

The Impact of Principals' Administrative Roles on Professional Development of Private Secondary School Teachers in South Eastern Nigeria

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Abstract: The study assessed the impact of principals' Administrative roles on professional development of private secondary school teachers in South Eastern Nigeria. Three objectives which were translated to four research questions and four hypotheses guided the study. Literatures relevant to the topic were reviewed. The study adopted a survey research design. The population of the study was 85,861 teachers in private secondary schools in South Eastern Nigeria. A sample size of 382 teachers was selected for the study, using Multistage sampling Procedure which involved purposive, random sampling and proportionate stratified sampling techniques. A self-structured Questionnaire titled "Principals' Administrative Roles on Professional Development of private secondary school teachers' Questionnaire (PMRTPDQ)" was used for data collection. The instrument has seven clusters based on the variables of the study. The data were subjected to statistical analysis where the research questions were answered using descriptive statistics of Mean and Standard Deviation while the hypotheses were tested using chi-square at 0.05 level of significance. The result revealed that Principals' supervisory role, personnel, Administrative role, in-services training, conference role positively impact teachers' professional development in private secondary schools in South Eastern Nigeria. Based on the findings of this study, it was recommended that if appropriate teachers' development programmes are put in place, the performance of teachers in private secondary school in south eastern Nigeria in the study area would be more efficient and effective. This would lead to enhanced performance and productivity as it would boost the educational outcomes in the study area. It was recommended that Administration of each secondary school should take adequate measures to ensure staff are given proper orientation services, so as to improve their performance at all times. Such measures should include planning and funding adequately at each occasion the need arises. And workshop could also be organized for staff, so as to make them function more effectively on the job.

Keyword: Principal Administration, Professional Development, Private Schools.

1.0

INTRODUCTION

1.1 Background to the Study

In the dynamic landscape of education, principals play a pivotal role in shaping the professional growth and development of teachers. Nowhere is this role more crucial than in the vibrant educational tapestry of private secondary schools in South Eastern Nigeria. These dedicated educators, often serving as the linchpin of their institutions, hold the key

to unlocking the potential of their teaching staff. With a discerning eye on curriculum implementation, instructional leadership, and fostering a culture of continuous improvement, principals wield considerable influence over the professional journey of their teachers in secondary schools. Secondary education as defined by the Federal Republic of Nigeria (2004) the National Policy on Education Section 5, Number 20 “is the education that children receive after primary and before tertiary education.” In the same manner, Oshunniyi (2011) states that secondary education is the formal education given to children and adolescence which bridges the gap between the primary and tertiary education. Secondary education has two broad goals: the preparation of an individual for useful living within the society and for higher education. Nweke (2009) states that there are four categories of secondary schools in Nigeria. These are Federal Government Secondary school which are owned and administered by the Federal Ministry of Education; Government Secondary Schools are owned and administered by states government; Mission secondary schools are owned and administered by the church: and Private secondary schools which are owned and administered by individuals and organizations. This study focuses on private secondary schools.

The numbers of private secondary schools in South Eastern Nigeria are increasing without considering the criteria for school’s establishment and supervision either by the school Administrative or Ministry of Education (Davies, 2014). Private secondary schools are increasing in numbers without proper Administration. The deplorable state of public schools in Nigeria has given rise to the preference for private educational institutions. This preference has fuelled the establishment of private schools such that the educational sector in Nigeria has witnessed an increase in the number of private primary/, Secondary and tertiary institutions. Though the increase in demand for private secondary school education means more income for the proprietors, it comes with the expectation of good infrastructure, high quality instruction, excellent grades and qualified teachers, (Oyibode, 2015). The one who administers the day- to- day activities of a secondary school is known as the principal. The success of a secondary school depends on the administrative roles of the principal. The administrative roles of a principal have a lot to play in the persistent and prolonged pitiable state of teachers’ professional development in private secondary schools in South Eastern Nigeria. This brings into focus the unique responsibilities of principals in administering human and material resources to achieve specific goals. The planning, co-ordination and integration of human and material resources to achieve stated objectives in an organization is referred to as Administration. According to Anaekwe (2012), Administration is the process of planning, organizing, leading, directing and controlling human and material resources in order to achieve stated organizational goals. Bateman and Snell in Osakwe (2016) contend that Administration requires structuring the organization, staffing it and monitoring their activities. This implies collaborative endeavour such as creating vision or setting the direction, inspiring people to attain the vision, moving the organization towards its ideal future and motivating personnel to overcome the problems in the Nigerian institutions. In this study, the administrative roles of principals were investigated to find out the impact of principal's Administrative roles on professional development of private Schools teachers in South Eastern Nigeria.

