

Chapter One

Introduction

1.1 Background to the Study

The prioritised main roles of school principals are supervision and coordination of school activities in order to ensure mission and vision of the school being achieved. The gradual improvement in the percentage of number of subject passed at credit level in WASSCE and NECO is being traced to impact of development programmes embark upon, the effective service delivery and proactive measures taken by Educationist as well as intervention on the areas of teachers recruitment and training across the state where improvement are being recorded. In view of this, Professional development programmes are the seminar, training and workshops made available for the employees to improve on the service delivery in the area of specialization as the job descriptions implies and highly impacted, helpful public senior secondary school principals in Lagos State by bringing the School Management into their toe in providing quality leadership, Seminars gives opportunity for participants to unlearned and relearned skills and managerial abilities to move School forward. Training is the means of acquiring new skills and to improve on already established ideas/ innovative methods.

Workshops is the most important accept of professional development programmes that allows expertise, experience and successful fellow in a particular field: managerial, academics or consultants engaged on practical, tutoring or group discussion on a subject for more than a day in most cases. However it seems workload in form of engagement hour and creating conducive school climate seems to hampering the execution of knowledge gained from the development progammes attended by senior school principals. Engagement hour is the time available for the principal to engage teachers and students on conversation, monitoring, supervision, and to coordinate school activities, Creating conducive school climate is another indices that aid good environment for excellent academics

performance with teaching and non-teaching staff as well as taken senior secondary education to the part of excellence and making it a 21st century standards in the area of academic performance, international competitive standard and centre of modelling in Nigeria. Independent variables are professional development programmes; seminar, training and workshops as variables, however, they are major ways to impact knowledge unto principals. Therefore, the researcher seek to study the relevance of professional development programmes in handling workload and its influence on the principals' role performance in senior secondary schools, as the gap to fill in this work.

Supervision is the process of bringing about improvement to the teaching and learning, provision of direction and expert advice on development of academics and extra co-curricular activities, it involves motivating, and guiding teaching as well as non-teaching staff towards achievement of the school mission and vision in other to assist teachers to become efficient and effective, A secondary school principal executes the following functions: raising teachers to minimum standards of successful teaching career, working with teachers to adapt and coordinate the school curriculum that met the students and government approved educational standards, another administrative role performance is coordination which is a critical among roles expected of a principal for effective implementation of school mission and vision. Senior secondary school principals had been accuse of failing to carry out responsibilities, criticize of being ineffective and inefficient in their task as part of reasons led to students drop-out, examination malpractice, truancy, murder and immoral cases etc.

As the top executive officer of the School, the principal has a wide range of responsibilities; to ensure the smooth operation of the school; head teacher, principal, school leader, school father, adviser, chief administrative officer, public relations officer, curriculum director, innovator, policy maker, organizer, communicator, school authority, perfectionist, and philosopher, a standard-setter, one who leads in the establishment of a desire and expectation of good work on the part of both teachers and students. He helps teachers with difficulties such as developing procedures, materials, and evaluation, he gives a strong measure of quality control and testing skills, and their capacity to evaluate and understand data needed for school development⁵. Furthermore, principal required to establish positive relationships

with the immediate community in order to maintain good atmosphere and to be constantly in touch with the ministry of education in the area where the school is in needs⁹.

Effective principals ensure that their schools allow both adults and children to put learning at the centre of their daily activities (a healthy school environment) characterized by safety and orderliness, as well as tangible qualities such as supportive and responsive attitude toward the students and a sense by teachers that they are part of the community of professionals that focused on good instruction¹⁰.

Creating conducive school climate give room for schools with high teacher ratings to perform and be acknowledge. Principals in developing and atmosphere of caring and trust make teachers more likely and encourage delivering.

An experience of a typical staff where "morale never seemed to get out of the basement, indicate teacher pessimism as significant barrier, with teachers regarding themselves as "hardworking martyrs in an hopeless situation.¹¹

These include respect for every member of the school community; "an upbeat, welcoming, solution oriented, no-blame, professional environment;" and efforts to involve staff and students in a variety of activities, many of them schoolwide.¹²

A Principal success is most likely to be dependent on his supervision and coordination abilities. The prejudice of a principal, as well as students' low academic achievement in secondary school might be ascribes to principal weak abilities. This is because a principal is expected to fulfil specific professional and authoritative responsibilities, keeping in mind that good teaching and learning will define the final aims. Whether large or little, public or private, it is generally the leader who offers guidance toward goals achievement. The abilities and powers of a principal as the school's authority is a cause of worry, since there is a public uproar regarding how principal control school operations. As the leader, He must perform several vital tasks in driving the school ahead and ensuring quantitative and qualitative learning, which is the school's purpose. Supervision of instruction is one.

A similar study posited that supervision is the administrative process that entails the push to oversee the daily activities of a person or group of employees working in the educational system¹⁰. The Principal is the leader, and as a study points out, the leader in any organization is seen to have the finest ideas, the most knowledge of conditions, and the best advice¹¹. In the same vein, a related study defined supervision as "a counsellor, intervention provided by a senior individual from a profession to a less senior individual or individuals from that same field, It is required to oversee the quality of professional services provided and to act as a guardian for individuals wishing to enter that profession¹⁰. As a result, it is apparent that supervision is critical to a teacher's efficiency since it provides the professional support and advice necessary to perform. It is a type of instructional leadership whose goal is to provide high-quality learning in the classroom. Supervision enables the principal to monitor the performance of his teaching staff with the goal of discovering the benefits and drawbacks of their approaches and applying appropriate and friendly procedures to repair the flaws and boost the benefits. It is a technique that promotes teaching progress and quality. It guarantees that principal carry out their daily routine tasks, both academic and extracurricular, in accordance with the norms and regulations outlined in the state's educational goals and principles¹¹. The following roles were specified for the principal as an internal supervisor, these are: assisting teachers in developing relevant and appropriate goals and objectives for instruction, assisting teachers in developing learning opportunities and experiences that will aid in the attainment of educational goals and objectives⁸, creating a highly engaged workforce by inspiring teachers' enthusiasm in teaching, assisting in developing skills and attitudes, aiding teachers in their professional development, coordinating the school's many instructional units. All of these points are appropriately coordinated and supervised; their performance improves to the advantage of students¹². However, it has been noted that principals frequently fail to dedicate appropriate time to critical areas of their school responsibilities. Rather, they focus on administrative responsibilities to compensate for the lack of instructional supervision. This, in turn, reflects on challenges facing in schools and the educational system as a whole.

Human resource management is the process of recruiting, selecting, inducting, training, developing, and motivating personnel¹³. It is concerned with individuals at work and their interactions with one another inside the system. A study says, human resource management aims to achieve organizational fairness and efficiency. It empowers every employee to make their greatest contribution to the organization's success. It attempts to guarantee that employees have fair working conditions and are pleased with their jobs. Human resource planning is a critical administrative function in secondary schools, as human resource managers, school principals are expected to be responsible in four areas: school management, external communications, school community relations, and instructional supervisor. These duties include procuring supplies, ensuring that teachers are hired and allocated, gathering information, and keeping basic records. It is regarded as the most important set of tasks in many schools. Furthermore, the needs of school-community interactions often include collaboration with community councils, community development associations, parent-teacher associations, and other local organizations¹⁴. The purpose of such partnerships is generally to inspire community support for school, to help principal, to construct and maintain facilities, or to urge parents forum to ensure that students attend school. Effective role performance, such as that of supervision, and coordination roles discussed above, does not happen by chance but it depends on a number of components and factors, including, Professional development programmes. As a result, this study takes into account professional development programmes like training, seminars, and workshops, as well as workload as independent variables, as relevant to secondary school Principals' role performance in Lagos State.

Principal development programme is the process of increasing an individual's or group of people current skills, knowledge, exposure, and abilities. How to improve in the knowledge, abilities required for employees to perform properly in a given task. Principal professional development is a type of systematic professional learning that leads to changes in professional practices and better students learning outcomes. It is a deliberate structure for principals to gain relevant skills and competence on the job. A research emphasized the need of training for Principals in order to be able

to function optimally and keep up to date on fresh knowledge. Professional development of any sort is intended to expose principals to current and acceptable methodologies, information, and skills in order to improve their efficiency, effectiveness, and performance¹⁶. Furthermore, professional development programmes may aid in the reduction of errors and the advancement of innovation. It might take the form of trainings, workshops, and seminars.

In-service training activities within the teaching profession aim to improve learners' academic performance. It enables them to gain relevant new skills, ideas, and information in order to improve teaching and learning in respective subjects. Principals cannot rely solely on the fundamental information with which they began their careers, like other professions, it requires professional development Training.

Principals must be trained on a regular basis in order to supervise or coordinate successfully. Their effectiveness is reflected in the academic success of their students. Principals need to be exposed to effective training by educationist leaders, scholars, service providers, policy makers, and other relevant stakeholders in education sector for quality education to be achieved and sustained, as principals' mastery of the subjects appears to improve due to skills acquired in training¹⁸.

A seminar is a gathering of people who get together to discuss on a certain topic. This meeting is frequently interactive in which attendees engage in discussions about the stated topic. One or two speakers lead the sessions, steering the discussion in the intended direction¹⁹. It may serve several purposes or merely one, like a lecture given for educational reasons; other sorts of educational seminars may be organized to educate participants on new skills¹⁹.

It can be motivational or emphasis on teaching while training is a structured process through which employees learn and gain new information and abilities for a specific goal, training is a method of boosting efficiency, employees are given the chance to gain new skills and current information needed to carry out numerous specialized duties at workplace²⁰. If efficiency is to be achieved, training and retraining are required. When principal receive training, they gain new and improved abilities as well as information that will allow them to work better and so increase productivity.

Training and retraining for Principal can therefore improve effectiveness while also preparing them to deal with the ever-increasing demands of educating students in their respective schools. Learning is easier to attain when Principal has a positive relationship with students and staff. According to one research, Principals' and students' interactions are vital because they contribute to establish a learning environment.

Workshops are small class sessions that allow participants to exchange ideas, create good spirit and among colleagues, and become acquainted with new and unique skills as well as knowledge to solve challenges. According to a similar study, excellent Principals become great Principals by attending conferences, workshops, and continuing education to enable them to go above and beyond the call of duty²⁴. Workshops are conducted with the goal of bringing educators together to discuss current and other topics that may lead to improvements in teaching and learning environments in schools. As a result, it can be determined during workshop sessions on how to solve challenges, Participants in a workshop session stand to benefit from the collection of resource materials, and a noticeable positive shift in their professional viewpoint. Workshop might therefore be defined as retraining programmes, since its major purpose is to support by providing a platform to share ideas and assist one and other in promoting new ideas that can benefit everybody. This might fall under a variety of categories, including curriculum workshops and subject workshops, according to a report, it introduces schools on curriculum and evaluation. It assists schools in transitioning from a fact-based, note-oriented curriculum to a skill-based curriculum ²⁸. workload has an impact on Principals' instructional oversight²⁷, Secondary school Principals are professionally qualified Principals who also serve as supervisors in their schools, double their burden for teaching and school coordinator. According to a study the Principal is in charge of overseeing all students and instructors, as well as serving as an educational leader and manager. All these responsibilities contribute to Principals workload.

1.2 Statement of the Problem

Academics performances and curricular achievement in schools seems to be challenging, with low percentage in external SSCE result and large number of repeated students as well as drop out students in senior secondary schools, after careful studies and research work by academicians it was observed that Principal as head of the school fails to nibble the situation at the bod and recommendations where given in the area of Professional development programmes as ingredients essential for better performance, effective and efficient service delivery as supervisor and coordinator of all school activities workload assessment reflect another challenge seems to hamper implementation of knowledge gained for productivity of credible performance. It is not a welcome development with resources spent on training, workshops and seminars by proprietors and government to handle workload for effective and efficient service delivery. This work is to study relevance of Professional development programmes on principal's role performance expected of every secondary school principal in Lagos State. Nigeria.

1.3 Aim and Objectives of the Study

The aims of this study was to investigate the influence of professional development programmes and workload on role performance of public secondary school Principals in Lagos State. The objectives are to:

1. ascertain the level of role performance (supervision and coordination) of secondary school Principals in Lagos State
2. identified challenges facing Principals in carrying out their roles (supervision and coordination) in secondary schools in Lagos State
3. ascertain the level of workload (work engagement hours and creating Conducive school climate) senior secondary school principals in Lagos State
4. ascertain how often principals in senior secondary schools in Lagos State are sponsored for the following professional development programmes (seminar, training and workshops)

5. identify how relevant professional development programmes (seminar, training and workshops) made available for senior secondary school principals in Lagos State
6. determine significant difference between teachers' and principals' responses to roles performance of principals (supervision and coordination) in senior secondary schools in Lagos State.
7. examine combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State.
8. determine the significant relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and Coordination) of secondary school Principals in Lagos State.

1.4 Research Questions

1. What is the level of role performance (supervision and coordination) of secondary school Principals in Lagos State?
2. What are the identified challenges facing Principals in carrying out their roles (supervision and coordination) in secondary schools in Lagos State?
3. Which of the (work engagement hours and creating conducive school climate) contribute to public school principal's workload in Lagos State, Nigeria?
4. How often are principals in senior secondary schools in Lagos State sponsored for the following professional development programmes (seminar, training and workshops)?
5. How relevant are professional development training programmes (seminar, training and workshops) made available for senior secondary school principals in Lagos State?

1.5 Hypotheses

The following null hypotheses were tested in this study at 0.05 level of significance :

Ho1: There will be no significant different between teachers' and principals' responses to roles performance principals (supervision and coordination) in senior secondary schools in Lagos State.

H₀₂: There will be no significant combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State.

H₀₃: There will be no significant relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and Coordination) of secondary school principals in Lagos State.

1.6 Significance of the Study

The findings of this study unravel the level of role performance of public senior secondary school Principals in Lagos state and how relevant is the professional development programmes attended and workload engaged with on daily basis influence the principals role performances . The findings would be made available to the public by publishing it in a reputable journal. Hence, if the findings are considered, it would be of immense benefits to all stakeholders in education in the following capacities It would identify the problems and challenges facing public secondary school Principals in performing their roles in the schools and how it can be solved. It would also provide a basis of policy dialogue between the government and other stakeholders on improving the roles performance of public and private secondary principals in Lagos state.

Furthermore, findings of this study would assist the Lagos State government and by extension, other state governments and the federal government to improve educational policy in the area of providing needed professional development programmes for principals to prepare them for innovation and development in school management.

The findings of the study would help facilitate achievement of educational goals as it will provide information to the school principals on how to improve on their role performances which will in turn facilitate increase achievement of educational aims and objectives.

Finally, the study would contribute to already existing literature in educational management in general, context and principal role performance in particular, Lagos state, and by extension in Nigeria, as in other developing countries.

1.7 Scope of the Study

This study is delimited contextually to influence professional development programmes, workload and roles performance of Senior Secondary school principals in twenty Local Governments areas which were structured into six Education Districts in Lagos State. Geographically, the study is limited to public senior secondary school principals and ninety teachers in each local government were involved.

1.8 Limitation of the Study

The study limited by the study setting which was only Lagos State, also, the researcher encountered challenges like delay in filling questionnaires. Despite the challenges, the findings of the study are still adjudged to be valid.

1.9 Operational Definition of Terms

Principal Roles Performance: These are responsibilities that are expected of a secondary school Principal to facilitate the achievement of overall school's goals and objectives. The roles considered in this study are supervision and Coordination

Supervision Roles: A secondary school Principal is expected to supervise educational activities and other form of activities in the school.

Coordination Roles: A secondary school principal is expected to coordinate activities taking place in the school

Professional development programmes: These are programmes organized to enhance Principal's role performance, capabilities and efficiency, the programmes considered, training, Seminars and Workshops.

Workload: Workload refers to the amount of task a principal completed in a specify time they are work engagement hours, creating conducive school climate

Engagement Hour: this is the time spent in the school by the principal to coordinate, supervise activities of the schools

Creating conducive school climate: refers to ability to interact with teachers and Non- teaching that brings competency and improved service delivery in the school.

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Chapter Two

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2.1 Conceptual Review

2.1.1 Development

The term "Development" has several meanings expressed by the scholars. Thus, as defined by a scholar, development is a process that "strives to build the capacity to achieve and sustain a new desired, state that benefits the organization or community and the world around them. Also, development means effective strategies for improving performance¹. In some situations, they may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance in an organization, there may be an identifiable issue or problem that needs to be addressed; the development process is to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change.

2.1.2 Staff Development

Many definitions have been stated by educationalist as regard to the meaning of staff development. Staff development according to a study, it is any learning activity that is directed towards further needs rather than present needs of staff and is concern more with career growth than immediate performance .all the policies, practices, and procedures used to develop the knowledge, skills, and

competencies of staff to improve the effectiveness and efficiency of the individual and the organisation refers to staff development³, it was viewed that staff development (Human Resources) as being concerned with the provision of learning, Development and training opportunities for individuals in an organization in order to improve organizational performance. It is concern with enhancing resource capability in line with the believe that an organization's staff and the major source of competitive advantage. Thus, staff development implies developing the intellectual capital required by secondary school education as well as ensuring that the future and present needs of an organization in terms of the right quality of people and Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable them teach more effectively². It was affirmed that staff development is concern with teaching or providing an employee with the skills he needs for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks. Staff development has been accepted as an effective method of increasing the knowledge and skills of Principals in order to enable Principal to teach more effectively. According to a related study staff development programmes for Principals are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management.³

It was suggested that professional development may influence the quality of instruction, most researchers found that Principals' professional development experiences showed only limited associations with their effectiveness, although middle- and high-school Principals who undertook more content-focused training may be the exception.

2.1.3 Types of Staff Development programmes

In order to ensure that Principals perform their task effectively and efficiently, stakeholders in the educational sector as well as educational administrators and planners must identify and utilize

various programmes for training and re-training of Principal for quality service delivery. These include among others;

A. Conferences:

Another form of Principal re-training program which normally takes place like a seminar or workshop is conference. Skills and experiences are acquired especially in teaching and learning activities during conferences, usually used to tackle a single or set of problem". It may involve session of various types; such as lectures, panel discussion, workshop and so on, a conference is "a formal meeting of people with a common interest, Conferences typically comprise of a range of speakers (often experts in the field) who discuss a particular topic. Examples of conferences: A Religious/charitable community, governing bodies Political/social causes a conference is a large event that has a focus on a particular issue. These are formally structured events and can happen within a professional organisation. Example of such is the National Conference of Principals of Secondary Schools(ANCOPSS). According to A study conference is an event, sometimes lasting a few days, at which there are group of talks on a particular subject, or a meeting in which business matters are discussed formally.⁴

It is generally understood as a meeting of several people to discuss a particular topic. It is also seen as a gathering of scientists or academicians, where research findings are presented or a workshop is conducted. Most conferences have one or more keynote speakers who will deliver the keynote speech at academic conferences. The speakers chosen are eminent personalities in the related field and their presence is meant to attract more people to attend the conference. Conference is a form of teacher's re-training program where skills and experiences are acquired especially in teaching and learning activities during conference. According to a study conferences are usually used to tackle a

single or set of problems. It may involve session of various types; such as lectures, panel discussions, workshops and so forth. Example of such is the national conference of Principals of secondary schools. A study similarly defined a conference as “a large official meeting at which people with same work or interests come together to discuss their view. Conference, is mostly comprises of different personalities in the educational system with different ideas to enhance Principal” teaching performance in their fields. Principal have access to a broad range of ideas through conferences which leads to enhanced performance .it is a setting that makes students well-known by adults and their needs can be better met , a powerful instrument that can change student outcomes positively.

B. Orientation:

Orientation is usually given to new members of staff in an organization or institution as it encourages new members to quickly adapt and take interest in their jobs. Orientation usually emphasizes on the following themes; organization mission and history, the key staff and rules of the employees the word "orientation" literally means being turned toward the east, i.e. getting the basic information that tells you where you are and how to get where you want to go. Orientation to a new job should give a staff member the basic information about the organization, her position, the target population, and the community, so she too can understand how to get where she wants to go. All or most of an orientation, therefore, should best take place before the job starts⁹.

C. Correspondence Course:

This relates to the conventional teachers’ training institute but uses a different medium of correspondent to train Principal. It allows those that do not have the opportunity to leave their place of work to experience other environment⁷.

