workshop training has significant effects on workers' optimal job productivity. The present findings may be as a result of knowledge driven by the staff who through professional development gained more insight and understanding in their professional carrier which goes a long way in helping them in carrying out effective supervision. The implication of this finding is that absence of development programmes would limit principals' knowledge and exposure to modern supervisory strategies which could affect school administration.

The third finding of the study revealed that professional development influence principals' financial management practices. Major findings on research question three shows that

workshops and seminars influences principals' budgeting practices and attendance of short courses also improved principals' competence of supervising financial transactions in the schools. The respondents agreed that seminars attendance influence principals' skills in keeping financial records. These findings were further buttressed by hypothesis testing which shows that professional development of principals significantly influences financial management practices in public secondary schools in. The findings agrees with Kalash (2014) whose study found that training enhance principals' budgetary processes, effectively addresses their audit of books of account, influence their management of income generating activities as well as resource mobilization and general running of the school. The present findings may be as a result of knowledge driven by the staff who through professional development gained more insight and understanding in their professional carrier which goes a long way in helping them to manage school financial resources.

The finding on research question four revealed that professional development influence school facilities maintenance. Major findings on research question four show that workshop enhances principals' skills for maintenance of school facilities. Result from the Table also shows that seminar attendance exposes principal to modern practices for servicing of modern school facilities. The respondents agreed that Principals who attend conferences improve their knowledge of forming the school custodial team. The grand mean clearly indicates that the respondents overwhelmingly agreed that professional development of principals enhance their facility maintenance practices. Findings were further supported by hypothesis testing which revealed that professional development of principals significantly influence facility maintenance in public secondary schools in Benue State. Findings of this study agrees with Ngala and Odebero (2010) who in their study on teachers' perceptions of staff development programmes as it relates to job effectives revealed that during such programmes teachers learn many school management skills. The present findings may be as a result of knowledge driven by the staff who through professional development gained more insight and understanding in their professional carrier which helps them in managing school facilities.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the findings of this study, it was concluded that professional development of principals influences administrative job performance. The findings therefore established that exposure to development programmes like seminars, workshop and conferences influence principals' administrative job performance. Consequently, such programmes are very crucial for improving principals' supervisory skills, financial management practices, as well as enhancing decision making in schools and improving their competencies in maintaining school facilities for effective administration of public secondary schools. These programmes help update their knowledge, improve their skills and expose them to various modern techniques in school management which may lead to effectiveness. Lack of adequate professional development of principals therefore, may lead to ineffectiveness

in their job performance which consequently, may hamper the attainment of predetermined secondary education objectives in Benue State.

5.2 Recommendations

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

- i. Principals of public secondary schools in Benue State should be encouraged to pursue higher education such as PhD as such wealth of knowledge acquired could enhance effective decisions making in schools. This could be achieved by granting them study leave with allowances.
- ii. The Benue State government through its staff development agency should frequently organise workshops for principals on school facilities maintenance. This could influence principals' skills on school facility maintenance.
- iii. Government can also sponsor principals of public secondary schools on short courses with aim of improving their financial management competencies in schools.
- iv. The State ministry of education or State teaching service board (TSB) should from time to time organize seminars and workshops to enable public secondary school principals to cross-breed ideas as well as invite authorities and experts in education to deliver lectures on best practices on school internal supervision. This could influence principals' supervisory skills.

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