In Nigeria, the head of secondary school is the principal. Principals are the custodians and book keeping officers of their various schools. According to Onyeike and Nwosu

(2018), the principal does all routine jobs to accomplish all administrative tasks. The principal co-ordinates and organizes the entire organ for the achievement of standard goals. Being top on the hierarchy, principals' activities directly or indirectly affect every section in the system: the teachers, students and other non-teaching personnel. Principals' Administrative role to a great extent determines the professional development of the teachers. The principals play some important roles that ensure qualitative learning which is the goal of every school. One of such roles is the supervision of instruction. Adesina (2010) observes that a leader in any group is considered to have the best ideas, possess the greatest understanding of situations and provide the best guidance. Supervision is essential to teachers' professional development because it helps the teacher to engage in effective teaching in schools. The school principal's Administrative roles on teachers' professional development, such as supervision, personnel Administrative, In-services training, conference, induction, workshop, and lesson delivery. The study focuses on the impact of the principal's Administrative roles on teacher's professional development in private secondary schools in South Eastern Nigeria. The principal's supervisory role involves giving and receiving help from the superior to inferior to improve teaching performance. This includes activities aimed at imparting quality from the supervisor to the supervisee in the teaching process. According to Anibasa (2015), supervision involves the following: improvement of instruction, some agents to give direction and some methodologies for handling the problem of improvement of instruction. The learner is the central focus in supervision as the primary objective of supervision is to enhance the quality of instruction in the schools. Supervision in secondary schools which is referred to as internal supervision is usually carried out by the school principals. Fisher (2012) asserts that effective supervision of teachers can reinforce and facilitate teachers' commitment to duty, teaching practices that will improve students' academic performance. This has a profound effect on the learning that occurs in the classroom. The author adds that principals' supervisory role is one of the most critical functions in the teachers' professional development in secondary schools. Principals play substantial roles in improving the quality of secondary school education in Nigeria. Principals also perform staff personnel Administrative role.

Staff personnel administration involves human resources Administration. Administrative competencies in personnel Administration involve interpersonal skills, such as communication, consultation, persuasion, delegation and motivation of personnel in the schools (Katz, 2013). According to Bateman and Snell (2003) the personnel in an organization comprises male and female staff who are engaged in the production of goods and services. They state that staff personnel Administration is the process of harnessing all human aspects of an organization and putting them into use in order to achieve the organizational goals. Personnel Administration hence deals with formal system of administering people at work. Dessler (2008) explains personnel Administrative as the policy and practice that involve staff recruitment, screening, training, rewarding and appraising. He noted that it is a known fact that the material resources of any organization cannot of their own, produce goods and services without manipulations by human beings. Thus when school principals lead using available resources especially the staff under them, by demonstrating high administrative competency, performance expectation will be high. The staff will strive towards school improvement and

subsequently students will attain excellence in academic performance. Personnel Administration according to Wise (2010), involves among others, decision making, policy formation, recruitment and provision of training required for staff maximum satisfaction and corporation for the achievement of educational objectives of such policies. It also entails holding individual and group conferences with teachers to exchange views with them and discussing ways of improving instruction and providing the teachers with the necessary resources for effective teaching and learning to take place in schools. Other functions include stimulating, encouraging, supporting and facilitating all activities designed to improve instruction. School principals who want to succeed need to take the responsibility of fostering employee participation rather than simply giving orders and checking to see if the job given was done. Accordingly Wise (2010) states that the success of any educational policy depends on the quality and strength of the staff including the administrative competences of the principals.

Employees need to be updated through in-service training and development to acquire competencies they did not have at the point of appointment. This is why all levels of education might need in- service training and professional development of their staff from time to time to enable them to meet up with current industrial practice. Louise (2008) also describes in-service training to include all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services. It is a development opportunity given to a staff for job enrichment which widens their knowledge, skills and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of their professions, thereby making interaction more profitable. Abarikannda in Louise (2008), notes that the purpose of in-service training is basically to upgrade and update the potentiality and competency of staff to be more supportive, participative and achievement-oriented. In other words, it is goal-directed activity which focuses on changing individuals' values, orientation and attitude towards learning environment. In-service training may enhance performance as it provides access to professional growth, which helps to reduce some deficiencies in skills and methodologies in teaching. May be If opportunities are created for staff to persistently rise in their various transmissions of knowledge, there will most likely be innovative change in curriculum, high degree of participation in decision-making as well as standard teaching and overall input. Staff may attend workshop and conference as in-service training in other for them to develop themselves through workshop.

For any school to function effectively, it must has money, materials, supplies, equipment and ideas about the services or products to offer those who might use its outputs and finally people, the human resource, to run the enterprise. One major area of the human resource Administrative function of particular relevance to the effective use of human resource is training. Workshop course that helps to foster staff professional growth. According to Ojokheta in Essien, Akpa and Obot (2016), workshop is a form of training organized by institutions 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 to participants. Workshops could be organized at the unit, departmental or faculty levels. At such sessions, more experienced staff, inexperienced ones on important issues especially in teaching methodology are updated

(Oluwole, Idikwu, Yaro & Owobu, 2017). According to Saakshi (2005), the workshop method helps employees to develop problem-solving skills. It is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. These workshops include skills that can be applied immediately in the workplace (Bua, 2016). This format often involves participants interacting freely and practising their new skills during the event under the watchful eye of the instructor. Teachers in private secondary school may attend conference, workshop where training and teaching in their field take place in order to keep them updated on new ideas through conferencing.