2.1.4 Importance of Staff Development

Staff development training has increasingly significant in view of the profound breakthrough technology. Society or Organizations are now more than ever before knowledge driven and much value Information and Communication Technologies (ICT) and advancement in science

and attached to human resource in the production of goods and services. Their value is what contributes to a better society or organizational performance. Staff development in the secondary schools will therefore enable the employees to acquire and improve upon their skills. Globalization has further necessitated the optimal utilization of new knowledge, technologies and innovations to make secondary schools improve organizational performance in the global village so as to achieve their objectives. Through staff development, the Principal whose position is crucial in the educational system, could become knowledgeable with new teaching methods, thereby avoiding the use of obsolete method to teach students of the 21st Century Information Age³³. A researcher pointed to the important role of staff development in school reform efforts by referring to the involvement of people and the role of motivation in the teaching profession. Staff development focuses on the development of people, the Principals, and therefore it is important to explore their views on development. A variety of factors interacts and may impact on the development of Principals and subsequently on the quality of teaching and learning. Development implies a change from a current to a new situation involving the physical, emotional and cognitive parts of the individual, However, change (considered to be an integral component of development) is also associated with resistance as Principals may feel that they are not what they ought to be. Change brings with it perceptions of uncertainty⁵. This may lead to resistance and should thus be addressed in the development process. Development encompasses self-development, personal and professional development, all of which may be voluntarily or forced. The approach towards development is thus important.³⁴

2.1.5 Principals Development

In today's competitive business environment, manpower training is considered crucial in human resources management. This is because manpower training is a strategic means for both managerial and non-managerial personnel to acquire technical, human and conceptual skills for the maintenance of current job performance and improvement in future works activities In recent times, researchers opined that the Nigerian public sector had witnessed drastic decline in manpower

productivity due to perceived inefficiency and inadequate skills amongst workforce. Similarly, Nigerian public sector scorecard is equated to inefficiency and poor performance due to lack of budgetary support, poor funding and embezzlement that beset the day-to-day operations of her numerous productivity-oriented organizations⁶. These organizations include: National Centre for Economic Management and Administration, Industrial Training Fund, Administrative Staff College of Nigeria, Centre for Management Development, National Manpower Board, National Productivity Centre, Institute for Policy and Strategic Studies, Agricultural and Rural Management Training Institute and many more, several studies have examined training and manpower productivity in both private and public sectors across the globe yet, there seems to be paucity of theoretical contention that explicitly captures current issues on training and manpower productivity in Nigeria public sector³⁸. Most of these studies embraced quantitative research method while very few utilized qualitative strand. In a bid to establish a distinction, this study argues for theoretical position to uncover the ineptitude in training and manpower productivity in Nigeria public sector and suggests pathway for its effectiveness. Manpower development is a process of intellectual and emotional achievement through providing the means by which people can grow on their jobs¹³. It relates to series of activities, which an enterprise would embark upon to improve its managerial capacity¹². Manpower development is important in any discussion of strategic human resources management. Human being constitutes the ultimate basis of a nation's wealth. This proposition applies to the organization, which implies that with daily increase and complexity in the organizational activities and the problem ensuring optimum productivity which is fast becoming a challenge as well as imperative for the management of organization, thus, training and development of staff on whom the huge responsibility of furthering these goals rest, must take top priority if the organization must continue to enjoy maximum performance from the staff³. The development of indigenous manpower to serve as the propelling force for national growth and development is no doubt a key to Nigeria's socio-economic and political development⁶. This is quite indispensable considering the argument of the concept of transfer of technology as a propelling force for the development of the

developing countries of which Nigeria is one. However, it is important to state that the lack of adequate emphasis on manpower development as a tool for development in Nigeria on the part of government as well as the organized private sector could not be far-fetched. This is based on lack of understanding of both the concept and methods for manpower development in a post-colonial Nigerian State in which the process of human resource development for national growth was distorted by colonialism with the attendant negative orientation that was injected into political leadership. Thus, the central idea underlying manpower development in any sector, including the education sector, is how best to keep employees current, vibrant and versatile so that they can continuously perform their roles effectively in this age of rapid socio-economic, political, scientific and technological changes and globalization. In fact, it has been emphasized, in education, Principals are the foundation of quality; they hold trust for the implemented curriculum of formal education and therefore, are at the centre of the educative process¹⁷. In fact, no education system can rise above the quality of its Principals. Human capital development theory appears to be most appropriate for this study. Human capital theory as propounded by Becker (1964) is the most influential economic theory of western education, setting the framework of government policies since the early 1960's. It is seen increasingly as a key determinant of economic performance. It is recognized that the growth of physical capital stock depends to a large extent on the existence and accumulation of well-developed human capital²⁴. This entails the process of increasing knowledge, skills and the capabilities of all people of the country. He suggested that education or training raises the productivity of workers by imparting useful knowledge and skill. In modern human capital theory, all human behaviour is based on the economic self – interest of individual operating freely within competitive markets. Other forms of behaviours are excluded or treated as distortions of the model. A prominent explanation that a recent reformation of Human Capital Theory which has stressed the significance of education and training as the key to participation in the new global economy²⁹. To encouraged the governments of advanced economies to embrace policies to increase innovation and knowledge in products and services as an economical path to continued prosperity.

Economists are in support that it is lack of investment in human capital that has been the bane of the slow growth of less developed countries²⁹. The reason that poor countries develop less is considered to be the insufficient stock of capital. Unless such economists formulate and pursue an articulate course capital by spreading education, knowledge and know – how and raise the level of skills and physical efficiency of the people, the productivity of the physical capital is reduced especially in the educational system. The role played by staff training and development can no longer be over-emphasized. Therefore, the need for organizations to take staff development programme for their employees seriously has become an undisputed imperative. Absence of such staff development programmes in an organization often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. Training and development is aimed at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organizational growths the process of training and development is a continuous one³⁰. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavour makes staff development a necessity in order to keep track with current event and methods³⁰. The usefulness of training and development in an organization and identified the functions of training as follows: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs; eliminates obsolescence in skills, technologies, methods, products, capital management; enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise, that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job, and efficiently develop the workers so that if they have the potentials, they would make progress, increase efficiency by reducing spoilt work, misusing of machines and lessening physical risks, training and development aimed at developing competences such as technical know-how to lead others; the need to perform one's job efficiently and the desire to meet organizational objectives of higher productivity and profitability. Manpower development is

synonymous to training. An organization will find it difficult to deliver if the employee do not receive regular training sees training as a systematic process of altering the behaviour, knowledge and motivation of employee in a direction to increase organizational goals achievement. Because of the importance of human resources as the most valuable asset of any organization¹⁵, it is pertinent to look into the history of staff training in Nigeria³² The history of staff training is as old as human civilization itself. Since prehistoric times the jobs of adults have been taught to children to prepare them for adulthood. Throughout the centuries societies have changed, have become more complex. The kinds of work to be done, the skills needed, and the tools used to do the work have also changed. In order to manage these changes in the complexity, volume, and content of work, training evolved. When humans created artefacts, the need for teaching others how to use those artefacts became necessary, to perform a task was one of the first goals of training. opined that "As man invented tools, weapons, clothing, shelter, and language, the need for training became an essential ingredient in the march of civilization" As the artefacts became more complex, different ways of training were developed to be more effective and efficient. Instructional practices were developed that served the needs of the times, evolving into accepted instructional paradigms". These different practices were developed at different times, and some of them changed through the years, but all of them are used today, depending on the staff training need and situation. The industrial revolution in the west changed the face of training. In the 1800s factory schools were created, in which workers were trained in classrooms within the factory walls. It was found out that adequate training was needed for the employees to operate the industrial machineries. Staff training in Nigeria can be dated as far back as the late 19th century during the beginning of the colonial era. The British colonialist trained most locals to work in the different grade level in the civil services and ministries that were established. Even after Nigeria's independence in 1960, the government established different training agencies to cater for the training needs of its different agencies. High organizational effectiveness has been as a result of the intensive training programmes given to workers. However, most organizations are not financially buoyant to carry out staff training

exercise. According to Williams (2006) American companies spend more than \$60 billion dollars a year on staff training. At this junction it will be pertinent to look at those staff training services being offered to different organizations and how it improves their effectiveness. In the local governments, it is the function of the civil service commission to cater for the staff training of the different government ministries. The civil service commission, carry out these activities by; Offering a variety of scheduled workshops in the areas of: leadership and management; interpersonal skills; oral and written communications skills; and personal development skills. These workshops are held both in urban and in rural areas, provide customized and in-house group training to meet the specific needs of the program area. Provide consulting and facilitation services in several areas, including but not limited to: planning, organizational change, team building, and workplace restoration. Provide assistance in identifying your organization and staff development needs and recommendations to meet associated training requirements. Also the Industrial Training Fund Act (ITFA) came into effect on 8 October 1971. The purpose of the Act was to establish a Fund – The Industrial Training Fund (ITF) - to be utilized to promote and encourage the acquisition of skills in industry or commerce in Nigeria with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy.³⁷

2.1.6 Training

Its refers to the meaning associated with the skills and abilities needed for work that is being and will be done Implicitly, this leadership training can be interpreted as an effort to form and develop, hone and improve one's leadership abilities. Leadership ability is one important key so that a leader will able to conduct a good management, will able to provide proper direction to move all his subordinates to achieve certain goals and to develop the organization. Besides, the acquisition of leadership training is also an important element that needs to be owned by a school Principal. Through this kind of training, a school Principal can obtain a variety of leadership styles, theoretical and practical abilities, so that will capable to carry out his duties. Training related to the theoretical aspects consists of about how to handle changing management, crisis management, effective collaborative leadership, effective

communication, managing teamwork, decision making and problem solving, and others, as well as practical and related to mental abilities, self-motivation, emotional intelligence, and so on. This shows that training has an influence on the leadership of Principals, and then has an influence on Principal competencies. Another factor thought to have an influence on the Principals leadership is work experience. Simply, work experience can be interpreted as the length of time someone worked, both in the number of experience raises a person's potential because of the formation of knowledge or skills about methods, techniques, and ways of carrying out a job. In principle, work experience is an understanding of something that is lived, and appreciation that makes an experienced and skilled work. With the experience gained someone will be skilled and able to carry out their work duties. Learning outcomes from work experience will make the person work more effectively and efficiently⁹. In the context of the Principal, work experience is thought to influence the level of mastery of knowledge and skills in carrying out work, work experience is one of the variables that has a positive influence on the performance of school Principals³. The Principal is often considered a unique status, so it cannot be handled by just anyone. The assumption of a School Principal is not enough just based on knowledge and ability regarding organizational management, but must be able to recognize, understand, and live the basic tasks of his subordinates, especially Principals. Therefore a school Principal is often required to be from a Principal or has been a Principal for example, the recruitment of Principals is affirmed in the who must meet the minimum academic qualifications of Bachelor's Degree(S-1) and have four competencies (personality, managerial, entrepreneurship, and supervision) and already have an educator certificate. The latter is obtained by the teacher through the competency test conducted by the government. Recruitment of school Principals is carried out by giving priority to Principal who are considered to have good academic and non-academic achievements. The basic assumption for appointing the Principal is to be implemented selectively so that a leader who is able to bring changes and improvements in the process and results of education can be obtained.³⁸ The above description implicitly shows that there are at least 4 (four) requirements that accompany the recruitment of Principals, namely: minimum educational background of bachelor, passing teacher competency test

and having an education certificate, having achievement (academic or non-academic), and being able to produce learning achievement students are classified as good. These four aspects are the indicators underlying the promotion of school Principal recruitment. Learning Quality learning processes and outcomes can be achieved if supported by qualified, competent, and professional Principal. The experience of many schools shows that qualified, competent, and professional Principal have only been produced by the Principal leadership style in managing their educational institutions. Principals with a passive leadership style³⁹, lacking vision and goals, stuck in routine work, monotonous, less concerned about subordinate careers, less motivating, and so on, will certainly affect the performance of subordinates who are low and not oriented towards achievement. Conversely, a leadership style that is more visionary, progress-oriented, caring and motivates subordinates, rewards achievements, and so on, tends to encourage subordinates to work better to support the achievement of shared goals. That statement is not excessive. The Principal leadership style increases the knowledge and mastery of the discipline of teacher studies. Suggested an influence between leadership and teacher effectiveness. The explicit leadership of the school head affects the quality of learning in the school. Learning outcomes Principal leadership is also thought to be a determinant of the conduciveness of student learning processes and outcomes. Competent and professional Principals leadership will produce systematic and directed education management which will ultimately achieve good results in all aspects²⁰, especially student learning outcomes. Various studies reinforce the statement that there is a significant influence between the Principal leadership on the achievement of educational outcomes in schools. The implicit role of school Principals in managing their educational institutions is even more severe, especially in directing and moving their Principal to achieve students output that is aligned with the needs of globalization.

2.1.7 Staff Training

A study suggested that training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. On the other hand, a study

viewed training as a systematic process of altering employee's skill to the point he or she can do the current job for organizational performance. A report defined training as planned process to modify attitude, knowledge or skills and behaviour through learning experiences to achieve effective performance in an activity or range of activities. In similar vein, a similar study referred to training as the acquisition of specific skills by an individual for the purpose of performing a particular task. According to a similar study training normally has an immediate application and is generally completed in a shorter time scale.

In Nigeria where the system of education is deregulated since 2003, many private schools springing up tend to be having many unqualified and in experienced Principal in their employment. Staff development in any organization is carried out for a purpose or to achieve certain objectives.

A study perceive the purpose of staff development to be for increased productivity, effectiveness of workers, preparation for higher responsibility curtailing incessant labour turnover and boosting of workers' moral. The need for staff development is therefore closely linked to the achievement of organizational goals. The objective of staff development can be summarized as follows: Firstly, to expose serving Principal, supervisors/inspector and Principals to the content and most modern methodologies of teaching all subjects. Secondly, to make them prepare for new roles as Headmasters/Headmistress, Supervisors, Administrators, Counsellors and so forth. Also, for newly employed Principal who have to work in new areas with different students' needs staff development training to have necessary confidence and avoid trial and error. Furthermore, It create avenue for serving Principal to make up in their deficiencies in the area of newly introduced subject in the school curriculum like basic science, social studies, computer science, test construction and evaluation techniques record keeping, teaching and learning aid, improvising, communication and language training, crisis management, peace and conflict studies, caring for special children and first-aid education and so forth. More also, to enable serving workers improve academically and professionally at lesser cost to them at little or no cost to government. Staff members work together through in service program such as workshop, conferences, symposium, and group study in area of

common interest in order to enhance their professional growth and competences. To serve the school system's primary goals, enhancing and achieving quality teaching and learning for students. To foster a climate that facilitates personal self-fulfilment, institutional effectiveness, human creativity and system renewal. Consequently, ensure rapid and suitable replacement for staff that leaves the organization.

Training is an attempt to improve staff competence through continuing education courses, meetings and study groups, lectures and personnel reform to enhance staff professional growth. According to a study training program is a process for continuous up-dating of Principal's knowledge, skills and interests in chosen field. It is a means for continues professional growth, which encourages the extension of technical assistance by Principal educators. Training is an integral part of staff development programmes which is organized for Principal while in service. A study also defines training as the ongoing training of practising Principal, which is typically arranged by school boards that employ them. training can affect all practising Principal, and can thus have a wider and more immediate impact on the effectiveness of the teaching workforce as a whole. There is always a need for training when the performance of a worker is noticeably poor and cannot be improved through maturation and simplifying the work procedure .The extent of development in an organization is to improve employee's conceptual and human skills in preparation for a future job. It is concerned with teaching workers more general skills that will assist them in career growth, thereby equipping them for the future³⁹.

2.1.8 Workshop

A workshop is an interactive training where participants carry out a number of training activities rather than passively listening to a lecture or presentation. It is also seen as a re-training exercise not to upgrade qualification but to update knowledge and skills. According to a study effective workshop is built around what is practices and relevant to the need of the learners' perspective. The main aim of workshops is to acquire new knowledge and skills that are related to the work of the participants⁴⁰. They identify needed change in behaviour, learn new skills, and practice behaviour in

simulated work environment. Through workshops, Principals are exposed to new skills which they may not necessarily acquire in the school. The study affirmed that workshops tend to be smaller and more intense than seminars and often involves participants trying new skills during the event under the watchful eye of the instructors. The goal of an academic workshop is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the presenter prepares the concepts, techniques, presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. Some of the most valuable experiences a professional can have are when he or she attends a workshop. Apart from learning new things, by attending a workshop, professionals can also build new relationships, establish connections with like-minded people, and even get to know clients and vendors on a more personal level. Here we summarize the many benefits of attending a workshop for working professionals in more depth, these promote and encourage sharing of information among Principals and provide them with current information in their various fields.

Attending a workshop is like gifting yourself a new possibility to learn something new from peers who have better experience and knowledge to share with you a new bee into the world of professionals. Since the environment is very competitive and to survive one must attend as many as workshops as possible to stay tuned to it or to stay ahead of the competition⁴¹

2.1.9 Seminar

A seminar is a form of academic instruction, offered by a commercial or professional organization. It has function of bringing together small groups for recurring meetings, focusing each time on some particular subjects in which everyone present is requested to actively participate. This is often accomplished through a leader or instructor, or through a more formal presentation of research. Seminar is an effective way to allow Principals to explore in detail specific areas of interest to them. Seminar is a topic oriented event designed to educate and inform an audience about subject of interest. The idea is to familiarize Principals more extensively with the methodology of their chosen subject and allow them to interact with examples of the practical problems that always occur during

research work. It involves assigning readings and discussion, questions can be raised, and debate can be conducted. The goal of seminars is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the instructor or presenter prepares the concepts and techniques to presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. Emphasis is on discussion and questions from all the participants for effective interaction and enhancing staff performance in teaching methods.⁴⁰

2.1.10 Symposium

This refers to a meeting or conference for the discussion of some subjects, especially a meeting at which several speakers talk on or discuss a topic before an audience. A symposium is usually used to describe a small conference where Principal interacts on a single subject to enhance their performance in their chosen fields. The main difference between a symposium and a conference is that a symposium tends to be similar to a conference, but smaller. The definition of a symposium isn't completely clear, Simply as 'a small conference'⁴¹. However, similarly to a workshop, a symposium tends to focus on a particular issue rather than a more general theme. Generally a number of experts will come together in order to present their ideas and papers to one another. Similar to a conference in that the focus is on presentations and lectures, and less hands-on than a workshop, a symposium is typically completed in a single day. more prestigious than a conference, with an emphasis on experts presenting their work and occasionally discussing it afterwards, Finally, The difference isn't always clear, and there's usually some grey area. What's important is that you learn something while you are there, and get to listen to some of the leading experts in their fields discuss their work.

For example, a series of lectures on a single day might be called a symposium. A symposium is a bit like an academic conference involving scholars and researchers to present their findings to improve skills and their performance in teaching and learning . In symposium there is a more narrowly defined topic for each session, and speakers make presentations of their work uninterrupted with questions asked later. Also in symposium the expert in the subject or field

speaks before the audience. Participants listen to the learned speakers. Here the questions can come from the audience and group usually a large one

2.1.11 Supervision

Major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties⁴³. Teachers cannot effectively and efficiently execute the duties of teaching without themselves being properly and adequately supervised and monitored in school in order to bring out the best. A researcher stressed that Supervisors are for improving educational program which helps teachers to achieve both qualitative and quantitative instructional delivery. It is also an indispensable variable in the teaching learning process in order to achieve overall school and educational objectives⁴⁴. further stated that the elements of supervisory roles of principals are defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting the entire school progress⁴⁵. Supervision has been identified as one of the approaches to teacher effectiveness. The functions of school supervisors is to make classroom visits, checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hard-working teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time⁴⁶. A scholar agreed that internal supervision is more effective in promoting teacher instructional effectiveness in schools. The current two fold mode of supervision (internal and external supervision) tends to generate conflict in the assessment of the instructional performance of teachers. There has been inconsistent with research into the best mode of Supervision of instruction.⁴⁶ Interaction process involves the supervisor who happens to be a professional superior and a professional teacher. The behaviour of the supervisor in his relationship with the teacher is assumed to be one of the significant factors on the principal effectiveness or performance⁴⁴ , supervision is necessary in education to ensure effective learning. In the school context, supervision is the process of observation, discussion and decision-making by principals to improve teaching and learning situations for students. The primary purpose of supervision in

Nigerian schools is to improve the instructional program and there are three categories of teachers to whom supervisory assistance should be directed. They are: (a) new teachers, (who are fresh from school and so need encouragement and support in their new profession in order to achieve the stated goals). (b) Old teachers (who attempt to resist change because they have been used to certain styles of teaching, hence, they consider change as a threat). (c) Incompetent teachers (because of their shallow knowledge of subject matter, poor classroom organization, ineffective use of language, etc⁴⁴ Supervision provides a basis for an effective dissemination of concrete and constructive educational advice and ideas to ensure minimum desirable standards so as to provide equal opportunity for children. Supervision also stimulates desirable educational practices and provides a basis for action by the teachers, head teachers, inspectors and other officials.⁴⁷ Therefore, teaching effectiveness exerts strong influence on the learning process and on the outcomes of the learning which could be as a result of good supervision. A classroom supervisory practice has a direct relationship to teacher effectiveness that needs to be given attention to maximize students' learning. A researcher realized that supervising through authorization, directions and class controls usually will bring about the desired results and confirmed that instructors through supervision will perform with excellence if they have well-defined jobs are capable of doing the job, know what is expected of the instruction, tools to do the job, have the necessary skills and knowledge, and receive feedback for performing as desired⁴⁷ Supervision is designed to improve instruction at all levels of the school enterprise which helps establish communication and makes teachers hear each other. It serves as a liaison to get teachers into contact with each other who have similar problems. The quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the supervision is a means to develop the teachers' effectiveness and increase their moral. supervision assist teachers in classroom management skills and various aspects of teaching that are hard to obtain through other forms of evaluation. Moreover, it allows teachers to receive constructive feedback on their teaching techniques and methods in a bid to improve them further. In a nutshell, it is one of the most common ways of reflecting on

pedagogical practices. Supervision assist teachers evaluate their strengths and weaknesses. In any school, especially the public secondary school setting, Therefore, the effectiveness of the teachers is largely dependent on the principals' ability to supervise the teachers to clarify instructional goals and work collaboratively to improve teaching and learning. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services. Supervision and teaching effectiveness are interrelated in the sense that teachers are motivated when there adequate monitoring and supervising during teaching and learning process. The classroom observation is one of the stages of clinical supervision and the principal purpose of observation is to capture the realities of the lesson objective enough and comprehensive enough to enable supervisors and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it⁴⁷. Classroom observations serve as a tool which is employed to understand classroom realities and achieve high standards of effective teaching methodologies⁴⁸ it was confirmed that the administrator relates to the staff through team and formal structure of staff meetings. Consequently, when the management team functions well through the administrator's leadership and supervision, the school operates and students perform well in their examinations. A scholar asserted that every principal must remain intimately familiar with the technical core of teaching by reading professional literature, attending conferences, seminars, workshops and working with a professional learning network. Additionally, leaders must be willing to share what they have learned with teachers as colleagues and partners with a common goal.