Staff development is a key to the success of any organisation as efficient running of any organisation depends on how well employees are equipped with relevant skills to perform their task. Conference influence staff job performance in the educational system. In this method, the trainer delivers a lecture on the particular subject which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme as observed by Bua. It is another important way of developing educational staff. In the conference approach, staff members are exposed to ideas by speakers who are experts in their fields on certain research findings (Ayeni, 2010). Ojokheta in Essien, Akpa and Obot (2016), add that a conference is a get-together of researchers to exchange thoughts and opinions on certain issues that can improve knowledge competence of the participants to increase their job output. A careful selection of topics and speakers would increase the effectiveness of the training device. Furthermore, conferences can be made more effective when they include discussions. Akinwale (2008) notes that a two-way communication allows participants to ask for clarification of specific topics that are of relevance to them. Principal in school provides support in Lesson[plan] delivery improve delivery of quality instruction. School Principal's responsibilities include reviewing educational strategies that support effective learning for all students. Therefore, school Principals serve as facilitators, guides and supporters of quality instructional practices. The responsibility for outlining effective practices for pupil instruction is an administrator's task that should be shared with teachers with support from curriculum consultants. In conclusion, Lesson delivery should be utilized wisely, as part of a whole-school approach to improve classroom practice led by senior teachers and supported by Principal. Lesson delivery has the potential to drive focused improvements in teaching and learning and consequent improvements in student outcomes (Stetson & Associates Inc., 2011). Furthermore, lesson plan is a written, structured and logically sequenced guide that outlines what a teacher intends to teach and the learning process that will lead to students' achievement of the objectives the teaching, all within an allotted timeframe and in line with the principles of education. The lesson plan is an indication of teacher's level of preparedness and effort in gathering information relevant to the lesson. Peter (2009) asserts that a lesson plan is a teacher's description of course of instruction for one class. A daily lesson plan is developed by teachers to guide class instruction and is usually supervised by school principals. Gachoya (2009) asserts that the principals who make visits to classroom during the time of teacher's delivery of the lesson plan usually have an insight into the actual state of instruction and this reinforces professional development. This means that if principals visit class, it helps teachers to be alert and this impacts on

their professional development. During the period of principals' supervision, errors and lapses are identified. This will result in organising induction for teachers in order to be abreast of trends in teachers' professional development.

Principals' role of organizing induction helps in improving teachers' professional development. Induction is the process of matching a teacher or educational personnel to both the content and context of the job when an employment offer has been made. Induction is for new staff, transferred staff and old teacher, depending on the purpose of the programme. Similarly, Dawo (2011) observes that induction is a vital step in the professional growth and development of a teacher because it acts as a bridge between pre-service training and the actual teaching job. Induction, therefore, helps newly appointed and old teachers to quickly adjust to the academic, social and sometimes political environment in the job with the guidance of the more experienced mentors. Wanzare (2010) explains that the need for induction is obvious especially as teachers at work-place face challenges such as work over-load, inadequate professional support, culture shock and inadequate resources. The school principals through induction course could help boost teachers' self-confidence and knowledge at their assigned teaching duties. Simatwa (2010) observes that principal organizing induction programme in schools helps teachers to adapt to new work environment, classroom Administration, operation of team work and time Administration. Thus, the induction programme could come in form of organizing seminars and workshop. This is because seminars and workshop help principals to introduce new programmes which are designed to help retain teachers; stimulate their need for development and enables them to be integrated into the educational institution. After their induction in the teaching profession, the school principals, therefore, monitor the progress of these teachers through classroom visitation in order to see how they are doing on their job.

The basic fact in education is that the quality of education depends on the quality of teachers. For any education system to perform the function for which it is established, teachers' professional development must be prioritized. The fact remains however that the standards of teaching in private secondary schools have declined considerably which could be due to teacher inadequate professional development of teachers. This has been occasioned by lapses in the professional preparations and imperfections on-the-job practice, as evident in the teacher capacity gaps (Modibo, 2011). Teacher plays enormous roles while discharging duties. For instance, the teacher has the responsibility of inculcating positive values and attitudes in students through moulding and equipping them to fit into and adjust their ever changing social, political environment, guiding them towards the discovery of new knowledge, counselling them on personal, social issues and exposing them to useful skills that will make them functional contributors to the social and economic development of their society. For teachers to be adequately successful there must be adequate teachers' professional development, so that they could prepare to play these roles. Teachers' professional development is the continuous re-training of teachers to up-date knowledge on current methods of teaching in order to improve the overall quality of teaching and learning at the classroom level. Universal Basic Education Commission (UBEC, 2013) explains that teacher professional development, unlike initial training is a continuous process with no foreseeable end. Teachers' professional development, for a teacher, is part of on-going and never ending process. Professional

development refers to learning opportunities that engage teachers' creative and reflective capacities to strengthen their practice. Teachers participate in a wide range of professional activities in and beyond their work. The focus is on those experiences that make teachers creative and reflective in ways that affect deeper understanding of their work and improve teaching practice. In addition, the teacher is the implementer of the national curriculum.

For the teacher to satisfactorily discharge these onerous responsibilities there is need to be professionally prepared through adequate Administrative roles of school heads (UBEC 2013). It is in this regard that FRN (2013) has paid special attention to the fact that teacher's professional development shall be developed as an integral part of continuing teacher education and shall take care of all inadequacies. Furthermore, teachers' professional development has continued to be given major emphasis, as no system of education can rise above the quality of its teacher and this can be done when there is appropriate supervision of teachers by principals in secondary schools. The situation as described above seems to be the experience of what is happening in South Eastern Nigeria, negligence by private school principals in the area of supervision, personnel Administration, financial Administration, school community relationship, leadership role, and School plant maintenance on teachers' professional development could lead to poor professional development of teachers and this could culminate into poor students' academic performance in both internal and external examinations (Akura, 2016). Many studies have dwelled on principals' Administrative roles and students' performance. However, studies in this field have failed to bring in the variable of the teachers' professional development that make them impart the knowledge to students. Teachers' professional development is crucial when discussing the principals' Administrative roles because it provides a reflection of the quality of the activities that have been offered. Inadequate supervision on teachers has no impact on teachers' professional development. Therefore, this study wants to assess the Administrative role of principals' on teachers' professional development in private secondary schools in South Eastern Nigeria.