2.1.12 Coordination

Human being are naturally lazy love of pleasures more than work, based on this there is need for effective coordination in secondary school³⁶. The principal is the pillar in which responsibility of objectives and goals of any secondary school rest upon to deliver. Their roles cannot be under-

estimated. if quality education is to be achieved. Therefore, principal need to set achievable standards and goals which all staff must strive to attain in the delivery of the school curriculum .principal must be well skilled in curriculum utilization, instructional materials and content delivery, in the pursuit of quality instruction students learning outcome, it is equally imperative to implement effective coordination mechanism so that the set goals can be achieved ,The principal is expected to be the driving force for effective curriculum delivery ,must device appropriate measures to ensure that all the teachers comply with the laid down rules and regulations in performing their instructional work. This is to make them committed, self-regulated and goal-orientated and develop expectation for good performance from the students.

Coordination is the process of linking the activities of the various departments of the organisation, perceived as the need arises to achieve a set objective of the organisation since individual differences may arise due to subjective interpretation of goals and roles³⁶. The work people do must be well coordinated so that the teaching and learning processes can produce the desired outcomes, coordination as the orderly arrangement of group efforts to provide unity of action in pursuit of a common purpose. The need for effective coordination in the school is predicated on the fact that the school is a system with many sub-units interacting with one another to achieve a common goal. A scholar defined a system as “a complex of elements in mutual interaction” and described the school as an open system which has an environment that inputs energy to the system, which undergoes transformation process to give desired outputs into the environment³⁶. According to a scholar every system is loosely connected with many other sub-systems or subunits. For instance, the educational system is loosely coupled by the following elements: teacher-materials, school boards, and administration-classrooms, process outcome, teacher-teacher, parent-teacher and teacher-student, and so on. The school as a system is established to train learners to achieve educational goals and values. In pursuit of this mission, it receives resource inputs in form of human, material and physical resources from the community to carry out its operations. For example, a school receives students as inputs and processed them over the period of their training through coordination of

teaching and learning activities, utilization of available resources for human capital development, adequate supervision, and coordination of instructional activities and materials on periodic basis, while in the long run, the students transformed into outputs (product value) in form of educated persons (intended outputs) to the environment in order to fulfill the expectations of the society. It is therefore imperative for the school principals to be effective in coordinating activities of the various departments and units in order to make sure that the various components work in harmony and no part of the system strays from the common purpose. Effective coordination promotes teachers' instructional performance⁴¹ opined that coordination enhances productivity when competent hands are appointed as unit heads; the goals and responsibilities are clearly defined and communicated to all members of the organization. This process reduces administrative bottlenecks, promotes inter-departmental cooperation and optimization of resources to produce the desired results in the organization. The principal being the driving force behind the school success is expected to adopt both vertical and horizontal coordination techniques in the management of the secondary school system. The vertical coordination ensures the linking together of the activities of the superiors and subordinates of the various departments, units, and sub-units at different levels while the horizontal coordination promotes the linking together of the top management members at the different departments, units and sub-units of the organization for the purpose of common actions. This process facilitates information processing, promotes innovation, increase teachers' instructional performance and produce quality learning outcome in the secondary school system. Teachers' instructional performance is manifested in their knowledge of the subject-matter, skills and competences in the teaching-learning process. This means that the real teacher must possess the qualities for effective teaching and pleasant learning within the school setting. He/she must know what to teach, how to teach, and whom to teach. The purpose is to deliver the curriculum efficiently, so as to enable learners achieve the set educational goals and standards in schools. The principals' role performance is crucial to effective and efficient learning, the teacher is expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper

monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement which require effective coordination by the principal in secondary school. The teachers' instructional performance are germane to the achievement of quality learning outcome in secondary schools.

Highlighted the areas to be coordinated by school principals as follows:

- 1) Formulating aims and goals of programme in a thoughtful manner;
- 2) regular curriculum implementation and revisions;
- 3) teaching methodology and assessment methods;
- 4) staff development;
- 5) ICT education, modern teaching aids and physical environment;
- 6) internal quality assurance;
- 7) cooperation at national and international level. This ultimately depends on the avowed commitment of principals, heads of departments, units and sub-units to effectively coordinate teaching and learning activities to optimize instructional resources and achieve success for all students in secondary schools

2.1.12 Workload

Workload has several definitions. It is defined as intensity of individuals' effort to finish a job or pressure related to completion of work-related demands in a limited time. Another definition sees workload as a high level of intense mental effort spent on controlling and supervising . It is also defined as the perception of an individual's amount of work above his/her own capacity . Furthermore, the concept of the workload of employees is defined as stress and pressure due to time limitation and amount of work. The workload generally refers to the concept of overload excessive, workload is perceived by employees as compelling, heavy and excessive⁴⁰. According to a researcher workload is defined as a multifaceted structure because of its complex nature. Workload may be classified as qualitative or quantitative, mental or physical, and objective or subjective of

these, qualitative workload is related to the difficulty of the work. Quantitative workload is related to the amount of work. Qualitative workload arises when employees are expected to perform complex and difficult tasks. Quantitative workload occurs when employees are expected to perform different tasks in a given time frame⁴¹. Some classify workload as either mental or physical. Mental workload is the workload of activities that require the use of mental skills of an individual. It also characterizes the demand of tasks on a humans limited mental resources physical workload is the energy used by the individual during the performance of a task and the amount of physical effort spent. Physical workload can also refer to short-term physical reactions of the body.

There are some factors that increase workload of Principals in Secondary Schools such as unplanned work, school funding, formal correspondence, time allocated to solve communication problems at school, prolonged and poorly managed meetings, multiplicity of documents, reports to be completed, and time spent for face-to-face or telephone interviews with stakeholders Likewise, statutory audits, legal expansion of Principals' responsibilities , some new tasks arising from education reforms, high level of community participation in schools, dealing with uncertainty and mandatory implementation of new practices through legal tasks and guidelines cause inflated workload⁴². In addition, bureaucratic work, community pressure, school-based management, and intensive use of information technologies in school management reducing the number of assistant Principals due to budgetary constraints, accountability, policies and demands of local policy makers may increase workload of Principals¹⁵ Perceived workload may be either objective or subjective. The number of employees' duties may be the same for all employees, but each may feel a different sense of work. Therefore, the concept of perceived workload may vary according to individuals' perceptions as a matter of fact, subjective workload expresses one's views about the relative difficulty or ease of one's own work, while objective workload includes evaluations about the quantity of work. The amount of work is related to the measurable aspect According to the studies related to workload, the objective or subjective perception of workload can lead to different perceptions of the difficulty of the work. The most important reason for this is expressed as the

similarity of perceived stress and the factors that make up the perceived workload. The presence of stress is also associated with the perceptions of the individual. As a result, employees perceive their work or task as subjective. Individuals who do the same work perceive it in different ways. Different factors may affect workload of employees. Uncertain expectations of manager, an extremely busy time at work, work behaviour, standards at the workplace, inadequate numbers of employees and setting unrealistic targets, pressures stressing employee and interventions in schools are among the reasons that increase workload. In addition, individuals' undermined sense of autonomy and absence of supportive cultural characteristics of organizations can lead to high perceived workload. The important factors in high perceived workload include poor time management skills, lack of social support, working too hard, unskilled workers, negative personality traits, and work-family conflicts. Moreover, unplanned business processes, use of technology, competitive environment, globalization, low autonomy in individuals' work, unhealthy organizational culture, rise in customer expectations, unclear business goals and insufficient resources in the organization increase perceived workload⁴². Workload has some negative effects. These negative effects of workload have been studied in some different organizations. Workload adversely affects the well-being of employees, leads to quitting work and absenteeism, and reduces emotional commitment to work. In addition, workload reduces in-role job performance and negatively affects employees' organizational commitment and productivity. It also increases the chances of developing some health problems, leads to emotional exhaustion and causes work-family conflict. Similarly, workload has some negative outcomes in educational organizations. For example, some Principals tend to quit due to heavy workload, do not pay enough attention to students with special needs and spend more time in administrative and managerial tasks in schools instead of instructional leadership. Moreover, workload increases burnout levels of Principals, which is a source of personal stress. Therefore, most individuals lose work-life balance due to heavy workload. Thus, many Principals are under heavy pressure due to their workload and have difficulty

in fulfilling their duties and responsibilities. Most workload literature examined the correlations between workload and different variables. These studies were designed by quantitative methods. Accordingly, the factors that make up the workload and the situational factors in the perception of the workload should be put forward. Thus, examining individuals' personal opinions about workload can show how workload changes on a personal level over time. On the other hand, schools are in an environment where workload can be perceived differently because of their organizational characteristics and structure. In addition, it is important to broaden the theoretical knowledge of how Principals perceive workload in schools. Thus, it is crucial to define types of workload in schools, understand subjective perspectives of school members and stakeholders, and expand the understanding of workload in educational organizations. Understanding subjective and objective workload will help to fill in the gap in the conceptual framework for how workload is perceived. Consequently, identifying sources of Principals' workload can contribute to improving schools⁴¹. The national literature demonstrates clearly that research on workload of Principals is limited. For example, noted that sources of the workload of Principals were bureaucratic and managerial work. Student affairs, teaching affairs, personnel affairs, interviews with parents, and activities related to official correspondence were found to be important factors in forming the workload. found that workload perception differed depending on the type of school. Principals in kindergartens perceived workload at a lower level than high school Principals did, on the other hand, found that workload was due to lack of qualified personnel, having to do a lot of work in a short period of time, unequal school funding and allocating a long time to official correspondence. Other research shows that Principals dealt with problems irrelevant to good teaching practice such as repairing damaged things in school funding, misbehaving students , problems with education policies, and general and administrative affairs³⁵. In addition, time devoted to solving communication problems in schools , frequently requested reports by senior Principals , lack of assistant Principals , financial problems, school-family IJCER , lack of management skills poor time management skills, and time devoted to matters other than education and training emerge as

Principal workload. In this respect, the national literature frequently emphasises that Principals experience an overload because of external pressures, bureaucratic and unplanned work and time allocated for solving communication problems at school. Workload has occupational groups in different organizations rather than the school organization ⁴⁰ Shaping a Vision of Academic Success for all Students although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students.

Newcomers to the education discussion might find this puzzling: Hasn't concern with the academic achievement of every student always topped principals' agendas? The short answer is, no. Historically, public school principals were seen as school managers and as recently as two decades ago, high standards were thought to be the province of the college bound. "Success" could be defined as entry-level manufacturing work for students who had followed a "general track," and low-skilled employment for dropouts. Only in the last few decades has the emphasis shifted to academic expectations for all.

The change comes in part as a response to twin realizations: Career success in a global economy depends on a strong education; for all segments of U.S. society to be able to compete fairly, the yawning gap in academic achievement between disadvantaged and advantaged students needs to narrow. In a school, that begins with a principal's spelling out "high standards and rigorous learning goals. The research literature over the last quarter consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students.⁶

An effective principal also makes sure that notion of academic success for all gets picked up by the faculty and underpins what a researcher describe as a school-wide learning improvement agenda that focuses on goals for student progress⁶⁶ One middle school teacher described what adopting the

vision meant for her. "My expectations have increased every year," she told the researchers. "I've learned that as long as you support them, there is really nothing will stand as barrier.⁷⁰ if you do not know where you are going, any road will lead you there. Creating a climate hospitable to education is the best. Effective principals ensure that their schools allow both adults and children to put learning at the centre of their daily activities. Such "a healthy school environment," a researchers call it, characteristics basics in form of safety and orderliness, and when less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction.⁶⁹

A former principal, in reflecting on his experiences, recalled a typical staff meeting years ago at an urban school where "morale never seemed to get out of the basement." Discussion was centred on "field trips, war stories about troubled students, and other management issues" rather than matters like "using student work and data to fine-tune teaching⁷¹." Almost inevitably, teacher pessimism was a significant barrier, with teachers regarding themselves as "hardworking martyrs in a hopeless cause."¹¹ To change this kind of climate - and begin to combat teacher isolation, closed doors, negativism, defeatism and teacher resistance - the most effective principals focus on building a sense of school community, with the attendant characteristics. These include respect for every member of the school community; "an upbeat, welcoming, solution-oriented, no-blame, professional environment;" and efforts to involve staff and students in a variety of activities, many of them schoolwide⁶⁸

Many principals work to engage parents and others outside the immediate school community, such as local business people. But what does it take to make sure these efforts are worth the time and toil required? While there is considerable interest in this question, the evidence on how to answer it is relatively weak. For example, the Minnesota-Toronto study found that in schools with higher achievement on math tests, teachers tended to share in leadership and believed that parents were

involved with the school. The researchers noted, however, that "the relationships here are correlational, not causal," and the finding could be at odds with another finding from the study.¹³ In short, the principal's role in engaging the external community is little understood. A broad and longstanding consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization.¹⁵ Schools are no different. Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher marks than other principals for spurring leadership in the faculty, according to the research from the universities of Minnesota and Toronto.⁵⁹ In fact if test scores are any indication, the more willing principals are to spread leadership around, the better for the students. One of the most striking findings of the universities of Minnesota and Toronto report is that effective leadership from all sources - principals, influential teachers, staff teams and others - is associated with better student performance on math and reading tests.

The relationship is strong albeit indirect: Good leadership, the study suggests, improves both teacher motivation and work settings. This, in turn, can fortify classroom instruction. "Compared with lower-achieving schools, higher-achieving schools provided all stakeholders with greater influence on decisions," the researchers write.⁷⁵ Why the better result? Perhaps this is a case of two heads - or more - being better than one: "The higher performance of these schools might be explained as a consequence of the greater access they have to collective knowledge and wisdom embedded within their communities," the study concludes.⁸² Principals may be relieved to find out, moreover, that their authority does not wane as others' waxes. Clearly, school leadership is not a zero-sum game. "Principals and district leaders have the most influence on decisions in all schools; however, they do not lose influence as others gain influence," the authors write.¹⁹ Indeed, although "higher-performing schools awarded greater influence to most stakeholders...little changed in these schools' overall hierarchical structure."⁵⁶ University of Washington research on leadership in urban school systems emphasizes the need for a leadership team (led by the principal and including

assistant principals and teacher leaders) and shared responsibility for student progress, a responsibility "reflected in a set of agreements as well as unspoken norms among school staff."⁵⁷

Effective principals studied by the University of Washington urged teachers to work with one another and with the administration on a variety of activities, including "developing and aligning curriculum, instructional practices, and assessments; problem solving; and participating in peer observations."²² These leaders also looked for ways to encourage collaboration, paying special attention to how school time was allocated. They might replace some administrative meeting time with teacher planning time, for example.⁴⁸ The importance of collaboration gets backing from the Minnesota-Toronto researchers, too. They found that principals rated highly for the strength of their actions to improve instruction were also more apt to encourage the staff to work collaboratively.⁴⁹ More specifically, the study suggests that principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction. This is important because the research found a link between professional community and higher student scores on standardized math tests.²⁵ In short, the researchers say, "When principals and teachers share leadership, teachers' working relationships with one another are stronger and student achievement is higher."²⁶ What does "professional community" look like? Its components include things like consistent and well-defined learning expectations for children, frequent conversations among teachers about pedagogy, and an atmosphere in which it's common for teachers to visit one another's classrooms to observe and critique instruction.

Most principals would welcome hearing what one urban school administrator had to say about how team-based school transformation works at its best: "like a well-oiled machine," with results that could be seen in "student behaviour, student conduct, and student achievement."⁴⁹ Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. Effective principals also encourage continual

professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone.³⁰ In practice this all means that leaders must become intimately familiar with the "technical core" of schooling - what is required to improve the quality of teaching and learning

2.2 Theoretical Review

2.2.1 Systems Theory

Systems theory is product of the efforts of many researchers to create an intermediate field of coexistence of all sciences. If not for anything else, because of the magnitude that the use of systemic thinking and systemic approach has taken, it has become undisputed among the theories. Systems theory not only provides a glossary of terms with which researchers from different fields can be understood, but provides a framework for the presentation and interpretation of phenomena and realities. a systematic approach to leadership, as an attempt to dredge leadership effectiveness and systems theory literature to find the meeting point. Systems approach is not an approach to leadership in terms of a manner of leader's work, but it's the leader's determination to factorize in his leadership the external environment and relationships with and among elements. Leader without followers is unable to exercise his leadership and to ensure their conviction he should provide a system, a structure, a purpose, despite the alternative chaos. System approach in management is based on general systems theory. System approach is in harmony with the management theory; moreover it is indispensable for an author in the field of management to disregard the system thinking. Likewise, systems approach is discussed in leadership studies. A report sees management and leadership as complementary systems of action. The difference is that management is about coping with complexity; leadership is about coping with change. Systems approach helps the leader manager to translate his awareness of the complexity of the organization and intensity of its interaction with the environment into a guide for successful leadership in terms of permanent

requirements for change versus resistance to them and trying to influence the environment which exercises influence on the organization itself. Systems approach is a way to deal with organizational and environmental complexity within and outside organizations. The systems approach tends to view the corporation in information flow terms and the leader in technical, procedural terms. A pragmatic definition of the system used in the field of management, states that the system is an organized collection of people, machines and material required to achieve a specific goal and tied together by communication links. Business organization is a system of interrelated parts that work in conjunction with each other in order to accomplish a number of goals, such as those of the organization as well as those of individual participants. One of the reasons why systems approach "dwells" better onto management other than leadership is hierarchy. The position of a leader in the formal hierarchy is seen as a context element since it serves as a structural source of power and influence⁴¹. Leadership does not necessarily take place within the hierarchical structure of the organization. Hierarchy is at the foundation of systems theory. Systems theory regards the concept of hierarchy as a universal principle existing in inorganic nature, in organic and social life and in cosmos. Although leadership is not necessarily linked with the formal hierarchy of the organization, as a relationship it represents a hierarchy. Leadership itself connotes hierarchy between the leader and the led, a differential of authority. Business one which is developed as a system of systems and that can focus attention at the proper points in the organization for rational decision making, both from the standpoint of the individual and the organization

2.2.2 Theory of Development.

There are some theories that are relevant when discussing development programme. They are referred to as the theory of development. This theory says that development is concerned with preparing the employee so that they can move with the organization as it develops changes and grows. This means that development is a long term and more embracing programme embarked on to meet anticipated change and needs of the organization as a whole. It further explains that development is more forward looking and relates to future than training which is basically to take

care of present needs and requirements of an organization. The theory explains development as a method or process designed to increase the quantity and quality of present and future management personnel through training it is basically concerned with the preparing of managerial employees so that they can move the organization as it develops, change and grow. This is done so that they can acquire' new skills, new techniques and methods, new technologies and new viewpoints. This is a way to maintain growth and development for the entire organization, Concept of Manpower Planning, Training and Development Manpower planning, training and development are centred to all organization especially with the present economic conditions and the resultant government policies that are designed to check the economic drift. For any organization to survive in this situation, the need to train and develop available staff to handle the affairs of the organization cannot be over emphasized⁴⁸. Manpower planning also known as Human Resource Planning which is a step by step procedure designed to ensure that the personnel needs of the organization will be constantly and appropriately met, it is usually included in the overall planning and need to be seen in isolation but in the context of the growth of the organization.

2.2.3 Theory of Reinforcement

The most used theory by administrator and human resource personnel is theory of Reinforcement with emphasizes on the learning behaviour of a person and suggests that the learner will repeat that behaviour which is attached with a positive outcome or result. Skinner an economist of behaviourist school of thought proposed the theory of reinforcement and suggested that the training should be aligned with the organizational objectives and a positive outcome should be expected with such training. Further elaborating this concept suggested in reinforcement theory that it can be argued that there are several techniques available in human resource practices which can be associated with development programmes and the required suggestion by this theory can be fulfilled. Different types of rewards in the form of bonuses, salary raises, promotion and awarding of certificate after the training program can be associated with the training and development activities and these rewards will definitely generate a positive outcome. If this is done by an organization then

according to the Skinner's theory of reinforcement the trainer i.e. the employee will show more interest in the training and development programmes held by the organization.

2.3 Empirical Review

2.3.1 Factors influence Principals' Roles Performance

Leadership is the ability to influence the behaviour of others to achieve common goals. Strictly speaking, leadership is the process of the influence of one person on others to achieve common goals. There are various leadership styles that existed, the characteristics of the traditional leadership style in organizations is more on leaders who tend setting all goals, make decisions, and lead troops and reflect an approach with a pattern of control over others. But, the demands that arise in an organization now and in the future shows that leaders need to learn to think about controlling with others through efforts to build relationships based on shared vision and form situations and conditions that support its achievement. Leaders are required to be able to help people see the whole system, encourage the work of their staff, spearhead change, and expand the capacity of people to shape the future the most important functions of a leader in an organization is to create shared visions, as a picture of an ideal future for the organization. The vision includes how the form of the organization, the results, achievements achieved, and the underlying values. Vision can be created by leaders or by staff, but its goals must be widely understood and embedded in everyone's mind. Visionary leadership is a leader who always has a plan, is fully oriented towards results, adopts new visions that are challenging, needed and can be reached, communicating vision and influencing others⁵³. Vision is a future that is realistic, trustworthy, and interesting to where the goals of the organization will be taken, a better future than the present conditions. One of the leaders' criteria is the Principal in charge of managing his or her educational institution. The success of the school's implementation of education is highly dependent on the ability of the Principal to mobilize his subordinates (academic and administrative vice Principals) to achieve their goals. That ability is strongly influenced by the competence of the Principal, the vision of the future, the courage to take risks, act as a change agent, and more. Without these aspects the desire of the uninitiated Principal

would be passive, monotonous, creative poor, and ultimately lead to stagnant and unsatisfactory results. The Principal leadership style and behaviour not only depend on the ownership of competencies and vision but also influenced by a number of factors, including leadership training that has been obtained by the Principal, work experience (including organizing), and work performance as a teacher. These three factors are thought to have a significant influence on Principals in realizing visionary, active, creative leadership behaviour, acting as agents of change, having ability to take risks for improvement, and so on.⁸⁶

There are various opinions expressed by management experts regarding the meaning of training. Implicitly, this leadership training can be interpreted as an effort to form and develop, own and improve one's leadership abilities. Leadership ability is one important key so that a leader will be able to conduct a good management, will be able to provide proper direction to move all his subordinates to achieve certain goals and to develop the organization. Besides, the acquisition of leadership training is also an important element that needs to be owned by a school Principal. Through this kind of training, a school Principal can obtain a variety of leadership styles, theoretical and practical abilities, so that will be capable to carry out his duties. Training related to the theoretical aspects consists of about how to handle changing management, crisis management, effective collaborative leadership, effective communication, managing teamwork, decision making and problem solving, and others, as well as practical and related to mental abilities, self-motivation, emotional intelligence, and so on. Training has an influence on the leadership of Principals, and then has an influence on teacher competencies. In this paper also stated the alleged influence of the relationship between the training received by the Principal and his/her leadership⁵⁴.