1.2 Statement of the Problem

The quality of education depends on the quality of teachers. For any education system to perform the function for which it is established, the provision for teachers to improve on their job must be given priority. When principals are doing their work normally, the school will be expected to play their part by providing the necessary requirements to encourage them, and teachers will be stratified with their job, school activities and students' performance will improve, this implies that when there is proper principals' administrative role and in -turn increase the overall performance of the school. The fact remains however that, the standard of teaching in secondary schools appear to have declined considerably; owing to some factors, such as inefficient and ineffective teacher factor, inadequate professional development of teacher. Administrative roles in schools are the responsibilities of the school principal. In discharging of responsibilities, the principal may delegates who to teach and support staff ashe appropriate them in writing. The Board of Administrative (BOA), The Parents Teachers Association (PTA) and other stakeholders may support the principal in respect of what to do, but that support does not constitute a change of primary responsibility. The researcher's personal observation has shown that

many principals' hardly perform their Administrative role effectively to improve teachers' professional development. However, it has been observed that principals of private secondary schools hardly delegate to teachers in their schools. Hence teachers may lack knowledge of how activities are carried out in school. It also appears that principal's Administrative role in guiding and directing teachers on how to implement the curriculum seems neglected and this could affect teachers' professional development negatively. Principals who are charged with the responsibility of ensuring that teachers are professionally developed appear to neglect these Administrative roles or responsibilities. This neglect often times is linked to inadequate time and financial support given to school principals to carry out these responsibilities. Thus, the problem of this study is put in this question: what is the impact of principal's Administrative role on professional development of teachers in private secondary schools in South Eastern Nigeria?

1.3 Objective of the Study

The main objective of this study is to assess impact of principals' Administrative roles on professional development of private secondary school teachers in South Eastern Nigeria.

The specific objectives were to: -

1. assess impact of principals' supervisory role on professional development of private secondary school teachers.
2. assess impact of principals' personnel Administrative role on professional development of private secondary school teachers.
3. assess impact of principals' in-services training role on teachers' professional development in private secondary schools.

1.4 Research Questions

The following research questions guided the study;

1. What is the impact of principals' supervisory role on teachers' professional development in private secondary schools?
2. What is the impact of principals' personnel Administrative roles impact teachers' professional development in private secondary schools?
3. What is the impact of principals' in-services training roles on teachers' professional development in private secondary schools?

1.5 Statement of Hypotheses

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

1. The supervisory role of principals does not have significant impact on professional development of private secondary school teachers in South Eastern Nigeria.
2. The personnel Administrative role of principals does not have significant impact on the professional development of teachers' in private secondary schools.
3. The in- services training roles of principals does not have significant impact on the professional development of private secondary school teachers professional development in private secondary schools.

1.6 Significance of the Study

The findings of this study would benefit the following stakeholders: principals, Ministry of Education and teaching service board, teachers, and researchers

1.7 Scope of the Study

This study focuses on assessment of the impact of principals' Administrative roles on professional development of private secondary school teachers in South Eastern Nigeria. The variables of the study are: supervisory role, personnel Administration and in-serving training.

2.0

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Educational leadership Theory: Tony Bush 2007

Tony Bush propounded a theory titled Educational Leadership (2007), which states that the quality of a leader makes a significant difference to school and students' outcome and the recognition that the schools require effective Administration if they are to provide the best possible education for their learners. Schools need trained and committed teachers but in turn, need the leadership of highly efficient principals and support from other members of staff. The theoretical underpinning for the field of educational Leadership, administration is the evidence of the relative effectiveness in developing successful schools. The significance of educational Leadership and administration is of great interest in education due to the widespread belief that quality administration makes significant difference to school and student outcome. This theory assumed that educational leadership and administration are centrally concerned with the purpose or aims of education that provide the crucial sense of direction to underpin school administration. Thus principals of private School in South Eastern Nigeria as school Administration should be competent enough to administer the schools so that the goals can effectively be achieved. According to the theory, the process of deciding on the aims of the organization is at the heart of educational Administrators.

In private secondary schools, though the objectives of the school are being decided by the proprietor, the principals as school Administrators with other administrative staff ensure that these objectives are effectively achieved. Educational administration is based on observation of practices in educational institutions. The developments of these concepts become the theoretical framework, which are based on observation and practice. The theory serves to provide a rationale for decision-making. In this study the administrative activities of the principals are enhanced by an explicit awareness of the theoretical framework underpinning administration as it relates to practice and decision-making. Once schools are functional, Administration can continue in developing the vision, outlining clear aims and policies. Principals of private school must endeavor to be efficient in the administration of schools by using necessary skills that will illustrate their competency in school administration so as to achieve their goals and objectives. This study is hinged on this theory, in that the relevance of school's administration has been emphasized by the theory. Thus, the study is relevant to the present study, impact of principals' Administrative roles .The assumption of the theory is that quality administration makes a significant difference in school's outcome. Principals in secondary schools in south eastern Nigeria are therefore expected to show qualitative administrative role to enhance teacher's professional development.

2.2 Conceptual Framework

2.2.1 Principals' Supervisory Administrative Roles

The role of the school principal in secondary education cannot be overstated, as they are instrumental in achieving the educational goals set forth by the institution. Principals are tasked with various responsibilities aimed at enhancing the academic performance of students and ensuring the effective functioning of the school. They are expected to lead and influence teachers to participate in curriculum implementation, educational programs, and school activities while striving to improve students' academic outcomes (Gebreselassie, 2015). Effective leadership in schools is crucial for the successful implementation of educational programs, policies, and strategic plans (Cyprès & Breckner, 2013). Principals are the chief executive officers of secondary schools and are responsible for overseeing the day-to-day operations of the institution. They are tasked with implementing and improving school goals, communicating the school's vision and goals, monitoring teaching and learning activities, and providing support and motivation to teachers and students (Rajbhandari, 2014). One of the critical functions of a principal is instructional supervision, which involves selecting and applying different instructional strategies to meet the diverse needs of teachers and students (Samoei, 2014). Instructional supervision aims to improve teaching activities by monitoring and evaluating teachers' professional development (Kochlar, 2011). Effective supervision leads to the improvement of teachers' quality, job performance, and the overall teaching and learning environment (Ogli, Kajo, & Odeh, 2019). Principals must employ effective supervision strategies to enhance classroom instruction and facilitate teachers' professional development (Agih, 2015). Supervision is essential for monitoring teaching strategies, evaluating student progress, and ensuring that teachers adhere to educational goals and principles (Osakwe, 2010). It is a continuous process aimed at stimulating growth and excellence in teaching, with the ultimate goal of improving student learning outcomes (Walker, 2016).

Internal supervision, carried out by school administrators such as principals and vice-principals, is vital for promoting teacher dedication and improving teaching effectiveness (Eya & Leonard, 2012). However, external supervision conducted by government or delegated agents is also crucial for enhancing teacher instructional effectiveness in schools (Walker, 2016). While both internal and external supervision play essential roles in the professional development of teachers, conflicts may arise in assessing teachers' progress (Eya & Leonard, 2012). Principals must navigate these complexities and adopt a multifaceted approach to supervision, incorporating both internal and external perspectives to promote teacher growth and improve instructional practices (Mecgley, 2015). By fostering a supportive and collaborative environment, principals can facilitate the professional development of teachers and ultimately contribute to the overall success of the school.

2.2.2 Principals' staff personnel Administrative Roles

In the realm of school administration, principals play a pivotal role in personnel administration, which encompasses various tasks related to managing human resources within educational institutions. This involves utilizing interpersonal skills such as communication, consultation, delegation, and motivation to effectively lead staff members towards achieving organizational goals (Katz, 2013). Personnel administration is

essentially about harnessing the human aspects of an organization to attain its objectives (Bateman & Snell, 2003). It encompasses policies and practices related to staff recruitment, screening, training, rewarding, and performance appraisal (Dessler, 2008). A principal's adeptness in personnel administration directly impacts the school's performance and the academic excellence of its students. By effectively leading and utilizing available resources, particularly the staff, principals can inspire high levels of administrative competency and foster a culture of continuous improvement within the school community. Successful personnel administration in schools involves decision-making, policy formation, recruitment, and training provision to ensure staff satisfaction and cooperation in achieving educational objectives (Wise, 2010). Principals must engage in activities like holding conferences with teachers, exchanging views, and providing necessary resources for effective teaching and learning. Rather than solely issuing orders, effective principals foster employee participation and collaboration, recognizing that the success of educational policies hinges on the quality of staff and administrative leadership (Wise, 2010). Principals must prioritize the development of human resources within the school, recognizing that the progression of society relies on the effective education and development of its members. This underscores the critical importance of administrative competency in personnel administration for school principals to effectively manage staff and resources towards achieving educational goals and fostering student success. In essence, the success of any educational institution relies heavily on the proficiency and dedication of its personnel, including principals, teachers, and support staff. These individuals are instrumental in facilitating the teaching and learning process and achieving the organization's stated goals and objectives (Nakpodia, 2006). Principals must possess or acquire the competencies necessary for effective personnel administration through years of experience and professional development. By viewing staff as colleagues and partners, principals can cultivate a culture of collaboration and motivation, thereby enhancing organizational effectiveness and ultimately contributing to the success of the school.

2.2.3 Principal In-service Training

The main focus of school administration is to enhance performance, which relies heavily on the efficiency of workers. Neelam, Isare, Shahid, and Mohammad (2014) highlight the significance of administrative reforms to address performance concerns within organizations. In-service training plays a crucial role in improving staff effectiveness and institutional profitability. Onuka (in Neelam, Isare, Shahid, and Mohammad, 2014) emphasizes that a school's performance is largely determined by its human capital. Therefore, workers' productivity hinges on their acquisition of relevant skills, knowledge, and positive work attitudes through continuous development programs.

In-service training, as described by various scholars, aims to update and broaden staff knowledge and skills acquired during initial education, thereby enhancing their effectiveness. It serves as a means to motivate workers, address mismatches between academic training and workplace demands, and promote professional growth. Despite its numerous benefits, the World Bank (2007) notes a neglect of in-service training in many Nigerian organizations, including private secondary schools. However, Tahir (in Ojiemhenkele, 2014) emphasizes the necessity of in-service education to address staff inadequacies systematically and promote future advancement opportunities based on successful course attendance.