2.3.2 Work Experience

Another factor thought to have an influence on the Principal leadership is work experience. Simply, work experience can be interpreted as the length of time someone worked, both in the number of years of work and types of work Johnson argues that experience raises a person's potential because of the formation of knowledge or skills about methods, techniques, and ways of carrying out a job.

In principle, work experience is an understanding of something that is lived, and appreciation that makes an experienced and skilled work. With the experience gained someone will be skilled and able to carry out their work duties. Learning outcomes from work experience will make the person work more effectively and efficiently. In the context of the Principal, work experience is thought to influence the level of mastery of knowledge and skills in carrying out his work. Work experience will cast doubt, because a job has been carried out or already knows where the direction and purpose will be obtained. The Principal is often considered a unique status, so it cannot be handled by just anyone. The assumption of a School Principal is not enough just based on knowledge and ability regarding organizational management, but must be able to recognize, understand, and live the basic tasks of his subordinates, especially Principal. Therefore a school Principal is often required to be from a teacher or has been a teacher⁵⁵. In the Indonesian context, for example, the recruitment of Principals is affirmed in the Minister of National Education regulation No. 13 of 2007 who must meet the minimum academic qualifications of Bachelor's Degree (S-1) and have four competencies (personality, managerial, entrepreneurship, and supervision) and already have an educator certificate. The latter is obtained by the teacher through the competency test conducted by the government. Recruitment of school Principals is carried out by giving priority to Principal who are considered to have good academic and non-academic achievements. The basic assumption for appointing the Principal is to be implemented selectively so that a leader who is able to bring changes and improvements in the process and results of education can be obtained. The above description implicitly shows that there are at least 4 (four) requirements that accompany the recruitment of Principals, namely: minimum educational background of bachelor, passing teacher competency test and having an education certificate, having achievement (academic or non-academic), and being able to produce learning achievement students are classified as good. These four aspects are the indicators underlying the promotion of school Principal recruitment.

Quality learning processes and outcomes can be achieved if supported by qualified, competent, and professional Principal. The experience of many schools shows that qualified, competent, and

professional Principals have only been produced by the Principal leadership style in managing their educational institutions. Principals with a passive leadership style, lacking vision and goals, stuck in routine work, monotonous, less concerned about subordinate careers, less motivating, and so on, will certainly affect the performance of subordinates who are low and not oriented towards achievement. Conversely, a leadership style that is more visionary, progress-oriented, caring and motivates subordinates, rewards achievements, and so on, tends to encourage subordinates to work better to support the achievement of shared goals. There is a positive relationship between leadership and teacher work performance and motivation. Showed a positive influence between the Principal leadership and the teacher's performance. The explicit leadership of the school head affects the quality of learning in the school.

Principal leadership is also thought to be a determinant of the conduciveness of student learning processes and outcomes. Competent and professional headmaster's leadership will produce systematic and directed education management which will ultimately achieve good results in all aspects, especially student learning outcomes. Various studies reinforce the statement that there is a significant influence between the Principal leadership on the achievement of educational outcomes in schools. A positive influence between the Principal leadership role on teacher performance, then affecting student learning outcomes school Principals have a role in improving the quality of education. School Principals are one of the key and important factors in creating effective schools⁵⁵. Globalisation, life characterized by a situation of intense competition between nations in the struggle for limited resources, the role of education is getting heavier. Only a nation that has high quality and competitive human resources can utilize it to improve the welfare of life. Implicit implementation of education in schools is also demanded to be able to develop competent, creative, critical thinking, collaborative, communication, and problems solving student outputs. The implicit role of school Principals in managing their educational institutions is even more severe, especially in directing and moving their Principal to achieve student output that is aligned with the needs of globalization.⁴³

2.3.3 Development Programmes and Principals' Roles Performance

As it is said in the profession of law that “nemo dat quot non habet” i.e. “what you don’t have you can’t give”. If organization deems fit to achieve its set objectives, then development programmes must be taken seriously. The work environment is volatile, as things are fast changing in the present day world. Technology is fast growing and changing. Secretaries in offices who are trained with manual typewriter must try to acquaint themselves with the use of computer because typewriter cannot stand the test of time. The origin of manpower training in Nigeria public sector could be traced back to the Wolle’s Commission of 1967 inaugurated to investigate the training need of the Federal Civil Service. The Commission was chaired by Professor C. P. Wolle, a consultant for the Institute of Administration at the then University of Ife, now Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria. Meanwhile, the report of the study was submitted in May 1968 under the heading Training Needs of the Federal Civil Service. The Federal Government gave vent to the report in April 1969 by coming out with a White paper on the report titled Statement of Federal Government policy on staff Training and Development in the Federal Public Service with the following key components; first, the appointment of Department of Training Officers with responsibility for assessing staff development needs, preparing and implementing programmes to meet these needs. Second, the restructuring of Federal Ministry of Establishments to ensure that greater priority is given to manpower training. Third, the establishment of standing committee on training. Fourth, the encouragement of large departments or ministries to establish a training and development unit commensurate with the size and function of the ministry, and lastly, the formation of Administrative Staff College of Nigeria in addition, Adebo Commission of 1970 was set up to systematically examine several important issues in the public sector among which are: salaries and wages in the statutory public corporations and state-owned companies, establishment of a public service review commission, review of structure and functions of the public service commission simply to enhance the disorders in service delivery and to make adequate arrangement for staff training. In 1971, there was establishment of Industrial Training Fund (ITF) to promote and

encourage the acquisition of skills in industry with the view to providing indigenous trained manpower sufficient to meet the needs of various sectors of the national economy. In further attempt to improve productivity and efficiency among civil servants in Nigeria, the Udoji Commission of 1972 was instituted to restructure and tackle the inherent problems associated with manpower training and development among government officials and equally created formidable structure for effective management of the public sector, along with suitable methods of recruiting employees with good conditions of service. In 1973/1974, the Udoji Public Service Review Commission (PSRC) after due consultation noted deficiencies in training programmes throughout the public service and thereafter emphasized strongly on manpower training and development and thus recommended the reactivation of the standing committee on staff training; as well Training and Manpower Productivity in Public Sector 33 as the reactivation of the Administrative Staff College of Nigeria (ASCON) to provide diverse training facilities for senior manpower in Nigeria while the Centre for Management Development (CMD) was equally established for the development of managerial manpower and a broad range of skills to enhancing the quality of management for the attainment of national economic goals. In further attempt by Federal Government to give civil servants the needed training in management and administration, actualizing strategies on manpower training and retraining of the government workers, improved performance and productivity in the public service necessitated another commission. Thus, the Dotun Phillips commission of 1985 was established and provided a lot of contributions to the report of the Presidential Task Force on the reorganization of the public service, which climaxed into the public service reforms of 1988. Some of the recommendations of Dotun Phillips commission in 1985 were that every ministry or division must set aside ten percent of its personnel cost to the training of all classes of workforce yearly. Also, the career advancement of federal government employees through organized training should be viewed as a right for every government worker and the obligation of the federal government. Equally, the deployment and utilization of employees should be based on the relevance of training on the assigned duties so as to assist the employees to derive optimum benefits from acquired skills

and abilities while courses selection for trainees should be based on a cautious appraisal of the training needs of the individual and his organization. Newly recruited senior officers in the public service should be viewed as trainees and should undergo training for six months before they are posted to respective places of assignments. To guarantee the achievement of this, Ministerial Training Committee system was introduced in every ministry as a major aspect of the implementation procedure. During this period, precisely in 1986, the National Centre for Economic Management and Administration (NCEMA) was established to provide training for economic planners, budget officers and policy advisers for technical and managerial skills in planning and budgeting in the country. In 1991, the National Manpower Board (NMB) was established for periodic appraisal of manpower requirements in all occupation, and organization of training for employees in both public and private sector. In a follow up attempt, Allison Ayida panel in 1995 was inaugurated to review the disagreements among top Civil Servants concerning the politicization of the post of Permanent Secretaries. The panel was saddled with the responsibilities to survey and redefine the objectives of the civil service as to the implementation of government agencies, and make suitable recommendations on modalities for improving commitment, performance, and efficiency in the civil service. In a further bid to sustain accountability and efficiency in the public service, former president Olusegun Obasanjo, shortly after assumption of power in 1999 established the Adegoke Adegoroye panel with a Training and Manpower Productivity in Public Sector 34 major objective of restructuring the civil service and established a rule of conduct with regards to workforce, minimize payroll fraud, remove ghost workers and redundant positions, increase the standard of service delivery and improve the pay package that would motivate experienced staff to remain committed to service. During this period and precisely in 2004, the National Productivity Centre (NPC) came into being as a research-oriented parastatal to stimulate productivity consciousness and promote socio-economic growth and development in Nigeria. This effort persisted till President Umaru Musa Yar'dua inaugurated Steve Oronsaye Committee to review the public service with utmost intention of repositioning and restructuring the federal agencies,

parastatals and commissions for efficiency and high productivity. The Oronsaye committee had its focus on removing duplication of offices and making suitable recommendations to restructure, merge or scrap them completely. Meanwhile, the commission presented its reports on 16th April, 2012 with key references on the eradication of some ministries, and merging of some agencies and ministries into departments of related agencies. These recommendations led to the formation of regulation on employee mobility to ascertain that the appropriate employees are recruited and placed at the right offices in order to motivate other workers to perform effectively towards achieving the desired objectives¹. In addition to the above, the former president Goodluck Jonathan gave approval of numerous federal and state-owned tertiary institutions across Nigeria to cushion the negative effect of inadequate training and low manpower productivity in the country. Thus, redesigning and presenting new curriculum to incorporate training and productivity-oriented courses by institutions in order to enhance productivity and efficiency. In a bid to sustain this effort, the current administration of President Muhamadu Buhari on 6th of December, 2017 gave approval of additional six private universities to already existing 164 universities, 139 Polytechnics, Monotechnics and specialized institutions, 36 colleges of agriculture, 36 colleges of health technology and many more in Nigeria simply to enhance manpower training and productivity.

Secondary education not only occupies an important place in the Nigeria education system, it also serves as the link between the primary and tertiary levels. The Federal Republic of Nigeria (2004) defines secondary education as the education every child receives after primary education and before the tertiary stage. The Junior Secondary School (J.S.S.) has also become an integral part of the Universal Basic Education (UBE) Programme of the federal government. The broad goals of secondary education shall be to prepare the individual for¹:

a. Useful living within the society

1.Higher education. In specific terms, secondary education shall:

2.Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background

- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades
- d. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage
- e. Inspire students with a desire for self-improvement and achievement of excellence
- f. Foster national unity with an emphasis on the common ties that unite us in our diversity
- g. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens
- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development . At the head of every secondary school in Nigeria is the Principal, who is regarded as the Chief Executive and responsible for all that happens in the school, As the Chief Executive, the Principal assigns duties to those who could perform the duties, though all responsibilities still reside in him/her as the accounting officer. However, the Principal is seen as a manager, administrator, an exemplary leader, counsellor, a public officer, a nurse and even a messenger.

The functions of the Principal as follows:

1. Providing leadership for curriculum development
2. Providing leadership for instruction improvement
3. Creating an environment conducive for the realization of human potentials
4. Influencing the behaviour of staff members
5. Supervising instructional activities in the school system

Functions of the Principal to include the following:

1. Manage and deploy school resources efficiently;
2. Allocate school accommodation appropriately;
3. Ensure satisfactory standards of maintenance and cleanliness of school facilities;
4. Organize staff development in school;
5. Guide curriculum implementation and change;
6. Manage the developmental appraisal system, whole school evaluation and new integrated quality management system;
7. Create a professional ethos within the school by involving staff members in decision making, and
8. Manage restructuring and redeployment of Principal⁷⁴

In carrying out these functions, Principals are to demonstrate his/her ability to lead through: professional knowledge; organizational and administrative competence; ability to work out a good school policy and put it into effect; skill in the delegation of authority; ability to understand the professional problems of Principal, and give professional guidance; and ability to establish good working relationships with staff and the skills and capacities, which a Principal is expected are: enhanced skills and capacities Generally, various aspects of strategic leadership - people, school, educational. Generally, various aspects of management - facilities, budgeting, staffing, accountability. Leading, visioning, cultural change. Knowledge of state, national and international educational developments. Knowledge of wider organizational and development issues beyond education section. Capacity to make, manage and lead through uncertainty. Interpersonal, people skills - communication, collaboration, consultation, negotiation, persuasion, conflict management. Capacity to empower and delegate effectively, leading to multiple leadership roles. Capacity to manage time effectively, identify and act on priorities. Capacity to operate in a culture of higher pressure and greater job demands. Capacity to identify skill deficiencies. Aside the functions outlined above, studies have also been conducted on how Principals have been performing these roles, In Kenya, Principals viewed school fees and money matters as their major concerns Other

challenges facing the Principals include the incidence of sexual and physical abuse of girl students by Principal, in Nigeria, Principals ranked the responsibilities they performed in the following order: staff and students management, liaison officer, coordinating and financial management. The country has continually been using teaching experience as the major yardstick for appointing Principals. The headship of secondary schools in Nigeria is usually a product of the teaching force. Principal, who have spent a minimum of ten years in service, are usually appointed as Principals and vice Principals of secondary schools. Sometimes two vice Principals, one for administration and the other for academic are appointed for bigger schools. Thus years of experience remain the major yardstick for appointment into the position of Principals. Up till now, the secondary school system does not take administrative qualification and criteria into consideration for appointment into leadership positions in schools. Over the years, heads of secondary schools in Nigeria have been accused of various lapses and offences. They are said to be inefficient and accused of failing to provide direction and adequate leadership for their schools. The falling standard of education in the schools has also been attributed to the inefficiency of the Principals. All these inefficiencies, lapses and ineptitude on the part of secondary school Principals in Nigeria are often attributed to their lack of professional training, as they do not possess the necessary managerial qualifications and skills needed to administer the schools. However, promotion and seniority have failed to provide the prerequisite necessary for eligibility into managerial positions. performance is used to predict future performance on a job that is substantially different from the one the individual is leaving. The Nigerian Civil Service, including the educational system relies mostly on years of experience and promotion to elevate people from one cadre to the other, especially from the classroom to the managerial level. The danger here is in promoting an individual from a position of competence to a position of incompetence. There had been cases of individuals who performed well enough in lower positions, but who later occupied positions too difficult for their competencies. further reported that in the Nigerian school system, individuals who have been competent Principal or heads of departments often get promoted to the post of the Vice Principal. In this position, they relate well

with Principal, students and parents and were intellectually competent. Sometimes, they gained further promotions to the rank of school Principal. Usually, these people had never had to deal with officials of State School Board or Ministry of Education; nor had to handle so many students by themselves. Several of them are soon regarded as incompetent Principals since it was apparent that they lacked the required skills to work with such high officials and deal with the student body as well as the resulting administrative problems. Thus, since it has been observed that experience alone cannot provide the necessary yardstick for the appointment of Principals, it is necessary to search for more corrective theory. The contingency theory of leadership appears to be quite relevant in the search for effectiveness in organizations. The theory proposes the adoption of training programmes that prepare leaders to function effectively in specific organizational situations. This approach throws more light on how administrators in the Nigerian school system could be trained to perform effectively. The premise of the contingency idea is that performance is contingent upon a proper match between the individual's competencies, skills and talents and the job.

Principal Training and Preparation in Other Countries: Implications for Nigerian Educational System

In early 1980s, the government of Hong Kong began to consider the need for professional preparation for the potential Principals of schools and required all senior Principal to undergo training in management and related issues before they were appointed as Deputy Principals. By March 1991, the government launched a School Management Initiative (SMI) in all Hong Kong schools. The concern was to provide a framework for school -based management and effective schools. This was because it was realized that many Principals are insufficiently experienced and inadequately trained for their task. It was also discovered that because proper management structures and processes are lacking, some Principals are insufficiently accountable for their actions and see their post as an opportunity to become "little emperors with dictatorial powers in the school" In the late 1999, the Education Department of Hong Kong further proposed that all Principals and potential Principals must undertake a needs assessment, an attitudinal and paradigm change and attend core modules including learning and teaching; Professional Training of Secondary School Principals development;

financial management; strategic management, and for newly appointed Principals, school administration. After a lot of several objections and modifications, the Education Department restructured the plans. Today, in Hong Kong, it is now established that not only newly appointed Principals need training, the serving Principals (after three years of service) are required to attend training courses, all potential Principals need to attend training programmes in school administration and must obtain a certificate issued by the Education Department before they are appointed as school heads. The implication of this is that Principals are now professionally trained and thus be able to administer their schools efficiently. In Singapore, between 1965 and 1975, school Principals duties consisted largely of supervising routine tasks that were mainly non-professional and often clerical in nature. From the mid-seventies, there was greater openness and more public discussion of education policies between schools, the ministry and the public. As the Ministry of Education worked towards school improvement efforts in the eighties, Principals were gradually given more autonomy to decide on internal operations of their schools. They were accountable for ensuring the well being of their students and staff, and improving the annual academic results of their students cohorts. By the late 1980s, the job demands on Principals had changed drastically. Principals were no longer to function as passive managers but as "Chief Executive Officers" responsible for designing the future of their schools. They were increasingly expected to respond to the growing dynamism and unpredictability of the external school environment and steer their schools forward as innovative leaders. In 1985, the Ministry of Education therefore began to provide for the formal training and preparation of school leaders by requiring potential Principals to attend a leadership-training course, the Diploma in Educational Administration, designed and conducted by the Institute of Education. By that time, the selection of candidates for school leadership became a matter of great importance to the Ministry of Education. This led to a change in the process by which prospective Principals were identified and groomed. Generally, in Singapore, the system of identification and promotion for school headship is complex and influenced by the interplay of several factors besides the educational qualification and job

performance of eligible education officers. There are a number of paths that Principal aspiring to become Principals can take to advance their careers beyond the classrooms. The usual pattern for accession to Principal ship is one where education officers begin their careers as classroom Principal. They must demonstrate their effectiveness as Principal first and be identified by their Principals for leadership responsibilities at the school level in committees or as heads of department in their school organization. If they prove themselves to have leadership qualities, this could lead to their appointment as Vice Principals. At this stage of their teaching career, they could expect to be nominated by their Principal to attend a formal training programme designed for prospective Principals and conducted by the National Institute of Education, Singapore. Such a recommendation would have to be endorsed by the Ministry of Education. This ministry applies other selection criteria to determine the suitability of candidates for Principal ship In the United Kingdom, former Prime Minister Tony Blair in 1998 announced the setting up of the National College for school leadership (NCSL). Basically, the corporate goals of this college are:

Ttransform children's achievement and wellbeing through excellent school leadership; develop leadership within and beyond the school; identify and grow tomorrow's leaders and create a fit for purpose National College. Essentially, the NCSL since its establishment has been organizing various courses for potential administrators in the educational sector. For example, the Associate Head teacher Programme aims at encouraging deputy head Principal to step up into headship in schools in challenging contexts, through a combination of hands- on experience, national development days and external support. From all indications, various countries have been making efforts at giving professional training to Principal who wish to make a career in school headship. Outcomes from the reviewed countries indicate that years of experience and seniority no longer account for all that is needed to appoint people into administrative responsibilities. Unfortunately, experience in many African countries, shows that the mechanisms for recruiting teachers to become Principals is unsystematic and have not been based on professional criteria It therefore called for the establishment of a national or regional institution that specializes in advanced degrees or

certification on educational leadership to address the problem. Nigeria: The Way Forward From all indications, the professional training of school administrators, particularly Principals of secondary schools has not been given any serious attention in Nigeria's educational policies. This is because of the general belief that experienced Principal can be promoted to the rank of Principals of secondary schools. As a matter of fact, Principal who have spent a minimum of ten years of teaching experience are usually promoted as Principals and vice Principals. The Federal Republic of Nigeria (2004) says, "all Principal in educational institutions shall be professionally trained., the government is paying attention only to the training of Principal. No mention has been made of the training of heads of schools. The popular assumption is that those who would be Principals and School heads should rise to the position from among the products of teacher education. Indeed, length of teaching experience is the major yardstick in the appointment of Principals of schools³⁰. What the policy makers fail to realize, perhaps is that teaching and school administration are not necessarily the same thing. School administration is an art, and, like all other arts, has its intricacies, which must be learnt and mastered by anyone who wants to make a success of the system. The above situation about Nigeria further confirms the observations that despite the enormous expectations of school Principals, many are poorly prepared for the task. African countries as concluding that only three of them had comprehensive training programmes in educational planning, administration and management. Even where training programmes are provided, they are sometimes criticized for being unsystematic and inadequate in content and coverage, the more profound problem in the preparation of Principals is that even if they have strategic planning skills, they often lack a firm understanding of the education system. They do not know what inputs and processes can reasonably be expected to contribute to increased student learning. Lacking this, Principals are left to react to daily events and ongoing political pressures. Consequently, in many African countries, the mechanism for recruiting Principal to become Principals is unsystematic and not necessarily based on professional criteria. With the continuous increase in enrolment in secondary education in Nigeria, especially with the division of schools into junior and senior

secondary, which has impacted on increased enrolment, it is pertinent that those who would head the schools must be formally trained. The problem of administering the schools is now becoming more complex than it used to be. Students and parents are now becoming more aware of their rights and obligations within the educational system. The entire society's structure has changed tremendously and this has also entered the system of the educational setting. To that extent, it is a wrong assumption to think that any educated person can head the school. Consequently, the days of amateur Principals are gone. For a variety of reasons, secondary schools are increasing in size and their organization is getting more complex. It is therefore, necessary to have Principals who have some management skills. The managerial function of the secondary school Principal is becoming more important. Management by objective and a conscious style of management are essential in any school. As a matter of fact, the changed conditions in secondary schools require Principals to be trained and equipped with necessary skills in school administration, so as to be able to make scientific and detailed decisions. It is in this regard that Hughes warned that: it is no longer possible to believe that practical experience alone constitutes valid management training. Too many costly mistakes can occur while experience is being acquired, and, in any case, the quality of experience can vary widely. Similarly, the American Association of School Administrators contended that school administrators need to develop skills in the following areas: designing, implementing and evaluating school climate; building support for schools; developing school curriculum; instructional management; staff evaluation; staff development; allocating resources; as well as educational research, evaluation and planning. In addition, the Association states that administrators must possess a thorough understanding of the learning process, as well as the ability to communicate and cooperate with people of diverse cultures, positions and perspectives within the school and the community. The time has therefore come for meaningful management training programmes for Principals of Nigeria's secondary schools. The Federal Military Government of Nigeria, in 1992, established the National Institute for Educational Planning and Administration (NIEPA) in Ondo, Ondo state. The aim is to give professional training to all those who are involved and want to make

a career in educational planning and administration. Invariably, the Institute is expected to train head Principal of primary schools, Principals of secondary schools, heads of tertiary institutions, inspectors, local education officers, etc. But a look at the 2008 programme of the Institute shows that it only organizes two and three day's workshops and seminars for Principals and other educational leaders. This is not just sufficient. There is the need for NIEPA to develop training modules and organize resident long-term training programmes and courses for aspiring secondary school Principals. This is the practice in Hong Kong, Singapore and United Kingdom. In fact, possession of certificates issued at the end of such training programmes, should be one of the yardsticks for appointing Principals of secondary schools in Nigeria. Manpower planning involves forecasting staffing needs and determining the steps needed to fulfill those needs. Its basic function is to ensure that the right numbers of employees with the right level of skills are in the right job, at the right time and performing the right activities in order to achieve the organizations goals and objectives. manpower planning is a strategy for the acquisition, utilization, improvement and retention of an enterprise's human resources. the organization as a whole which should be related to corporate objectives and to an organization structure capable of achieving those objectives. manpower planning is the activity of management which is aimed at coordinating the requirements for and the availability of different type of employee. Here, manpower planning ensures that an organization has enough of the right kind of labour as at when needed and for the organization to also be able to adjust what they have to what they need. Training and development may probably mean the same thing to a lot of people because they both lead to the improvement of an individual productivity in an organization but there are some significant differences. Training means to educate someone normally, mainly by instruction, drill, and discipline. It is regarded as applying Principally to the improvement of skills and hence to learning how to perform specific tasks. In contrast, development emphasizes an unfolding process of bringing to an advanced state; significant consequence of continuous growth, progress and innovativeness. the view that an organization may have employees with the ability and determination, with appropriate equipment and managerial

support yet productivity could still fail below expected standards. This missing link is often caused by lack of acquisition and by extension, utilization of adequate skills and knowledge as well as positive work attitude by employees which are normally acquired through training and development. For an organization to survive and achieve a reasonable return on investment (ROI), the need to train and develop available staff to handle the operations of the organization is essential. Every organization must have a system which informs its employees about the job requirement, develop knowledge and skill to perform the job efficiently, and this system is built through the mechanism of manpower training and development., training can solve a variety of manpower problems which militate against optimal productivity and performance which include needs to increase productivity and efficiency, improve the quality and quantity of work, boost employees' morale and organizational climate, implement new or changed policies or regulations, ensure the survival and growth of the organization, develop new skills, knowledge, understanding as well as attitudes, provide for succession plan and ensure continuity of leadership, prevent skill obsolescence and cope with the new technological advancement as well as use correctly new tools, machines, processes, methods or modifications thereof and reduction of waste, accidents, turnover, lateness, absenteeism, and other overhead costs among others.

4. Management Training and Development Methods

There are different and diversified methods of training but the method to be chosen by the organization should be based on the objectives to be achieved from the training programme. It is advisable that different methods should be considered. claimed that there are different methods through which employees can be trained and these include induction and orientation, on the job training, vestibule training, apprentice training, demonstration, integrated training, special courses and off the job training. According to him, induction and orientation is used to complement and complete the selection and placement process. On the job training is where KIU Journal of Social Sciences 205 trainees are acquiring job skills while performing normal duties. Vestibule training involves setting aside a special place where training go on without interfering with normal production. Apprentice training on the other hand, is meant to satisfy the aspirations of new employees who expects to

become all round craftsman. Demonstration involves describing, displaying, and teaching through the use of examples. Integrated training enables trainees to perform job task while receiving formal education. Special courses involves employees attending organized courses and participating effectively while off the job training is provided in an area away from the work place and using a properly defined syllabus. He further claimed that some of the factors that influence the establishment of training functions are the size of the firm; the company's objectives and policies, accelerated rate of change in the technology and the nature of the market. He concluded that training must not be taken for its own sake but must be geared to the objectives to the particular organization. This is important because organizations differ in culture and in order to work out a training programme, the training needs for each organization have to be assessed.

Objectives and Benefits of Training is of the opinion that the objectives of training are to provide the skills, knowledge and aptitudes necessary to undertake required job, and efficiently develop the workers so that if they have the potentials, they would make progress, increase efficiency by reducing spoiled work, misusing of machines and lessening physical risks. submitted that training and development aimed at developing competences such as technical know-how to lead others, the need to perform one's job efficiently and the desire to meet organizational objectives of higher productivity and profitability. The main objective of setting up a company is to make profit and to achieve this organizational goal, adequate manpower and development programmes should be put in place to enhance workers' performance. training as an organized procedure by which people learn knowledge or skills for a defined purpose and which is a process for equipping the employees, particularly non-managerial employees with specific skills to enable them improve on performance and overall efficiency. opined that training is a planned process attempting to effect predetermined behavioural changes in individuals and groups. Changes according to him may occur in areas of knowledge, skills and attitude. postulated that training and development is not exclusively reserved for newly recruited staff but also it is a necessity for the older employees. Therefore, for the purpose of enhancing individual performance, it is important that training and development be made a

continuous process that should last through an employee's entire working life. This is because low and middle level employees need to always acquire new skills and techniques while managers and top management personnel need new and deeper knowledge and understanding of their jobs and the jobs of others if they were to continue to be relevant, possess a good understanding of where and how their jobs fit into a wider organizational aspiration, a virile understanding of government policies, societal constraints and sensitised social awareness of the environment within which the organization operates. maintained that training has some objectives which include to allow staff to adapt to changes in the environment, to ensure efficient productivity, to prepare staff for higher position, to acquire more skills, to adapt to required requirement in the new job, to increase the value of an employee in the labour market, as well as to maintain and increase the standard of quality of work. According to him, some of the benefits to be derived from training of employees to include the fact that training improves job performance, it brings about greater commitment and high morale of workers, it improves existing skills of workers, it provides required skilled manpower for the organization, it reduces level of supervision and it improves to a great deal the services rendered to customers. He went on to say that training provides fewer accidents, reduces scrap or spoil work, provides greater veracity and adaptability to new methods and gives opportunity for personal growth of employee.

6. Evaluation and Determination of Training Needs

Evaluation has been described as the process of putting a value on the benefits stemming from the learning process. evaluation is an attempt to obtain information or feedback on the effects of a training programme and to assess the value of the trainee in the light of that information. He listed a number of requirements and techniques for the evaluation of training to include planning it in advance, it must be conducted in terms of objectives and purposes, evaluation of training must be objectives in nature, it must be variable, verifiable and there must be a continuous process on activities. All those who are part of the process or who are affected by it must partake in the process. Tracey concluded that the methods of evaluation can either be before or after test scores, before and after performance and through experimental or control groups. The Future of Manpower

Development as training of people to develop their capability on the jobs. It has been an established fact that skills and knowledge acquired from formal schooling and even through on the job training may sometimes waste if proper stimulation, extension and training are not adequately taken care of. Thus, with continuous technological changes such as developments in computers, automation, information system, many jobs will be revolutionized several times over. This will create several challenges that will confront the employee's development within the next 10 to 15 years. With the growing globalization of the world economy, organization needs to devote more resources to manpower development and training so that they will still remain in business for a long time. Organization need more innovative, enterprising, forward looking and also get involved in research and development activities which are only being promoted through manpower development and training. Resources that are available for staff training are to be used more judiciously. Again, there is need to ensure that there is no duplication of efforts and resources in order to encourage optimal utilization of resources. The institution of manpower development needs to be funded and there should be some level of cooperation between them and the employers of It , also important to coordinate the efforts of institutions responsible for resource development to induce effective utilization of human resources. Institutions responsible for human resources development should be actively involved in human resource planning. This will help in the determination of appropriate structure of human resource needs so as to avoid over production of certain skills and under production of others. The level of funding should also increase to induce quality in their services. The determination of the future manpower needs may be established by analyzing a number of factors including general economic conditions, the company's business plan (for example, sales volumes, new products and acquisition plans), expected changes in organization structure, manpower mix and productivity and also the anticipated changes in personnel policies and programme. It is generally agreed that a good, efficient and effective work force is realized when the most valuable resources are made available to an organization. Therefore, work force should be efficiently planned in order to improve the organization's ability to achieve corporate objectives by

developing strategies which are designed to increase the present and future contributions of its manpower resources.

The success or failure of a school is usually attributed to the level of Principals' leadership effectiveness. A school Principal is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to students' achievement and the Principal leadership is one those factors determining that success. It is therefore important that the performance of a school is appraised against the performance of the person who leads it. In school compound, Principals are the most important individuals while the teaching-learning process is the crucial activity that Principals should run properly in order to promote students' performance. To ensure this, Principals need to update themselves with different contemporary leadership practices using different long and short term trainings because the effectiveness of a school is directly or indirectly related to the leadership effectiveness of the Principal running it. A vast body of research on effective schools provides consistent evidence that effective leadership is the key factor for school improvement and student achievement. School leaders do have a quantifiable, yet predominantly indirect influence on student outcomes also adds that the success of a school to a great extent depends upon its Principal. If school Principals exert more of their time on improving the quality of teaching and learning in their school, then they are likely to have a far greater influence on student outcomes. Many scholars have acknowledged that the role of school Principal is the most significant in enhancing school performance and students achievements. Principals' influence on Principal will indirectly be observed on students. Principals can affect the working conditions and motivations of their Principal, who do directly influence classroom practice and student learnin

2.3.4 Distinction between Training and Development

Training helps an individual to learn how to carry out satisfactorily the work required of him in his present job while development is preparing the individual for a future job.

Training is short term and is received by non-managers, while development is of long-term and is received by managers. Training is a short-term process utilizing a systematic procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose while development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose

- Training involves the skills of an employee in any organization while development is a course of action designed to enable the individual to realize his potential for growth in the organization. It relates to the future rather than present jobs. Training refers only to philosophical and theoretical educational concept. Training courses are typically designed for short term stated set purpose, such as the operation of some pieces of machinery, while development involves a broader education for a long-term purposes.

Training and development can be said to differ in four ways:

Who is learned? Why such learning takes place and When learning occurs?

From the foregoing, it can be seen that training is concerned with the teaching of specific skills for carrying out a definite assignment.

2.3.5 Importance of Training and Development in an Organizations

1 .Economic Development:

The relevance of development programmes in Nigeria could be situated vis-à-vis economic development. This is because manpower development captures the actual meaning of development in that it is people centred. In addition, it involves the building of capacity and harnessing the State's human resource which constitute a sine-qua-non for development. Human resources constitute the ultimate basis for wealth of nations, capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development.

Clearly a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

2. Political Stability:

There is no doubt that a country which fails to adequately develop her manpower would be doing so at the expense of her socio-economic and political stability. In the aspect of political stability. The dysfunctional use of nation's human resource among the youths in propelling political instability. Thus, development programmes could help the youths in the development of self and in improving the quality of their political participation.

3. Poverty Alleviation: It has been argued that effective poverty alleviation scheme must involve the development and utilization of local resource including human for solving local problems, development programmes is central to solving the present problem of poverty in Nigeria.

2.3.6 Problems of Development Programmes in Nigeria

a. Security Challenges:

There have been several arguments regarding the distortions in development programmes of national growth in Nigeria as a result of colonialism which was fashioned towards economic exploitation. It could be recalled that the advent of internal security challenges led to the integration of the Nigerian economy into the World Capitalist System thereby placing minimum premium on labour when compared to other factors of production. This poor performance of indigenous labour by the government no doubt has persisted in since forth republic era. As a result, this problem account for the lack of adequate attention given to labour as a critical part of the production process in Nigeria.

a. Poor Political Leadership:

Closely related to the problem of colonial experience as a problem of development programmes in Nigeria is poor political leadership which is further deepening the problem of development programmes in Nigeria.

This factor has manifested itself in poor funding of education over the years), disparity or class in manpower development between children of the rich and the poor Error! Reference source not found.

b. Poor Planning:

This problem is associated with the poor data base that is needed for development programmes in Nigeria both in the rural and urban centres. These problems no doubt constitute a major hindrance on effective development programme in Nigeria.

2.3.7 Benefits of Development Programmes

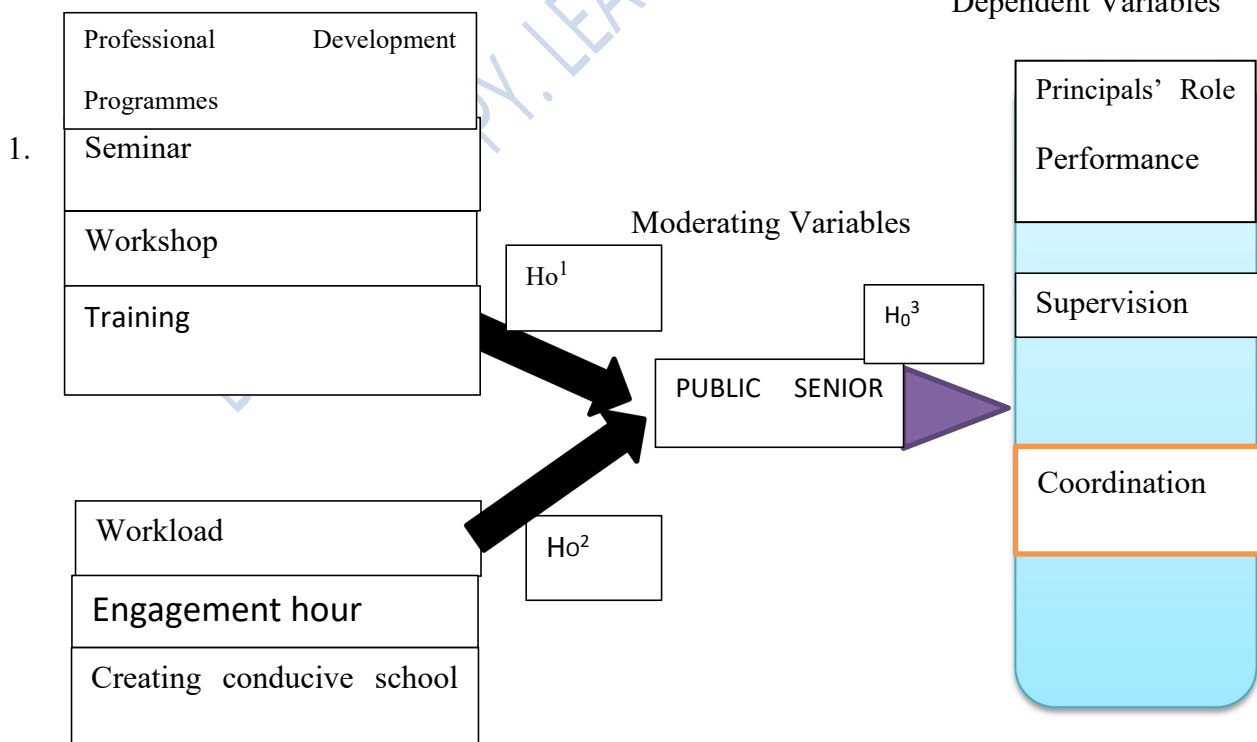
The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques training can achieve:

- a. High morale - employees who receive training have increased confidence and motivation;
- b. Lower cost of production- training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- c. Lower turnover- training brings a sense of security at the work place which reduces labour turnover and absenteeism is avoided;
- d. Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- e. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- f. Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression;
- g. Help to improve the availability and quality of staff. Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns

from training, the development of skills has been identified as a key factor in sharpening competitiveness. Training and development leads to improved profitability, Training and development improve workers morale and job satisfaction, Training and development improves workers commitment to the organization, Training and development help to nourish better corporate image, Training and development improve job involvement of the workforce, Training and development improve the relationship between bosses and subordinate and general inter group relationship, Training and development enhance organizational development, Training and development assist in preparing guidelines for works, Training and development assist in understanding and implementing organizational policies, Training and development provide information for future needs in various facets of the organization, Training and development assist workers to adjust to changes, Training and development assist in conflict management, Training and development improve labour-management relationship.

2.4 Conceptual Framework

Independent Variables



Source: Researcher (2022)

The conceptual framework above shows the relevance of the variables of the study. The first two arrows depicted the joints contribution of the two independent variables (Professional Development programmes and Workload) on the principals' role performance which made up of hypotheses one, two and three of this study. The first independent variable- Professional Development Programmes which refers to seminar, workshop and training available for principal, second independent variables- workload which refers to creating conducive school climate and engagement hour while Dependent variables, principals' role performance - supervision and coordination. Moderating variable refers to area to be covered for administration of questionnaires which are public senior secondary schools in Lagos State

2.5 Summary of Related Review

The term "Development" has several meanings expressed by the scholars. Thus, as defined by a scholar, development is a process that "strives to build the capacity to achieve and sustain a new desired, state that benefits the organization or community and the world around them. Also, development means effective strategies for improving performance¹. In some situations, they may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance in an organization. In order to ensure principals perform their task effectively and efficiently, stakeholders in the educational sector as well as educational administrators and planners must identify and utilize various programmes for training and re-training of Principal for quality service delivery. These include among others. In today's competitive business environment, manpower training is considered crucial in human resources management. This is because manpower training is a strategic means for both managerial and non-managerial personnel to acquire technical, human and conceptual skills for the maintenance of current job performance and improvement in future works activities In recent times, researchers opined that the Nigerian public sector had witnessed drastic decline in manpower productivity due to perceived inefficiency and inadequate skills amongst workforce Similarly, Nigerian public sector scorecard is equated to inefficiency and poor

performance due to lack of budgetary support, poor funding and embezzlement that beset the day-to-day operations of her numerous productivity-oriented organizations⁶. These organizations include: National Centre for Economic Management and Administration, Industrial Training Fund, Administrative Staff College of Nigeria, Centre for Management Development, National Manpower Board, National Productivity Centre, Institute for Policy and Strategic Studies, Agricultural and Rural Management Training Institute and many more, several studies have examined training and manpower productivity in both private and public sectors across the globe yet, there seems to be paucity of theoretical contention that explicitly captures current issues on training and manpower productivity in Nigeria public sector³⁸. Most of these studies embraced quantitative research method while very few utilized qualitative strand. In a bid to establish a distinction, this study argues for theoretical position to uncover the ineptitude in training and manpower productivity in Nigeria public sector and suggests pathway for its effectiveness Manpower development is a process of intellectual and emotional achievement through providing the means by which people can grow on their jobs¹³. It relates to series of activities, which an enterprise would embark upon to improve its managerial capacity¹². Manpower development is important in any discussion of strategic human resources management. Human being constitutes the ultimate basis of a nation's wealth. This proposition applies to the organization, which implies that with daily increase and complexity in the organizational activities and the problem ensuring optimum productivity which is fast becoming a challenge as well as imperative for the management of organization, thus, training and development of staff on whom the huge responsibility of furthering these goals rest, must take top priority if the organization must continue to enjoy maximum performance from the staff³. The development of indigenous manpower to serve as the propelling force for national growth and development is no doubt a key to Nigeria's socio-economic and political development⁶ This is quite indispensable considering the argument of the concept of transfer of technology as a propelling force for the development of the developing countries of which Nigeria is one. However, it is important to state that the lack of adequate emphasis on manpower development as a tool for development in Nigeria

on the part of government as well as the organized private sector could not be far-fetched. This is based on lack of understanding of both the concept and methods for manpower development in a post-colonial Nigerian State in which the process of human resource development for national growth was distorted by colonialism with the attendant negative orientation that was injected into political leadership. Thus, the central idea underlying manpower development in any sector, including the education sector, is how best to keep employees current, vibrant and versatile so that they can continuously perform their roles effectively in this age of rapid socio-economic, political, scientific and technological changes and globalization. In fact, it has been emphasized, in education, Principals are the foundation of quality; they hold trust for the implemented curriculum of formal education and therefore, are at the centre of the educative process¹⁷

A workshop is an interactive training where participants carry out a number of training activities rather than passively listening to a lecture or presentation. It is also seen as a re-training exercise not to upgrade qualification but to update knowledge and skills. According to a study effective workshop is built around what is practices and relevant to the need of the learners" perspective. The main aim of workshops is to acquire new knowledge and skills that are related to the work of the participants⁴ Major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties⁴³. Teachers cannot effectively and efficiently execute the duties of teaching without themselves being properly and adequately supervised and monitored in school in order to bring out the best. A researcher stressed that Supervisors are for improving educational program which helps teachers to achieve both qualitative and quantitative instructional delivery. It is also an indispensable variable in the teaching learning process in order to achieve overall school and educational objectives⁴⁴. further stated that the elements of supervisory roles of principals are defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting the entire school progress⁴

Human being are naturally lazy love of pleasures more than work, based on this there is need for effective coordination in secondary school³⁶.The principal is the pillar in which responsibility of

objectives and goals of any secondary school rest upon to deliver. Their roles cannot be underestimated. if quality education is to be achieved. Therefore, principal need to set achievable standards and goals which all staff must strive to attain in the delivery of the school curriculum .principal must be well skilled in curriculum utilization, instructional materials and content delivery, in the pursuit of quality instruction students learning outcome, it is equally imperative to implement effective coordination mechanism so that the set goals can be achieved ,The principal is expected to be the driving force for effective curriculum delivery ,must device appropriate measures to ensure that all the teachers comply with the laid down rules and regulations in performing their instructional work. This is to make them committed, self-regulated and goal-orientated and develop expectation for good performance from the students.