2.3 Review of Related Empirical Studies

The following related empirical studies were reviewed:

Aguolu (2007) in his study investigated the Competency improvement needs of supervisors, teachers of agriculture in primary and post primary Schools in Federal Capital Territory Abuja. Nine research questions were developed in consonance with what the study sought to find out. Eight null hypotheses were also formulated and tested at 0.05 level of significance. The study made use of descriptive survey research design. A questionnaire was developed for data collection and tested for reliability using Cronbach's Alpha method. The reliability coefficient of 0.94 was obtained. The population for the study was 333 respondents made up of 53 university lecturers and 280 supervisors of schools in FCT Abuja. No sampling was done. Mean, standard deviation and Improvement Needed Index (INI) were used to answer the research questions. T test statistics was used to test the null hypotheses. The findings from the study indicated that supervisors of teachers of agriculture in FCT required improvement in helping teachers administer practical agriculture, administering student-teacher relationship, teacher – community relationship and helping teachers in guiding students in vocational and occupational choice. The hypotheses of no significant different between the responses of university lecturers and supervisors were not rejected for most of the items. The study is related to the present study in terms of supervision. While the present study is on principals' administrative role on teachers' professional development which has supervision as one of the variables, the review study was on Competency improvement needs of supervisors, teachers of agriculture in primary and post primary Schools, the present study differ from the review study in the area of sample size, location and method of data analysis, while the present study will use mean, standard deviation and chi square, the review study uses ANOVA to test its hypotheses. The respondents of the review study were teachers and supervisor while the present would use only teachers.

Udeani (2008) carried out a study that determined the Extent of Principal's Skills for Effective Personnel administration in Secondary Schools. Descriptive survey design was used for the study while target population was 25 teachers. Six research questions and four null hypotheses guided the study. The Instrument titled Personnel administrative Skill of Principal Questionnaire (PMSPQ) was used to elicit responses from the teachers. A four points rating scale was used. Mean and standard deviations were used to answer research questions while t-test was used to test the null hypothesis at 0.05, level of significance. The results of the study revealed that personnel administrative skills for effective staff orientation include: motivation, delegation of duties, staff professional development, human relations and staff security. Also, there was no significant difference in the mean ratings of teachers on principals' applications of personnel administrative skills for effective staff motivation, human relations and staff professional development. School locations, gender and experience in that order as factors did not affect the ratings. Udeani's study is equally important and useful to the present study as both investigated the personnel administrative competency of principals. The two studies used survey research design. They differ in the method use in testing of hypotheses. The present study used chi square while t-test was use in Udeani's study.

Aroge (2012) conducted a study on the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun

state of Nigeria. The purpose of the study was to evaluate the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools. Four research questions and four hypotheses guided the study. The study adopted ex-post-facto design with a population of 11,763 teachers in 236 public secondary schools in Osun state, where the sample of 200 teachers in 10 schools was taken using simple random sampling technique. Questionnaire was used for data collection. Simple percentage and mean scores were used to answer the research questions. While multiple regression analysis were used to test the hypotheses at 0.05 level of significant. The findings revealed that in-service training and staff development had insignificant combined effects but significant relative effects on workers' optimal job productivity. The reviewed study is related to the present study since it used the two variables that the present study is using. The reviewed study differed from the present study as it used a different design, population, sample size as well as statistical tools for data analysis and location. It will therefore, be interesting to carry this study to fill the absence of this kind of study in the study area.

3.0

METHODOLOGY

The study adopted a survey research design, which is commonly used in education to gather data from a representative sample of a population. In this case, the study focused on private secondary schools in South Eastern Nigeria, which comprises five states: Abia, Anambra, Ebonyi, Enugu, and Imo. The population of the study consisted of 85,861 teachers from 4629 private secondary schools in the region. To determine the sample size, the researchers followed Krejcie and Morgan's (1970) table, which suggested a sample size of 382 respondents. The instrument used for data collection was a structured questionnaire titled "Principals' Administrative Roles on Teachers' Professional Development Questionnaire (PARTPDQ)." The questionnaire comprised two sections: Section A collected information on the names of secondary schools, while Section B contained items related to four clusters: assessment of principals' supervisory administrative role of staff development, principals' personnel administrative role on teachers' professional development, and principals' in-service training role on teachers' professional development. The questionnaire utilized a four-point rating scale, and its reliability was confirmed through Cronbach Alpha co-efficient statistics, yielding reliability coefficients of 0.717, 0.601, and 0.59 for each cluster, respectively. Data collection involved the direct administration of the questionnaire and retrieval by researchers supported by research assistants. The instrument was also subjected to expert scrutiny and trial testing on a sample representing 10% of the study's size in five secondary schools. The analysis of the collected data utilized Mean and Standard Deviation to address research questions, while the chi-square goodness-of-fit test was employed to test null hypotheses. This comprehensive approach ensured that the research instrument was reliable and able to measure the intended constructs effectively.

4.0

RESULT AND DISCUSSION

This section is concerned with data presentation, interpretation and discussion of findings. The results are presented and analyzed based on the research questions raised and hypotheses formulated for the study.

4.1 Result

Research Questions One: What is the impact of principals’ supervisory role on teachers’ professional development in private secondary schools in South Eastern Nigeria?