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Chapter Three

Methodology

This section presents the methods and procedures that were used to achieve the aim and objectives of the study. They are introduced in the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection, and methods of data analysis.

3.1 Research Design

This study adopts a descriptive research design. This is the most common method of gathering information from a delegate population in order to deliver a result that can be applied to the entire population. Descriptive research is used to obtain information concerning the current

status of the phenomena and to describe 'what exists' with respect to variables in a situation¹The design was used in light of the fact that the researcher of the study was worried about the collection of information with the end goal of portraying and translating with no form of control. Additionally, since all principals in schools in Lagos State cannot be reached because of the huge population, the study was carried out using principals and teachers from selected schools in the state with the aim of acquiring an outcome that could be summed up to the whole population.

3.2 Population of the Study

Population of the study comprises all the three hundred and twenty three (323) public senior secondary school principals, seven thousand eight hundred and fifty two (7,852) teachers in the three hundred and twenty three (323) public senior secondary schools across the six (6) educational districts in the twenty local government area of Lagos State, Nigeria.

Table 3.1 Population of the Study

S/N	District	LGA	Number of Public Senior Secondary Schools	Number of Principals	Number of Teachers
1	Education District I	Agege	8	8	189
		Alimosho	25	25	644
		Fako/Ijaye	8	8	271
2	Education District II	kosofe	14	14	435
		Shomolu	28	28	1013
		Shomolu	10	10	252
3	Education District III	Alimosho	27	27	530
		Agege	19	19	297
		Lagos Island	11	11	191
		Shomolu	9	9	143
4	Education District IV	Shomolu	29	29	688
		Apapa	6	6	134
		Lagos Mainland	10	10	212
5	Education District V	Shomolu	20	20	466
		Shomolu	20	20	90

	adagry	14	14	394
	jo	15	15	609
6	Education shodi/Isolo	22	22	408
	District V1 Mushin	16	16	464
	Ikeja	12	12	422
	06	20	323	323
				7852

Source^{2,3}

3.3 Sample and Sampling Techniques

Multi-stage sampling procedure was used to determine the appropriate sample size for the study. This was done in order to give all unit of the population an equal chance of being selected to participate in the study and to be able to generalize the findings of the study. At the first stage, Lagos State was stratified into six (6) using the existing Educational Districts in the state². Secondly, all principals in public senior secondary schools were selected using intact sampling. At the third stage, ninety (90) teachers was used as benchmark for teacher sample size owing to the fact that Ajeromi/Ifelodu Local Government in Education District V has only ninety teachers, hence, for equality sake ninety teachers were selected across all local governments in the study area. To meet-up with the determined sampled size, six schools was selected in each local government considering Apapa local government with only six public senior secondary schools while fifteen teachers were selected in each of the selected schools using Simple Random Sampling Technique. Therefore, the samples for the study was three hundred and twenty three (323) principals, one thousand eight hundred (1,800) teachers. A numeric representation of this sample and sampling procedure is presented in table 3.2

Table 3.2 Summary of Sample Frame

	District	LGA	Number of Public Senior Secondary Schools	Number of Principals	Number of Teachers
1	Education	Agege	8	8	189
	District 1	Alimosho	25	25	644
		Ifako/Ijaye	8	8	271
2	Education	Kosofe	14	14	435
	District 11	Ikorodu	28	28	1013
		Shomolu	10	10	252

3	Education	Epe	27	27	530	
		Eti-Osa	19	19	297	
	District 111	Lagos Island	11	11	191	
		Ibeju Lekki	9	9	143	
4	Education	Surulere	29	29	688	
		Apapa	6	6	134	
	District 1V	Lagos Mainland	10	10	212	
5	Education	Amuwo Odofin	20	20	466	
		Ajeromi/Ifelodun	20	20	90	
	District V	Badagry	14	14	394	
6	Education	Ojo	15	15	609	
		Oshodi/Isolo	22	22	408	
	District V1	Mushin	16	16	464	
		Ikeja	12	12	422	
		06	20	323	323	7852

Source³

Table 3.3 Summary of Sample Frame (Principals & Teachers)

/N	District	LGA	Number of Public Senior Secondary Schools	Number of Principals	Number of Sample Principals	Number of Teachers	Number of Sampled Schools for Teachers	Number of sampled teachers in each school
1	Education District 1	Agege	8	8	8	189	06	15
		Alimosho	25	25	25	644	06	15
		Iifako/Ijaye	8	8	8	271	06	15
2	Education District 11	Kosofe	14	14	14	435	06	15
		Ikorodu	28	28	28	1013	06	15
		Shomolu	10	10	10	252	06	15
3	Education District 111	Epe	27	27	27	530	06	15
		Eti-Osa	19	19	19	297	06	15
		Lagos Island	11	11	11	191	06	15
		Ibeju Lekki	9	9	9	143	06	15
4	Education District 1V	Surulere	29	29	29	688	06	15
		Apapa	6	6	6	134	06	15
		Lagos Mainland	10	10	10	212	06	15
5	Education	Amuwo Odofin	20	20	20	466	06	15

6	District V	Jeremi/Ifelodun	20	20	20	90	06	15		
		Badagry	14	14	14	394	06	15		
		Ojo	15	15	15	609	06	15		
	Education	Oshodi/Isolo	22	22	22	408	06	15		
	District V1	Mushin	16	16	16	464	06	15		
		Ikeja	12	12	12	422	06	15		
			06	20	323	323	323	7852	120	1,800

Source⁴

3.4.1. Research Instrument

Two self-developed instruments were developed to gather information for this study, the first instrument designed for principals was tagged ‘Principal Questionnaire on Influence of Professional Development Programmes and Workload on Senior Secondary School Principals’ Role Performance in Lagos State’ (PDPWLS). Also the second instrument was designed for teachers and it was tagged ‘Teacher Questionnaire on Influence of Professional Development Programmes and Workload on Senior Secondary School Principals’ Role Performance in Lagos State’ (TDPWLS). The instruments were divided into three segments namely: Section A, B, C and D. Section A of the two instruments contains items on demographic background of the respondents such as age, years of experience, gender, and educational qualifications. Section B of the two instruments thirty three items. Items 1-11 were designed to gather information on supervision as one of the role performance of principals, items 12-21 contains items to solicit information on coordination as one of the indices of principals’ role performance, items 22-27 were designed to collect information on work engagement hours while items 28-33 were designed to determine role performance of principals in terms of creating conducive school climate. Section C of the instrument contains thirteen items carefully designed to determine challenges facing public senior secondary school principals in performing their roles in the school effectively. Section D of the instrument contains six items. Items 1-3 were designed to determine development programmes that were made available to the principals in the study area while items 4-6 were raised to know the relevance of professional development programmes made available to the principals. Section E of the instrument

contains twelve items carefully structured to determine influence of professional development programme and workload on role performance of public senior secondary school principals in Lagos State, Nigeria.

3.4.1 Validity of the Instrument

The questionnaire used in this study was subjected to face and content validity. For this purpose, the research instruments were scrutinized by the supervisor who vetted the structuring, adequacy and the content. Also, experts in research items generation in the Faculty of Arts and Education Lead City University, Ibadan were consulted. All corrections were effected before administration.

3.4.2 Reliability of the Instrument

An instrument is reliable if it measures under the same circumstances consistently from one time to the other what it is designed to measure⁵. Therefore, for the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering samples of the questionnaire to a group of ten (10) principals and fifty (50) teachers in public secondary schools in Ogun State who are believed to share similar characteristics with the actual population of the study. Results were analyzed using cronbach's alpha coefficient and yield the following result. PDPWLS yielded $r = 0.87$ while TDPWLS yielded $r = 0.82$. This implies that the instruments are reliable.

3.5 Method of Data Administration

Copies of the instruments was administered by the researcher with the help of six (6) trained research assistants that was selected. This was done to ensure that the instruments are attended to by the actual respondents and to reduce missing data or data mortality to the minimum.

3.6 Method of Data Analysis

Data collected was analyzed using descriptive and inferential statistics. Descriptive statistics of frequency counts, simple percentages, mean and standard deviation was used to analyze respondent's opinion on research questions, inferential statistics of Multiple Regression analysis (ANOVA) was used to test hypotheses 1 and 2 while t-test was used to test hypotheses 3, all results are presented in tables.

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Chapter Four

Results and Presentation of Findings

This chapter presents the findings obtained from the field and discussion of the findings. It is arranged in the following sub-sections: questionnaire retrieval rate, presentation of demographic characteristics of respondents, analysis of respondent's opinion on research questions, test of hypotheses and discussion of findings.

4.1 Questionnaire Retrieval Rate

Table 4.1.1 Questionnaire Retrieval Rate(Principals & Teachers)

N	Questionnaire	Number Distributed	Number Retrieved	Percentage
1	Teacher Questionnaire	800	500	83.3
	Principal Questionnaire	23	38	89.2

Source; Field survey, 2022

4.1.2 Demographic Characteristics of Respondents

Table 4.1.2 Teacher Gender Distribution of Respondents

N	Gender	Frequency	Percentage
1	Male	360	24.0
2	Female	1140	76.0
	Total	500	100

Source; Fieldsurvey, 2022

The gender distribution of teacher respondents who took part in the survey shown in the table 4.1. The table shows that 360 men make up of 24% of the sample, while 1140 women make up of 76%. As a

result, it is clear that the female gender is highly represented in the research .this could be owing to the fact that women make up of a far larger portion of the teaching profession in Lagos State. Nigeria

Table 4.1.3 Teacher Age Distribution of Respondents

S/N	Age Range	Frequency	Percentage
1	18-30	120	8.0
2	31-44	840	56.0
3	45-60	540	36.0
4	Above 60	00	0.00
Total		1500	100

Source; Fieldsurvey, 2022

Table 4.1.3 show the age distribution of respondents, According to the table, the respondents with the highest frequency (840) are between the age of 31 and 44.(56%). Teachers over the age of 45 and 60 are the next, with a frequency of 540 representing 36%. The table also revealed that teachers under the age of 18 and 30 have the lowest representation in the study with a frequency of 120 (8%) . Since year of service in Lagos State Government ends at age 60 the study shows 0 frequency for the age .this indicates that a sizable proportion of the respondents are of sufficient age to provide useful information in order for the study’s objectives to be met. According to the statistics in the table, the majority of teachers in Lagos state public senior secondary schools are in their middle years (31 -60)

Table 4.1.4 Teacher Distribution by Qualifications

S/N	Qualifications	Frequency	Percentage
	NCE	10	0.67
	HND	120	8
	B.A/B.Eng/B.Sc/B.Tech/LLB	70	4.7
	B.Sc.Ed/B.Ed/B.AEd	1000	66.7
	M.Ed/MSc	200	13.3
	PhD	100	6
Total		1500	100

Source; Fieldsurvey, 2022

Table 4.1.4 shows the distribution by qualifications of teacher respondents, B.Sc.Ed/ B.Ed/ B.AEd have 1000 frequency (66.7%) . M.Ed/MSc have frequency of 200 (13.3%) follow by HND have frequency 120 (8%) next is PhD frequency 100 (6%) B.A/B.Eng/B.Sc/B.Tech/LLB have frequency 10 (0.67%). This shows that majority have degree in education , M.Ed/MSc and PhD have significant number among the teachers . the table also show that less than 10% are NCE and degree without education in the teaching service of Lagos State .

Table 4.1.5 Teacher Years of Teaching

SN	Years of Teaching	Frequency	Frequency
1	Less than 1 year	00	00
2	1-5 years	360	24.0
3	6-10 years	240	16.0
4	10-15 years	420	28.0
5	Above 15 years	480	32.0
Total		1500	100

Source; Fieldsurvey, 2022

Table 4.1.5 presents years of teaching of the respondents , The table revealed that 480 frequency represents (32%) have spent above 15 years , 420 represents (28%) have spent 10-15 years while 360 representing (24%) have spent 1 -5 years in teaching service. 240 frequency (16%) have spent 6 -10 years . less than a year in service could not participate in the survey exercise since experience teachers were available in all the schools visited for the exercise in Lagos State Government teaching service as at the time the study.

Table 4.1.6 Principal Distribution by Gender

S/N	Gender	Frequency	Percentage
1	Male	101	35.1
2	Female	187	64.9
	Total	288	288

Source; Fieldsurvey, 2022

The gender distribution of principal respondents who took part in the survey shown in the table 4.1.6. The table shows that 101 male make up of 35.1% of the sample, while 187 female make up of 64.9%. As a result, it is clear that the female gender is highly represented in the research .this could be owing to the fact that female make up of a far larger portion of the principal in Lagos State public senior secondary schools.

Table 4.1.7 Age Distribution of Principals

S/N	Age Range	Frequency	Percentage
1	45-50	00	00
2	50-54	50	17.4
3	55-60	238	82.6
4	Above 60	00	00
	Total	288	100

Source; Fieldsurvey, 2022

Table 4.1.7 show the age distribution of principal respondents, According to the table, the respondents with the highest frequency (238) are between the age of 45 -60.(82%). Principal of the age 31-44 are the next, with a frequency of 50 representing 17.4%. The table also revealed that principals under the age of 18 and 30 have zero representation this was due to the fact that appointment to the post of principal requires experience .Since year of service in Lagos State Government ends at age 60 the study shows 0 frequency for the age . This indicates that a sizable

proportion of the respondents are experience and advance in age to provide useful information in order for the study's objectives to be met. According to the statistics in the table, the majority of principals in Lagos state public senior secondary schools are in the bracket age (55-60)

Table 4.1.8 Highest Level of Formal Education of Principals

N	Qualifications	Frequency	Percentage
	NCE	00	00
	HND	00	00
	B.A/B.Eng/B.Sc/B.Tech/LLB	25	8.7
	B.Sc.Ed/B.Ed/B.AEd	157	54.5
	M.Ed/MSc	76	26.4
	PhD	30	10.4
	Total	288	100

Source; Fieldsurvey, 2022

Table 4.2.8 shows the highest level of formal education of principal respondents, B.Sc.Ed/ B.Ed/ B.AEd have 157 frequency (54.5%) . M.Ed/MSc have frequency of 76(26.4%) follow by PhD frequency 30 (10.4%) B.A/B.Eng/B.Sc/B.Tech/LLB have frequency 25 (8.7%). This shows that majority are degree in education ,M.Ed/MSc and PhD have significant number among the teachers . the table also show that less than 10% are NCE and degree without education in the teaching service of Lagos State . the table show that majority are degree in education as highest level of education follow by M.Ed ,PhD with zero frequency and zero percent in NCE and HND since such qualification are not qualified for the post of senior secondary school principal in Lagos State

Table 4.1.9 Principal Distribution by Years of Experience as School Principals

SN	Years of Experience	Frequency	Frequency
1	Less than 1 year	151	52.4
2	1-5 years	124	43.1
3	6-10 years	13	4.5
4	10-15 years	00	00
5	Above 15 years	00	00
Total		288	100

Source; Fieldsurvey, 2022

Table 4.2.9 shows years of experience as School principal, The table revealed that 151 frequency represents (52.4%) that have spent less than a year , 124 represents (43.1%) have spent 1-5 years while 13 representing (4.5%) have spent 6-10 as principal. 10 -15 and above 15 years have zero frequency and % . this shows that an experience teachers are appointed to the post principal in Lagos state. The table shows that principal of senior secondary schools do not spend more than 5 years on the average as principal in the state.

4.2. Analysis of Respondent's Opinion on Research Questions

Research Question One: What is the level of role performance (supervision and coordination) of secondary school Principals in Lagos State?

Table 4.2.1 Teacher Response on the level of role performance (Supervision and

Coordination)of Secondary School Principals in Lagos State

N	My Principal ensures:	Very True	True	Fairly True	Not True	Mean	Std
Supervision							
1	I prepare my lesson notes promptly according to the syllabus	132(8.8%)	77(5.1%)	890(59.3%)	401(26.7%)	1.96	0.818
2	My lesson notes are checked and marked promptly and regularly by the heads of departments on weekly basis.	132(8.8%)	77(5.1%)	890(59.3%)	401(26.7%)	2.24	0.826
3	I make good use of instructional materials while teaching.	156(40.4%)	261(17.4%)	863(57.5%)	220(14.7%)	2.24	0.826
4	I attend to their lessons punctually and regularly	204(13.6%)	269(17.9%)	647(43.1%)	380(25.3%)	2.20	0.969
5	mark students' attendance during lessons.	160(10.7%)	36(2.4%)	1024(68.3%)	280(18.7%)	2.05	0.797
6	I manage my classroom effectively	246(16.7%)	20(1.3%)	705(47.0%)	529(35.3%)	1.99	1.011
7	I give notes and written work to students regularly.	323(21.5%)	08(0.5%)	977(65.1%)	192(12.8%)	2.31	0.949
8	I conduct continuous assessments on regularly basis.	92(6.1%)	317(21.1%)	187(12.5%)	904(26.7%)	1.73	0.994
9	I mark students exercises/written work regularly.	112(7.5%)	309(20.6%)	355(23.7%)	729(48.3%)	1.87	0.986
10	I fill dairies of work up to date.	504(33.6%)	84(5.6%)	661(44.1%)	251	2.56	1.120
11	I maintain good working relationship with colleagues.	496(33.1%)	155(10.3%)	649(43.3%)	200(13.3%)	2.63	1.078
Weighted Mean						2.16	0.94

N	My Principal ensures:	Very True	True	Fairly True	Not True	Mean	Std
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Coordination							
12	the school is well arranged into departments	529(35.3%)	0(1.3%)	87(52.5%)	67(10.9%)	2.61	1.078
13	appointment of HODs is strictly based on competence (qualifications, seniority and teaching experience).	529(35.3%)	0(1.3%)	87(52.5%)	67(10.9%)	2.61	1.078
14	allocation of subjects to teachers is strictly based on areas of specialization.	589(39.3%)	44(16.331.9%)	79(31.9%)	188(12.5%)	2.82	1.088
15	workload is within the teacher's capacity and not too many.	492(32.8%)	96(19.7%)	48(36.5%)	64(10.9%)	2.74	1.032
16	responds promptly to the needs of each subject (s).	604(40.3%)	2(4.8%)	24(41.6%)	00(13.3%)	2.72	1.129
17	clearly define responsibilities to avoid conflict among teachers.	492(32.8%)	94(19.6%)	32(35.5%)	82(12.1%)	2.73	1.047
18	brainstorm together to solve difficult concepts in each subjects.	671(44.7%)	88(12.5%)	47(29.8%)	94(12.9%)	2.89	1.119
19	cooperation among teachers within and across departments on the teaching of interdisciplinary subjects	380(25.3%)	127(8.3%)	35(49.0%)	61(17.4%)	2.42	1.048
20	effective communication with teachers in my department.	420(28.0%)	100(6.7%)	88(45.9%)	92(19.5%)	2.43	1.093
21	teachers are well managed by the head of departments.	609(40.6%)	08(13.9%)	07(40.5%)	76(5.1%)	2.90	1.093
Weighted Mean						2.51	1.05

Threshold: Mean \geq 3.0 (High), 2.50-2.99 (Moderate) and $<$ 2.49(Low)

Table 4.2.1 Principals' Response on the level of role performance (supervision and coordination) of secondary school Principals in Lagos Stat

N	Ensure My School Teachers':	Often	Seldom	Rarely	Never	Mean	Std.
	Supervision						
1	prepare their lesson notes promptly according to the syllabus	263 (91.3)	25 (8.7)	00	00	3.91	.282
2	lesson notes are checked and marked promptly and regularly by the heads of departments on weekly basis.	276 (95.8)	12 (4.2)	00	00	3.96	.200
3	use of instructional materials for teaching students	263 (91.3)	25 (8.7)	00	00	3.91	.282
4	attend their lessons punctually and regularly	251 (87.2)	37 (12.8)	00	00	3.87	.335
5	mark students' attendance during lessons.	239 (83.0)	49 (17.0)	00	00	3.83	.375
6	manage their classrooms effectively	263 (91.3)	25 (8.7)	00	00	3.91	.282
7	give notes and written work to students regularly.	251 (87.2)	37 (12.8)	00	00	3.87	.335
8	conduct continuous assessments on regularly basis.	225 (78.1)	63 (21.9)	00	00	3.78	.414
9	mark students exercises/written work regularly.	225 (78.1)	63 (21.9)	00	00	3.78	.414
10	fill dairies of work up to date.	263 (91.3)	25 (8.7)	00	00	3.91	.282
11	maintain good working relationship with colleagues.	263 (91.3)	13 (4.5)	12 (4.2)	00	3.87	.443
	Weighted Mean					3.87	0.33

Table 4.2.1 Principals' Response on the level of role performance (supervision and coordination) of secondary school Principals in Lagos State

	Ensure:						
12	the school is well arranged into departments	150 (86.8%)	8 (13.2%)	00	00	3.87	.339
13	appointment of HODs is strictly based on	124 (77.8%)	4 (22.2%)	00	00	3.78	.416

	competence (qualifications, seniority and teaching experience).						
14	location of subjects to teachers is strictly based on areas of specialization.	13 (74.0%)	3 (21.9%)	2 (4.2%)	00	3.70	.543
15	workload is within the teacher's capacity and not too many.	14 (74.3%)	4 (25.7%)	00	00	3.74	.438
16	I respond promptly to the needs of each subject (s).	14 (74.3%)	2 (21.5%)	2 (4.2%)	00	3.70	.543
17	clearly define responsibilities of each staff to avoid conflict among teachers.	15 (87.2%)	7 (12.8%)	00	00	3.87	.335
18	brainstorming together to solve difficult concepts in each subjects.	12 (78.8%)	6 (21.2)	00	00	3.79	.409
19	cooperation among teachers within and across departments on the teaching of interdisciplinary subjects	12 (78.5%)	7 (12.8%)	5 (8.7%)	00	3.70	.621
20	effective communication with teachers in my department.	12 (78.5%)	8 (13.2%)	4 (8.3%)	00	3.70	.614
21	teachers are well managed by the head of departments.	12 (78.5%)	8 (13.2%)	4 (8.3%)	00	3.70	.614
	Weighted Mean					76	49

Threshold: Mean \geq 3.0 (High), 2.50-2.99 (Moderate) and $<$ 0.5 (Low)

Table 4.2.1 and Table 4.1B presents principals responses on research question one which was raised to determine the level of role performance (Supervision and Coordination) of public Secondary School Principals in Lagos State. Result indicated that supervision and coordination of principals in public secondary school in Lagos State are High with means 3.87 and 3.76 respectively. This result corroborates the responses of teachers to questions on role performance of public secondary school principals in the study area.