Table 1: Mean and Standard Deviation of Principals’ Supervisory Role on Teachers’ Professional Development N=382

S/N	Item Statement	Mean	StD	Remark
1	Ensure the use of approved Ministry’s curriculum and syllabus for teaching by teachers.	2.80	1.05	A
2	Ensure that teachers prepare their lesson plans and lesson notes before embarking on teaching	2.90	.94	A
3	Ensure the use of appropriate instructional methods by the teacher	3.15	.64	A
4	Ensure the use of proper time-tabling and compliance by teachers	2.85	.93	A
5	Determine higher levels of academic excellence by providing necessary instructional materials needed for teaching and learning.	3.10	.68	A
6	Organize internal and external supervision in the school regularly to improve performance.	2.99	.57	A
7	Ensure that students have their textbooks for effective learning	3.00	.68	A
8	Motivate both the teachers and the students for excellent academic performance	3.30	.50	A
9	Ensure that continuous assessment is properly conducted in the school.	3.07	.58	A
10	Ensure that extension classes are done to enable the teachers finish the syllabus on time before examination.	3.15	.56	A
11	Ensure that lessons are taught regularly by the teachers at the stipulated time	3.10	.61	A
12	Encourage students to read their books in the library to improve their reading culture	3.20	.59	A
Grand Mean		3.05	0.69	A

Table 1 shows the impact of principals’ supervisory role on teachers’ professional development in private secondary schools in South Eastern Nigeria in Mean and Standard Deviation values. The Table 1 revealed that items 1, 2 and 6 with Mean scores raging from 2.80 – 2.99 were rated ‘agreed’ while items 3, 5, 7, 8, 9, 10, 11 and 12 with Mean scores ranging from 3.00 – 3.30 were rated ‘strongly agreed’. Further, the Table revealed a grand Mean of 3.05 and Standard Deviation of 0.69. This result shows that Principals ‘supervisory administrative role positively influences Teachers’ Professional Development in private secondary school in South Eastern State.

Research question two: What is the impact of principals’ Personnel Administrative roles on professional development of private secondary schools teachers in South Eastern Nigeria?

In order to answer this research question, Mean and Standard Deviation of the respondents were considered.

Table 2: Mean and standard deviation of Principals’ personnel Administrative role impact teachers’ professional development (N=382)

S/ N	Item Statement	Mean	StD	Remark
1	Establishing good interpersonal relationship in the school.	3.53	.79	A
2	Assigning functions to staff based on their area of specialization.	3.39	1.05	A
3	The Ability to carry staff along for proper records keeping and other duties in the school	3.47	.76	A
4	Delegating duties to subordinates and supervising it	3.13	.91	A
5	Making information available to staff through proper channel.	3.23	.86	A
6	Motivating teachers for professional growth such as in-service training.	3.25	.81	A
7	Motivating teachers for professional growth such as workshops and conferences.	3.28	.80	A
8	Rewarding staff good behavior and excellent teaching performance	3.26	.76	A
9	Involving all personnel in decision-making in the schools.	2.97	.72	A
Grand Mean		3.27		A

Table 2 shows the impact of principals’ Personnel Administrative roles on teachers’ professional development in private secondary schools in South Eastern Nigeria in Mean and Standard Deviation values. Except for item 9 with a Mean of 2.97 which was rated ‘agreed’, the Table revealed that other items (1, 2, 3 4, 5, 6, 7 and 8) with Mean scores ranging from 3.25 – 3.53 were rated ‘strongly agreed’. Further, the Table revealed a grand Mean of 3.27 and Standard Deviation of 0.82. This result shows that personnel administration of principals impacts teachers’ professional development.

Research questions three: What is the impact of principals’ in-services training role on teachers’ professional development in private secondary school in South Eastern Nigeria?

Table 3: Mean and Standard Deviation of Principals’ In-services Training role on Teachers’ Professional Development in Private secondary school (N=382)

S/ N	Item Statement	Mean	StD	Remark
1	Attending Masters’ degree programme impact job effectiveness in my school	2.78	0.79	A
2	Attending PhD degree programme impact job effectiveness in my school.	3.11	0.76	A
3	Attending part-time training impact job performance	2.77	0.78	A
4	Staff with postgraduate certificates tends to be more abreast with current trends that will impact job performance.	3.14	0.92	A
5	Staff who receives on-the-job training get their skills improved, sharpened and this impacts their performance.	3.18	0.82	A
Grand Mean		2.99	0.81	A

Table 3 shows the impact of principals' in-services training role on teachers' professional development in private secondary schools in South Eastern Nigeria in Mean and Standard Deviation values. The table revealed that items 1 and 3 with Mean scores of 2.78 and 2.77 respectively were rated 'agreed' while items 2, 4 and 5 with mean scores ranging from 3.11 – 3.18 were rated "strongly agreed". Further, the Table revealed a grand Mean of 2.99 and Standard Deviation of 0.81. This indicates that principals' in-service training role impacts positively on professional development of private secondary school teachers.

Research questions four: what is the impact of principals' conference roles on professional development of private secondary school teachers in South Eastern Nigeria?

Table 4 chi-square table of principals' supervisory role impact on teachers' professional development in private secondary schools

Response Options	Observed N	Expected N	Df	χ^2_{cal}	Sig	α - level	Remark
SA	90	95.0					
A	242	95.0					
D	29	95.0					
SD	21	95.0					
Total	382		3	329.476	.000	.05	Significant

Df = Degree of Freedom; χ^2_{cal} = Chi-Square Calculated Value; Sig = P-Value, P<0.05

Result on table 4 shows that the P-(sig) value, 0.00 is less than alpha-value of 0.05 (P<0.05) at df =3. This means that the results is significant, thus, the hypothesis which states that, there is no significant impact of principals' supervisory role on teachers' professional development in private secondary schools is rejected.

Hypothesis two: The impact of personnel administration role of principals does not have significant impact on professional development of private secondary school teachers in South Eastern Nigeria.

Table 5 chi-square table of impact of principals' personnel administration role on teachers' professional development in private secondary schools

Response Options	Observed N	Expected N	Df	χ^2_{cal}	Sig	α - level	Remark
SA	196	95.0					
A	108	95.0					
D	67	95.0					
SD	11	95.0					
Total	382		3	190.670	.000	.05	Significant

Df = Degree of Freedom; χ^2_{cal} = Chi-Square Calculated Value; Sig = P-Value, P<0.05

Result on table 5 shows that the P-(sig) value, 0.00 is less than alpha-value of 0.05 (P<0.05) at df =3. This means that the results is significant, hence, the hypothesis which states that, there is no significant impact of principals' personnel administration role on teachers' professional development in private secondary schools is rejected

Hypothesis three: The in-services training role of principals' does not have significant impact on the professional development of private secondary school teachers in South Eastern Nigeria.

Table 6 Chi-square table of principals' In-services training role on teachers' professional development in private secondary schools

Response Options	Observed N	Expected N	Df	χ^2_{cal}	Sig	α - level	Remark
SA	119	95.0					
A	161	95.0					
D	86	95.0					
SD	16	95.0					
Total	382		3	117.832	.000	.05	Significant

Df = Degree of Freedom; χ^2_{cal} = Chi-Square Calculated Value; Sig = P-Value, P<0.05

(P<0.05)

Result on table 10 shows that the P-(sig) value, 0.00 is less than alpha-value of 0.05 (P<0.05) at df =3. This means that the results is significant, thus, the null hypothesis which states that There is no significant impact of principals' In-services training role on teachers' professional development in private secondary schools is rejected

4.2 Summary of major Finding

1. Principals' supervisory role impacts positively on teachers' professional development in private secondary schools
2. Principals' personnel administrative role impacts positively on teachers' professional development on private secondary schools
3. Principals' In-services training role impacts positively on teachers' professional development in private secondary schools

4.3 Discussion of Major Findings

The first finding of the study underscores the pivotal role of principals' supervision in fostering teachers' professional development within private secondary schools in southeastern Nigeria. This echoes previous research by Aguolu (2007) and Babatunde (2014), affirming that effective supervision enhances various aspects of teaching, including practical instruction, interpersonal dynamics, and vocational guidance. Contrary to Ugwu's (2005) findings, which suggested shortcomings in head teachers' supervisory competencies, this study emphasizes the positive impact principals can have on teachers' growth by offering constructive feedback, setting development goals, and facilitating supportive environments conducive to continuous improvement.

Moreover, the study highlights the significance of principals' personnel administrative roles in nurturing teachers' professional development. Aligning with Udeani's (2008) findings, it emphasizes the importance of skills like motivation, human relations, and staff security in fostering a conducive work environment for teachers. By debunking the findings of Ekpo and Edet (2008), which emphasized teacher evaluations through variance analyses, this research underscores principals' crucial role in staff orientation and support. Principals' actions, such as effective hiring practices and mentoring

programs, are identified as key factors in enhancing teachers' morale, performance, and long-term professional growth.

Lastly, the study underscores the positive impact of principals' in-service training and conference facilitation on teachers' professional development. Consistent with Anoge (2012) and Ogbu and Osanaiye's (2017) findings, it emphasizes the significance of continuous training and development in optimizing teachers' job productivity and innovativeness. Contrary to Ngala and Odebero's (2010) emphasis on in-service training as the most popular staff development approach, this research underscores the efficacy of conferences and workshops, as supported by Ekpo, Edet, and Oswald (2013). By providing teachers with opportunities for skill enhancement, knowledge acquisition, and professional networking, principals play a pivotal role in fostering a culture of lifelong learning and continuous improvement within the teaching community.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the findings of this study, it is concluded that principals' Administrative roles positively impact on professional development of secondary school teachers in South Eastern states of Nigeria. In view of the findings of this study, it can be concluded that assessment of impact of principals administrative roles on professional development of private secondary school teachers in south eastern Nigeria should be ensured in terms of adequate planning and funding at each occasion when need arises, principal's supervisory, in service training, conferencing, workshop, induction and lessoning delivery roles could be organized for staffs, so as to make them function more effectively on the job,

5.2 Recommendations

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

- i. Private schools owners should encourage principals to continue to enhance their supervisory role in supporting teachers' professional development. This could involve providing regular classroom observations, constructive feedback, and mentoring to ensure teachers receive targeted guidance for improvement.
- ii. Proprietors should prioritize effective personnel administration practices, including hiring, placement, and mentorship. Schools can establish comprehensive mentorship programs to provide new teachers with guidance and support, fostering their growth and development.
- iii. Schools proprietors should invest in regularly in-service training sessions led by principals to expose teachers to new teaching methodologies, educational trends, and innovative practices. Providing opportunities for teachers to expand their knowledge and skills will contribute to their ongoing professional development.
- iv. School Proprietors should continue to leverage their role in lesson delivery by modelling effective teaching practices, showcasing innovative methods, and engaging teachers in reflective discussions. Schools can incorporate regular observation and feedback sessions to support teachers' growth.

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