Research Question Two: What are the identified challenges facing Principals in carrying out their roles (supervision and coordination) in secondary schools in Lagos State?

Table 4.2.2 Challenges Facing Principals in carrying out their roles (supervision and coordination) in Public secondary schools in Lagos State

S/N	The following pose challenge(s) to effectiveness in role performance (supervision and coordination) of secondary school principals in Lagos State	Always	Seldom	Rarely	Never	Mean	Std.
1	poor teacher attitude to work	25 (8.7%)	86 (29.9%)	75 (26%)	102 (35%)	2.12	.995
2	subordination on the part of vice principals	13 (4.5%)	63 (21.9%)	61 (21.2%)	151 (52.4%)	1.78	.938
3	subordination on the part of the teachers	13 (4.5%)	50(17.4%)	88 (30.6%)	137 (47.6%)	1.79	.888
4	subordination on the part of non-academic staff	24 (8.3%)	50 (17.4%)	52 (18.1%)	162 (56.3%)	1.78	1.012
5	poor government policies	51 (17.7%)	50 (17.4%)	63 (21.9%)	124 (43.1%)	2.10	1.143
6	poor funding	87 (30.2%)	38 ((13.2%)	87 (30.2%)	76 (26.4%)	2.47	1.177
7	poor infrastructural facilities	87 (30.2%)	63 (21.9%)	62 (21.5%)	76 (26.4%)	2.47	1.176
8	uncooperative parents	63 (21.9%)	99 (34.4%)	50 (17.4%)	76 (26.4%)	2.52	1.104
9	indiscipline on the part of students	25 (8.7%)	112 (38.9%)	62 (21.5%)	89 (30.9%)	2.25	.992
10	indiscipline on the part of teachers	48 (16.7%)	63 (21.9%)	64 (22.2%)	113 (39.2%)	2.16	1.121
11	indiscipline on the part of non-academic staff	86 (29.9%)	25 (8.7%)	89 (30.9%)	88 (30.6%)	2.39	1.204
12	low level of opportunity for professional development	112 (39.1%)	51 (17.7%)	50 (17.4%)	75 (26%)	2.69	1.231
13	high workload	114 (39.6%)	86 (29.9%)	49 (17.0%)	39 (13.5%)	2.96	1.053
Weighted Mean						2.27	1.08

Threshold: Mean \geq 3.0 (High), 2.50-2.99 (Moderate) and $<$ 2.50 (Low)

Table 4.2.2 presents challenges limiting role performance (supervision and coordination) of public secondary school principals in Lagos State, Nigeria. Result revealed that high work load constituted the highest challenge among others (2.96). this was followed by low level of opportunity for professional development (2.69), uncooperative parents (2.52), poor funding and infrastructural facilities (2.47), indiscipline on the part of non-academic staff (2.39), indiscipline on the part of

students (2.25), indiscipline on the part of teachers (2.16), poor teacher attitude to work (2.12), insubordination on the part of the teachers (1.79), insubordination on the part of vice principals and insubordination on the part of non-academic staff (1.78). On the aggregate, result showed that most of the challenges accessed in the study as a potential limiting factors to the performance of principals roles in public secondary schools in Lagos State are low (2.27).

3. **Research question three:** What is the level of workload of public secondary school principals in Lagos State?

Table 4.2.3 Level of workload of Public Secondary School Principals in Lagos State

S/N	Items	Often	Seldom	Rarely	Never	Mean	Std	Rank
	Rate the following interms of there contribution to your workload							
1	king school work home	174 (60.4)	63 (21.9%)	51 (17.7)	00	3.43	.775	9 th
2	hours required to complete office duties	166 (57.6)	98 (34.0%)	12 (4.2%)	12 (4.2%)	3.45	.764	8 th

3	hours required to supervise teaching activities	226 (78.5%)	62 (21.5)	00	00	3.78	.412	2 nd
4	hours required to complete administrative duties	227 (78.8%)	61 (21.2%)	00	00	3.79	.409	1 st
5	hours needed to attend to staff needs	201 (69.8%)	87 (30.2%)	00	00	3.70	.460	3 rd
6	hours needed to attend to student's need	227 (78.8%)	24 (8.3%)	37 (12.8%)	00	3.66	.695	4 th
7	creating interaction between parents, teachers and students	202 (70.1%)	61 (21.2%)	13 (4.5%)	12 (4.2%)	3.57	.766	6 th
8	allocating human and material resources	214 (74.3%)	50 (17.4%)	24 (8.3%)	00	3.66	.627	4 th
9	sourcing for human and material resources	202 (70.1%)	37 (12.8%)	49 (17%)	00	3.53	.769	7 th
10	creating a safe school environment	227 (78.8%)	25 (8.7%)	24 (4.2%)	12 (4.2%)	3.62	.809	5 th
11	maintain school culture	215 (74.7)	36 (12.5%)	12 (4.2%)	25 (8.7%)	3.53	.925	7 th
12	maintaining school discipline	165 (57.3)	62 (21.5)	36 (12.5%)	25 (8.7%)	3.27	.987	10 th
Weighted Mean						3.58	0.70	

Threshold: Mean \geq 3.0 (High), 2.50-2.99 (Moderate) and $<$ 2.50 (Low)

Table 4.2.3 presents the level of workload of public secondary school principals in Lagos State. It was revealed in the result, hours required to complete administrative duties contributes the cost to principal's workload in public secondary schools in Lagos State (3.79), this was followed by hours required to supervise teaching activities (3.78), hours needed to attend to staff needs (3.70), hours needed to attend to student's need and allocating human and material resources (3.66), creating a safe school environment (3.62), sourcing for human and material resources and maintain school culture (3.53), hours required to complete office duties (3.45), taking school work home (3.43) and maintaining school discipline (3.27).

4. How often are principals in senior secondary schools in Lagos State sponsored for the following professional development programmes (seminar, training and workshops)?

Table 4.2.4 How often Principals in Senior Secondary Schools in Lagos State are sponsored for Professional Development Programmes (Seminar, Training and Workshops)

S/N	How often are you sponsored for the following?	Often	Seldom	Rarely	Never	Mean	Std
	Seminar	89 (30.9%)	161 (55.9%)	38 (13.2%)	00	3.18	.641
	Training	164 (56.9%)	62 (21.5%)	62 (21.5%)	00	3.35	.813
	Workshop	152 (52.8%)	62 (21.5%)	49 (17.0%)	25 (8.7%)	3.18	1.007
	Weighted Mean					3.27	0.82

Threshold: Mean \geq 3.0 (High), 2.50-2.99 (Moderate) and $<$ 2.50 (Low)

Table 4.2.4 presents how often principals in senior secondary schools in Lagos State are sent for professional development programmes. It was revealed in the findings that training is the most programme made available for senior secondary school principals in Lagos State (3.35), this was followed by seminars and workshops (3.18).

Research Question Five: How relevant are professional development training programmes (seminar, training and workshops) made available for senior secondary school principals in Lagos State?

Table 4.2.5 Relevance of Professional Development Training Programmes (seminar, training and workshops) made available for Senior Secondary School Principals in Lagos State

N	How relevant are the following development programmes you have attended over the past five years?	Highly Relevant	Somehow Relevant	Rarely Relevant	Not Relevant	Mean	SD
	Seminar	227 (78.8%)	37 (21.8%)	24 (8.3%)	00	3.70	.613
	Training	201 (69.8%)	62 (21.5%)	12 (8.7%)	13 (4.5%)	3.57	.776
	Workshop	189 (65.6%)	62 (21.5%)	37 (12.8%)	00	3.53	.713

Threshold: Mean \geq 3.0 (Relevant), 2.50-2.99 (Moderately Relevant) and $<$ 2.50 (Not Relevant)

Table 4.2.5 presents relevance of professional development training programme principals have attended in the last five years. Result revealed that seminars are most relevant (3.70), this was followed by training programmes (3.57) while workshops are the least relevant (3.53).

4.3 Test of Hypotheses

This section presents results of test of hypotheses.

H₀₁: There will be no significant different between teachers' and principals' responses to roles (supervision and coordination) performance of principals in senior secondary schools in Lagos

Table 4.3.1 T-test Showing Mean Difference in teachers' and Principals' responses to role (supervision) performance of principals in senior secondary schools in Lagos

One-Sample Statistics				
	N	Mean	Std. Deviation	td. Error Mean
Supervision Teachers	1500	3.96	.196	.005
Supervision Principals	288	3.91	.282	.015

Source; *Fieldsurvey, 2022*

Table 4.3.1 presents the summary of the t-test result demonstrating the mean difference in the response of teachers and principals to role performance (supervision) of principals in senior secondary schools in Lagos State, Nigeria. It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (supervision) of principals in the senior secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.96, standard deviation = 0.196, $p < 0.05$) and principals (mean = 3.91, standard deviation = 0.282, $p < 0.05$) implying that principals' responses contribute to the observed differences.

Table 4.3.2 T-test Showing Mean Difference in teachers' and Principals' responses to role (coordination) performance of principals in senior secondary schools in Lagos

Test Value = 0							
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
Coordination Teachers	284.189	1499	.000	3.760	3.73	3.79	<i>Sso</i>
Coordination Principals	220.114	267	.000	3.870	3.83	3.90	<i>urc</i>

One-Sample Statistics				
	Mean	Std. Deviation	Std. Error Mean	
Coordination Teachers	3.76	.512	.041	
Coordination Principals	3.87	.337	.026	

ldsurvey, 2022

Table 4.3.2 presents the summary of the t-test result demonstrating the mean difference in the response of teachers and principals to role performance (coordination) of principals in senior secondary schools in Lagos State, Nigeria. It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (coordination) of principals in the senior secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.76, standard deviation = 0.512, $p < 0.05$) and principals (mean = 3.87, standard deviation = 0.337, $p < 0.05$) implying that principals' responses contribute to the observed differences

H₀₂: There will be no significant combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State.

Table 4.3.3 Summary of Regression Analysis showing combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.249 ^a	.062	.055	.799		

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.415	3	5.138	8.054	.000
	Residual	232.237	364	.638		
	Total	247.652	367			

a. Dependent Variable: Role Performance

b. Predictors: (Constant), Workshop, Seminar, Training

Source; *Fieldsurvey, 2022*

Table 4.3.3 summarizes the combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State. When the null hypothesis was tested, the p-value (0.000) is less than the alpha value of 0.05 indicating that there was a significant influence. Further verification from the result revealed ($F = 8.054$; $P < 0.05$), that independent variables (workshops, seminars and training) have significant influence on the dependent variable (role performance) of senior secondary school principals in Lagos State, Nigeria. The result also showed ($Adj. R^2 = 0.55$) which means that the independent variables professional development programmes (training, seminars and workshops) accounted for 55 percentage of the total variation when taken together. As a result, the null hypothesis was rejected.

H₀₃: There will be no significant relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and Coordination) of secondary school principals in Lagos State.

Table 4.3.4 Summary of Regression Analysis showing relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	2.965	.235		12.599	.000
Seminar	.033	.071	.026	.462	.000
Training	.309	.065	.307	4.792	.000
Workshop	.159	.050	.195	3.161	.002
Workload	.309	.065	.307	4.792	.000

a. Dependent Variable: Role Performance

Source; *Fieldsurvey, 2022*

Table 4.3.4 presents summary of regression analysis of the relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of senior secondary school Principals in Lagos State. The result revealed that when considered separately, training and workload contributes the most to role performance of senior secondary school principals in Lagos State ($\beta = .309$, $t = 4.792$, $p < 0.05$). This was followed by workshops ($\beta = .159$, $t = 3.161$, $p < 0.05$) while seminars contributes the least ($\beta = .033$, $t = .426$, $p < 0.05$). Therefore, the null hypothesis which stated that There will be no significant relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and Coordination) of secondary school principals in Lagos State was rejected at 0.05 level of significance.

4.3.1 Discussion of Findings

The present research was done to examine professional development programmes Workload and Senior School Principals' Role Performance in Lagos State, Nigeria. The finding from the

Questionnaire Retrieval Rate showed that teachers questionnaire (83.3%) and Principal Questionnaire Retrieval Rate (89.2%) showed that principals retrieval rate was due to the fact of being a head and leader by example, filled the form and returned the same on time, this can be the proved of a research work that claimed achievement of a goal is called performance ‘Digital Leadership and Communication Styles on Public Primary School Teachers Job Performance in Nigeria’¹ The finding from demographic Characteristics of Respondents of teacher gender male (24%), female (76%) revealed more female to male teachers. This result agrees with the finding of a researcher on “job Motivation Level of Primary School Teachers in Nigeria” reported more female to male teachers in primary schools in Nigeria² the result of this study also showed that a major portion of the teachers in senior secondary school are within 31-44 years (56%) and 45-60 years (36%) which disagrees with the research on “knowledge, Attitude and Practise of Public Primary School Teachers on Primary Prevention of Child Sexual Abuse in Southweterm Nigeria” which reported that major portion of the teachers (43%) were 50 years and above³. In this study, teachers year of teaching above 15 years has frequency 480 (32%). while 10-15 years of teaching has frequency 420 (28%), and 6-10 years has frequency 240 (16%)also 1-5years 360(24%) teaching years agreewith findings from the reacher work on’Teachers Qualification sand Teaching Experience: Impact on the Quality Assurance in Nigeria Secondary Education’⁴.A high proportion of the teachers have B.Sc.Ed/B.Ed/B.A Ed frequency 1000 (66.7%) as their highest level of educational qualification followed by M.Ed/MSc frequency 200 (13.3%) by HND 120 (8%), PhD has frequency 100 (6%) and NCE has frequency 10 (0.67%) as their highest level of educational qualifications.

Finding from demographic Characteristics of Respondents of principal gender male frequency 101 (35.1%), female frequency 198 (64.9%) revealed more female to male principals. This result agrees with the finding of a researcher who in her study on “job Motivation Level of primary school teachers in Nigeria” reported more female to male teachers in primary schools in Nigeria² the result

of this study also showed that a major portion of the principal in senior secondary school of age distribution (55-60), frequency 238 (82.6%) and 50-54 age has frequency 50 (17.4%) and which disagrees with the research on “knowledge, Attitude and Practise of Public Primary School Teachers on Primary Prevention of Child Sexual Abuse in South western Nigeria” which reported that major portion of the head (43%) were 50 years and above³.

In this study, principals distribution by years of experience as school principals of less than a year has frequency 151 (52.4%) 1-5 years as principal has frequency 124 (43.1%), 6-10 years frequency 13 (4.5%) teaching years. teaching years agree with findings from the researcher work on Teachers Qualification sand Teaching Experience: Impact on the Quality Assurance in Nigeria Secondary Education⁴; lastly, a high proportion of the principals have B.Sc.Ed/B.Ed/B.A Ed frequency 157 (54.5%) as their highest level of educational qualification followed by M.Ed/MSc frequency 76 (26.4%) follow by PhD frequency 30 (10.4%) and B.A/B.Eng/B.Sc/B.Tech/LLB frequency 25 (8.7%) as their highest level of educational qualifications This finding partially agree on the work ‘Influence of Teachers’ Qualifications On Junior Secondary School Students’ Performance In Mathematics And Basic Basic Science In Kaduna State, Nigeria’⁵

The finding from the research question one teachers respondents showed that the level of role performance (supervision) of senior secondary school principals in Lagos state are high (**Weighted Mean SD**) =2.16(0.94), and 2.51(1.05)

The finding from the research question one principal respondents showed that the level of role performance (coordination) of secondary school principals in Lagos state are high (Weighted Mean SD) =3.87(0.33), and 3.76(0.49) This result agrees with the work of some researchers whose study on “job satisfaction and organizational commitment of university teachers in public sector of pakistian “ reported a high level of satisfaction of teachers with supervision support , work itself, freedom of teaching and opportunities for promotion⁶

The finding from research question two of the study showed that the challenges limiting role performance (supervision and coordination) of public secondary school principals in Lagos State,

Nigeria. Result revealed that high work load constituted the highest challenge among others (2.96). this was followed by low level of opportunity for professional development (2.69), uncooperative parents (2.52), poor funding and infrastructural facilities (2.47), indiscipline on the part of non-academic staff (2.39), indiscipline on the part of students (2.25), indiscipline on the part of teachers (2.16), poor teacher attitude to work (2.12), insubordination on the part of the teachers (1.79), insubordination on the part of vice principals and insubordination on the part of non-academic staff (1.78). On the aggregate, result showed that most of the challenges accessed in the study as a potential limiting the performance of principals roles in public secondary schools in Lagos State are low Weighted Mean (SD = 2.27(1.08). This result is completely in line with the work of a researcher on “Welfare Package and Teachers performance in private secondary schools in Anambra State” who noted that a level at which teachers received fringe benefits, Insurance benefit and paid time off is poor

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Finding from the research question three of the level of workload of public secondary school principals in Lagos State? revealed that the school head often used assertive communication It was revealed in the result, hours required to complete administrative duties contributes the cost to principal’s workload in public secondary schools in Lagos State 3.79(.409), this was followed by hours required to supervise teaching activities 3.78(.412), hours needed to attend to staff needs 3.70(.460), hours needed to attend to student’s need and allocating human and material resources 3.66(.695), creating a safe school environment 3.62(.809), sourcing for human and material resources and maintain school culture 3.53(.925), hours required to complete office duties 3.45 (.764), taking school work home 3.43(.775) and maintaining school discipline 3.27(.987). **Weighted Mean (SD = 3.58(0.70)**. This finding corroborate the research of two authors whose study on “ Assessments of Principals’ communication styles and Administrative Impact on Secondary Schools in Osun State, Nigeria” showed that commonly used communication style by school head is assertive(69%) while the least used communication style is the aggressive communication style (13%)⁹.

Finding from research question four on how often are principals in senior secondary schools in Lagos State sponsored for the following professional development programmes (seminar, training and workshops)? Showed that training is the major programme made available for senior secondary school principals in Lagos State 3.35(.813), this was followed by seminars 3.18(.641) and workshops 3.18 (1.007) **Weighted Mean: 3.27 (.082)**

Finding from research question five on how relevant are professional development training programmes (seminar, training and workshops) made available for senior secondary school principals in Lagos State? revealed that relevance of professional development training programme principals have attended in the last five years. Result revealed that seminars are most relevant (3.70), this was followed by training programmes (3.57) while workshops are the least relevant (3.53).

This section presents discussion and finding of test of hypotheses.

Test of hypotheses one; There will be no significant different between teachers' and principals' responses to roles (supervision and coordination) performance of principals in senior secondary schools in Lagos.

Finding from the summary of the t-test result demonstrating the mean difference in the response of teachers and principals to role performance (supervision) of principals in senior secondary schools in Lagos State, Nigeria. It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (supervision) of principals in the senior secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.96, standard deviation = 0.196, $p < 0.05$) and principals (mean = 3.91, standard deviation = 0.282, $p < 0.05$) implying that principals' responses contribute to the observed differences.

Finding from the summary of the t-test result demonstrating the mean difference in the response of teachers and principals to role performance (coordination) of principals in senior secondary schools in Lagos State, Nigeria. It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (coordination) of principals in the senior secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.76, standard deviation

= 0.512, $p < 0.05$) and principals (mean = 3.87, standard deviation = 0.337, $p < 0.05$) implying that principals' responses contribute to the observed differences.

Test of hypotheses two: There will be no significant combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State.

finding from the summarizes the combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State. When the null hypothesis was tested, the p -value (0.000) is less than the alpha value of 0.05 indicating that there was a significant influence. Further verification from the result revealed ($F = 8.054$; $P < 0.05$), that independent variables (workshops, seminars and training) have significant influence on the dependent variable (role performance) of senior secondary school principals in Lagos State, Nigeria. The result also showed ($\text{Adj. } R^2 = 0.55$) which means that the independent variables professional development programmes (training, seminars and workshops) accounted for 55 percentage of the total variation when taken together. As a result, the null hypothesis was rejected.

Test of hypotheses three: There will be no significant relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and Coordination) of secondary school principals in Lagos State.

Finding from the summary of regression analysis of the relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of senior secondary school Principals in Lagos State. The result revealed that when considered separately, training and workload contributes the most to role performance of senior secondary school principals in Lagos State ($\beta = .309$, $t = 4.792$, $p < 0.05$). This was followed by workshops ($\beta = .159$, $t = 3.161$, $p < 0.05$) while seminars contributes the least ($\beta = .033$, $t = .426$, $p < 0.05$). Therefore, the null hypothesis which stated that There will be no significant relative influence of professional development programmes (training, seminars and workshops) and

workload on role performance (supervision and Coordination) of secondary school principals in Lagos State was rejected at 0.05 level of significance. Table 4.2.3 shows the distribution by qualifications of teacher respondents, B.Sc.Ed/ B.Ed/ B.AEd have 1000 frequency (66.7%) . M.Ed/MSc have frequency of 200 (13.3%) follow by HND have frequency 120 (8%) next is PhD frequency 100 (6%) B.A/B.Eng/B.Sc/B.Tech/LLB have frequency 10 (0.67%). This shows that majority are degree in education , M.Ed/MSc and PhD have significant number among the teachers . the table also show that less than 10% are NCE and degree without education in the teaching service of Lagos State Table 4.2.4 presents years of teaching of the respondents , The table revealed that 480 frequency represents (32%) have spent above 15 years , 420 represents (28%) have spent 10-15 years while 360 representing (24%) have spent 1 -5 years as in teaching service. 240 frequency (16%) have spent 6 -10 years . less than a year in service could not participate in the survey exercise since experience teachers were available in all the schools visited for the exercise in Lagos State Government teaching service as at the time the study

The gender distribution of principal respondents who took part in the survey is shown in the table 4.5. The table shows that 101 male make up of 35.1% of the sample, while 187 female make up of 64.9%. As a result, it is clear that the female gender is highly represented in the research .this could be owing to the fact that female make up of a far larger portion of the principal in Lagos State public senior secondary schools

Table 4.2.7 show the age distribution of principal respondents, According to the table, the respondents with the highest frequency (238) are between the age of 45 -60.(82%). Principal of the age 31-44 are the next, with a frequency of 50 representing 17.4%. The table also revealed that principals under the age of 18 and 30 have zero representation this was due to the fact that appointment to the post of principal requires experience .Since year of service in Lagos State Government ends at age 60 the study shows 0 frequency for the age . This indicates that a sizable proportion of the respondents are experience and advance in age to provide useful information in order for the study's objectives to be

met. According to the statistics in the table, the majority of principals in Lagos state public senior secondary schools are in the bracket age (55-60)

Table 4.2.8 shows the highest level of formal education of principal respondents, B.Sc.Ed/ B.Ed/ B.AEd have 157 frequency (54.5%) . M.Ed/MSc have frequency of 76(26.4%) follow by PhD frequency 30 (10.4%) B.A/B.Eng/B.Sc/B.Tech/LLB have frequency 25 (8.7%). This shows that majority are degree in education ,M.Ed/MSc and PhD have significant number among the teachers . the table also show that less than 10% are NCE and degree without education in the teaching service of Lagos State . the table show that majority are degree in education as highest level of education follow by M.Ed ,PhD with zero frequency and zero percent in NCE and HND since such qualification are not qualified for the post of senior secondary school principal in Lagos State

Table 4.2.9 shows years of experience as School principal, The table revealed that 151 frequency represents (52.4%) that have spent less than a year , 124 represents (43.1%) have spent 1-5 years while 13 representing (4.5%) have spent 6-10 as principal. 10 -15 and above 15 years have zero frequency and % . this shows that an experience teachers are appointed to the post principal in Lagos state. The table shows that principal of senior secondary schools do not spend more than 5 years on the average as principal in the state.

Threshold: Mean \geq 3.0 (High), 2.50-2.99 (Moderate) and $<$ 0.5 (Low)

Table 4.1A and Table 4.1B presents principals responses on research question one which was raised to determine the level of role performance (Supervision and Coordination) of public Secondary School Principals in Lagos State. Result indicated that supervision and coordination of principals in public secondary school in Lagos State are High with means 3.87 and 3.76 respectively. This result corroborates the responses of teachers to questions on role performance of public secondary school principals in the study area

Table 4.1.2 presents challenges limiting role performance (supervision and coordination) of public secondary school principals in Lagos State, Nigeria. Result revealed that high work load constituted the highest challenge among others (2.96). this was followed by low level of opportunity for

professional development (2.69), uncooperative parents (2.52), poor funding and infrastructural facilities (2.47), indiscipline on the part of non-academic staff (2.39), indiscipline on the part of students (2.25), indiscipline on the part of teachers (2.16), poor teacher attitude to work (2.12), insubordination on the part of the teachers (1.79), insubordination on the part of vice principals and insubordination on the part of non-academic staff (1.78). On the aggregate, result showed that most of the challenges accessed in the study as a potential limiting factors to the performance of principals roles in public secondary schools in Lagos State are low (2.27).

Table 4.1.3 presents the level of workload of public secondary school principals in Lagos State. It was revealed in the result, hours required to complete administrative duties contributes the cost to principal's workload in public secondary schools in Lagos State (3.79), this was followed by hours required to supervise teaching activities (3.78), hours needed to attend to staff needs (3.70), hours needed to attend to student's need and allocating human and material resources (3.66), creating a safe school environment (3.62), sourcing for human and material resources and maintain school culture (3.53), hours required to complete office duties (3.45), taking school work home (3.43) and maintaining school discipline (3.27).

Table 4.2.1 presents how often principals in senior secondary schools in Lagos State are sent for professional development programmes. It was revealed in the findings that training is the most programme made available for senior secondary school principals in Lagos State (3.35), this was followed by seminars and workshops (3.18).

Table 4.2.2 presents relevance of professional development training programme principals have attended in the last five years. Result revealed that seminars are most relevant (3.70), this was followed by training programmes (3.57) while workshops are the least relevant (3.53)

Table 4.3.1 presents the summary of the t-test result demonstrating the mean difference in the response of teachers and principals to role performance (supervision) of principals in senior secondary schools in Lagos State, Nigeria. It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (supervision) of principals in the senior

secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.96, standard deviation = 0.196, $p < 0.05$) and principals (mean = 3.91, standard deviation = 0.282, $p < 0.05$) implying that principals' responses contribute to the observed differences.

Table 4.3.2 presents the summary of the t-test result demonstrating the mean difference in the response of teachers and principals to role performance (coordination) of principals in senior secondary schools in Lagos State, Nigeria. It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (coordination) of principals in the senior secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.76, standard deviation = 0.512, $p < 0.05$) and principals (mean = 3.87, standard deviation = 0.337, $p < 0.05$) implying that principals' responses contribute to the observed differences.

Table 4.3.3 summarizes the combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State. When the null hypothesis was tested, the p-value (0.000) is less than the alpha value of 0.05 indicating that there was a significant influence. Further verification from the result revealed ($F = 8.054$; $P < 0.05$), that independent variables (workshops, seminars and training) have significant influence on the dependent variable (role performance) of senior secondary school principals in Lagos State, Nigeria. The result also showed ($\text{Adj. } R^2 = 0.55$) which means that the independent variables professional development programmes (training, seminars and workshops) accounted for 55 percentage of the total variation when taken together. As a result, the null hypothesis was rejected.

Table 4.3.4 presents summary of regression analysis of the relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of senior secondary school Principals in Lagos State. The result revealed that when considered separately, training and workload contributes the most to role performance of senior secondary school principals in Lagos State ($\beta = .309$, $t = 4.792$, $p < 0.05$). This was followed by workshops ($\beta = .159$, $t = 3.161$, $p < 0.05$) while seminars contributes the least

(($\beta = .033$, $t = .426$, $p < 0.05$). Therefore, the null hypothesis which stated that There will be no significant relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and Coordination) of secondary school principals in Lagos State was rejected at 0.05 level of significance.

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Chapter Five

Conclusion

This chapter dealt with the summary of the findings, conclusion and recommendations based on the results of the study. Contribution to knowledge and area of further research were also added.

5.1 Summary of Findings

The study examined influence of professional development programmes and workload on role performance of public secondary school Principals in Lagos State. A descriptive research design was adopted for the study. Population of the study comprise of all the three hundred and twenty three (323) public senior secondary school principals, seven thousand eight hundred and fifty two

(7,852) teachers in the three hundred and twenty three (323) public senior secondary schools across the six (6) educational districts in the twenty local government area of Lagos State, Nigeria. Multi-stage sampling procedure was used to determine the appropriate sample size for the study.

Two self-developed instruments were developed to gather information for this study, the first instrument designed for principals was tagged 'Principal Questionnaire on Influence of Professional Development Programmes and Workload on Senior Secondary School Principals' Role Performance in Lagos State' (PDPWLS). Also the second instrument was designed for teachers and it was tagged 'Teacher Questionnaire on Influence of Professional Development Programmes and Workload on Senior Secondary School Principals' Role Performance in Lagos State' (TDPWLS).

Five research questions and three hypotheses were formulated to guide the study. The data collected from the fieldwork were subjected to descriptive and inferential statistics. Research questions were answered using descriptive statistics such as mean, standard deviation, frequencies and percentage while hypotheses were tested using t-test and Multiple Regression at 0.05 level of significance.

The summary of major findings in the study is given here:

Analysis of Response of teachers to the level of role performance (Supervision) of Secondary School Principals in Lagos State is low ($X= 2.16$; $SD = 0.94$) while (Coordination) is moderate ($X= 2.51$; $SD = 1.05$).

Principals responses revealed that the level of role performance (Supervision and Coordination) is high with means 3.87 and 3.76 respectively.

Most of the challenges accessed in the study as a potential limiting factors to the performance of principals roles in public secondary schools in Lagos State are low (2.27).

Level of work load of secondary school principals in Lagos State is high. ($X= 3.58$; $SD = 0.70$).Result revealed that principals are often sponsored to professional programmes in Lagos State. ($X = 3.27$, $SD = 0.82$) It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (supervision) of principals in the senior secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.96, standard deviation = 0.196, $p < 0.05$)

and principals (mean = 3.91, standard deviation = 0.282, $p < 0.05$) implying that principals' responses contribute to the observed differences.

It was showed in the result that a significant difference exist between responses of teachers and principals to role performance (coordination) of principals in the senior secondary schools in Lagos State. ($p < 0.05$). The result also revealed teachers (mean = 3.76, standard deviation = 0.512, $p < 0.05$) and principals (mean = 3.87, standard deviation = 0.337, $p < 0.05$) implying that principals' responses contribute to the observed differences.

Result on combined influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State. When the null hypothesis was tested, the p-value (0.000) is less than the alpha value of 0.05 indicating that there was a significant influence. Further verification from the result revealed ($F = 8.054$; $P < 0.05$), that independent variables (workshops, seminars and training) have significant influence on the dependent variable (role performance) of senior secondary school principals in Lagos State, Nigeria. The result also showed ($\text{Adj. } R^2 = 0.55$) which means that the independent variables professional development programmes (training, seminars and workshops) accounted for 55 percentage of the total variation when taken together. As a result, the null hypothesis was rejected.

Result on summary of regression analysis of the relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of senior secondary school Principals in Lagos State. The result revealed that when considered separately, training and workload contributes the most to role performance of senior secondary school principals in Lagos State ($\beta = .309$, $t = 4.792$, $p < 0.05$). This was followed by workshops ($\beta = .159$, $t = 3.161$, $p < 0.05$) while seminars contributes the least ($\beta = .033$, $t = .426$, $p < 0.05$). Therefore, the null hypothesis which stated that There will be no significant relative influence of professional development programmes (training, seminars and workshops) and

workload on role performance (supervision and Coordination) of secondary school principals in Lagos State was rejected at 0.05 level of significance.

5.2 Conclusion

Based on the findings of the study, the following conclusions were made: There was a significant influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of secondary school Principals in Lagos State.

There was a significant relative influence of professional development programmes (training, seminars and workshops) and workload on role performance (supervision and coordination) of senior secondary school Principals in Lagos State. In the relative influence, training and workload contributes the most to role performance of senior secondary school principals in Lagos State, This was followed by workshops while seminars contributes the least.

5.3 Recommendations

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

1. There is a need for secondary school principals in Lagos State to improve on their roles especially as regards supervision which was found low in teacher responses. This can be done by exposing principals to more training which will focus strictly on necessary roles performance and how to perform successfully.
2. Government should re-visit workload of secondary school principals in Lagos State and ensure it is reduced to ensure moderate workload is given to each principals to ensure effective role performance. This can be done by establishing more public secondary schools which is likely going to reduce concentration of students in some schools.
3. There is a need for government to increase funding of public secondary schools in Lagos State as it was found low in the study. This can be done by increasing budgetary allocation to the sub-section of educational system in the state.

4. There is a need for re-orientation of non-academic staff in public secondary schools in the state. This was found to be one of the factors responsible for poor role performance of principals in public secondary schools in Lagos State.
5. Parents should be sensitized by the government and school administrators on the need to work in collaborative with the school leadership to ensure principals performs their roles optimally as this will go a long way in quality educational delivery in the state.
6. Government and school management should devise means of curbing indiscipline among students as this was found as one of the contributory factors to low role performance of principals in the state.

5.4 Contribution to Knowledge

The findings of the study have shown that of professional development programmes and workload have significant influence on role performance of public secondary school principals in Lagos State. In essence, any public secondary school that wants to be above board in all spheres must do all that is possible to make sure that principals are enriched with professional training, doing otherwise would reduce role performance of the principals which is detrimental to the achievement of the objectives of secondary education in Nigeria.

5.5 Suggestions for Further Study

The researcher hereby suggests that in future studies, consideration should be given to primary schools or tertiary institutions and replicated in other states of the nation in order to provide a generalization of the results obtained in this study.

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Principal Questionnaire

Professional Development Programmes, Workload and School Principals’ Role Performance

Dear Esteemed Respondent,

The questionnaire tagged ‘Professional Development programmes and Workload on Senior Secondary School Principals’ Role Performance in Lagos State (PDPWLS).

This questionnaire is for academic research purpose, please answer each item carefully and accurately, the confidentiality of your responses is highly guaranteed.

All information supplied shall be treated with absolute confidentiality.

Thank you.

The researcher.

Section A

Bio data of the Respondents

Instruction

Please tick the correct answer to the following questions.

(Respondent should tick if he /she is principalTeacher..... or Parent Forum member.....)

Demographic background of the school Principal.

Please mark the appropriate box

A a) Gender ; MALE

FEMALE

1) Age 45-49

2) Age 50-54

3) Age 55-60

4) Age 60 & Above

The local Government of residence _____

b) What is the highest level of formal education you have completed?

Please mark one choice.

i. NCE

ii. HND

iii. B.A/B.Eng/B.sc/B.Tech/LLB

iv. B.SC.ED/B.ED

v. M.ed

vi. Ph.D

vii. Years of experience as school principal: Less than 1 year () 1-5years () 6-10 years ()

10-15 years () Above s ()

Section B

Instruction

This section contains items to collect information on level of role performance (supervision and coordination) of senior secondary school principals in Lagos State. Please pick among the options available to indicate your best response to the following statements. Note that no response is right or wrong.

S/N	How often do you ensure that teacher:	ten	ldom	rely	ever
	Supervision				
1	prepare their lesson notes promptly according to the syllabus				
2	lesson notes are checked and marked promptly and regularly by the vice principals/heads of departments on weekly basis.				
	make good use of instructional materials while teaching.				
4	attend to their lessons punctually and regularly				
5	mark students' attendance during lessons.				
6	have effective classroom management.				
7	give notes and written work to students regularly.				
8	conduct continuous assessments on regularly basis.				
9	mark students exercises/written work regularly.				
10	fill their dairies of work up to date.				

11	Teachers' maintain good working relationship with colleagues.				
	Coordination	often	seldom	rarely	never
12	All the teachers are well grouped into departments in my school.				
13	Appointment of HODs is strictly based on competence (qualifications, seniority and teaching experience).				
14	Allocation of subjects to teachers is strictly based on areas of specialization.				
15	Subject workload is within my capacity/not too many for me.				
16	Responds promptly to the needs of each subject (s).				
17	Clearly defines responsibilities to avoid conflict among teachers.				
18	Brainstorm together to solve difficult concepts in each subjects.				
19	Encourage cooperation among teachers within and across departments on the teaching of interdisciplinary subjects				
20	Maintain effective communication with teachers in my department.				
21	Ensures teachers are well managed by the head of departments.				

Items	Often	Seldom	Rarely	Never
How do the following contribute to your work engagement hours:				
1	taking school work home			
2	number of hours required to complete office assignment			
3	hours required to supervise teaching activities			
4	hours required to complete administrative duties			
5	hours needed to attend to staff needs			
6	hours needed to attend to student's need			
How do the following contribute to your task of creating conducive school climate:	Often	Seldom	Rarely	Never
7	creating interaction between parents, teachers and students			
8	allocating human and material resources			
9	sourcing for human and material resources			

10	creating a safe school environment				
11	maintain school culture				
12	maintaining school discipline				

Section C

Instruction

This section contains items to collect information on challenges facing senior secondary school principals in carrying out their roles (supervision and coordination) in secondary schools in Lagos State. Please pick among the options available to indicate your best response to the following statements. Note that no response is right or wrong.

N	Which of the following pose challenge(s) to achieving effectiveness in your role performance (<i>supervision and coordination</i>)?	Always	Seldom	Rarely	Never
	poor teacher attitude to work				
	subordination on the part of vice principals				
	subordination on the part of the teachers				
	subordination on the part of non-academic staff				
	poor government policies				
	poor funding				
	poor infrastructural facilities				
	uncooperative parents				
	discipline on the part of students				
	discipline on the part of teachers				
	discipline on the part of non-academic staff				

2	Low level of opportunity for professional development				
3	High workload				

Section D

Instruction

This section contains items to collect information on professional development training programmes (seminar, training and workshops) available to senior secondary school principals and their relevance. Please pick among the options available to indicate your best response to the following statements. Note that no response is right or wrong.

N	How often are you sponsored for the following?	Often	Seldom	Rarely	Never
	Seminar				
	Training				
	Workshop				

N	How relevant are the following development programmes you have attended over the past five years?	Highly Relevant	Somehow Relevant	Rarely Relevant	Not Relevant
	Seminar				
	Training				
	Workshop				

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Section E

Instruction

This section contains items to collect information on influence of professional development programs and workload on senior secondary school principals role performance in Lagos State.

Please pick among the options available to indicate your best response to the following statements. Note that no response is right or wrong.

N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
	Supervising teachers preparation of their lesson notes promptly according to the syllabus is cumbersome and often contributes to my role performance				
	Having to check lesson notes of my teachers regularly or on weekly basis which often increase my role responsibilities				
	Ensuring teachers uses instructional materials for teaching often increases my work responsibilities				
	Brainstorming together to solve difficult concepts in school subjects contributes to my workload				
	Doing school work home contributes to my role performance				
	Number of hours required to complete office assignment is very high, therefore my role				

	performance is affected				
	hours required to supervise teaching activities is high, therefore my role performance is influenced				
	hours required to complete administrative duties is high, therefore my role performance is influenced				
	hours needed to attend to staff needs is high, therefore my role performance is influenced				
1)	hours needed to attend to student's need is high, therefore my role performance is influenced				
	teaching interaction between parents, teachers and students is hectic and increases my responsibilities at work				
	locating human and material resources is a difficult task to do, therefore, it affects my role performance				
	sourcing for human and material resources is very hard and affects my role performance				
1)	creating a safe school environment contributes to my workload and affects my roles performance				
1)	maintain school culture contributes to my workload and affects my roles performance				
2)	maintaining school discipline contributes to my workload and affects my roles performance				

Teacher Questionnaires

Department of Arts and Social Science Education, Faculty of Arts and Education,

Lead City University, Ibadan, Oyo State

Professional Development Programmes, Workload and School Principals' Role Performance

Dear Esteemed Respondent,

The questionnaire tagged 'Professional Development programmes and Workload on Senior Secondary School Principals' Role Performance in Lagos State (PDPWLS).

This questionnaire is for academic research purpose, please answer each item carefully and accurately.

All information supplied shall be treated with absolute confidentiality.

Thank you.

The Researcher.

Section A

Bio data of the Respondents

Instruction

Please tick the correct answer to the following questions.

Demographic background of the school Teacher.

Please mark the appropriate box

A a) Gender ; MALE

FEMALE

5) Age 18-30

6) Age 31-44

7) Age 45-60

8) Age 60 & Above

The local Government where your school reside?

iii. Ph.D

iv. Years of experience as a school

Teacher: Less than 1 year () 1-5 years

(), 6-10 years () 10-15 years ()

Above 15 years ()

b) What is the highest level of formal education

you have completed?

Please mark one choice.

viii.

NCE

ix. HND

x. B.A/B.Eng/B.sc/B.Tech/LLB

xi. B.SC.ED/B.ED

xii. M.ed

Section B

Instruction

This section contains items to collect information on influence of professional development programs and workload on senior secondary school principal’s role performance in Lagos State.

Please pick among the options available to indicate your best response to the following statements. Note that no response is right or wrong.

N	How often do your principal ensure teacher:	often	seldom	rarely	never
	supervision				
1	prepare their lesson notes promptly according to the syllabus				
2	insures lesson notes are checked and marked promptly and regularly by the vice principals/heads of departments on weekly basis.				
3	make good use of instructional materials while teaching.				
4	attend to their lessons punctually and regularly				
5	mark students’ attendance during lessons.				
6	have effective classroom management.				
7	give notes and written work to students regularly.				
8	conduct continuous assessments on regularly basis.				
9	mark students exercises/written work regularly.				
10	fill their dairies of work up to date.				
11	maintain good working relationship with colleagues.				

	Coordination	often	seldom	rarely	never
12	are well grouped into departments in the school.				
13	Appointment of HODs is strictly based on competence (qualifications, seniority and teaching experience).				
14	Allocation of subjects to teachers is strictly based on areas of specialization.				
15	Subject workload is within my capacity/not too many for me.				
16	Responds promptly to the needs of each subject (s).				
17	clearly defines responsibilities to avoid conflict among teachers.				
18	Brainstorm together to solve difficult concepts in each subjects.				
19	Encourage cooperation among teachers within and across departments on the teaching of interdisciplinary subjects				
20	Maintain effective communication with teachers in my department.				
21	Issues teachers are well managed by the head of departments.				

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