

**Training Assessment, Information Communication Technology Use and Senior  
Secondary School Principals Job Performance in Lagos State**

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Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

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(MEd) in Educational Management**

### **Certification**

This is to certify that Olabanke Aduke YUSUF, with matriculation number LCU/PG/003240, completed the research thesis “Training Assessment, Information Communication Technology Use and Senior Secondary Schools Principals Job Performance in Lagos State” in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Masters of Education Degree (MEd) in Educational Management and that this has not been previously submitted.

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Date

## **Dedication**

I dedicate this thesis to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding, and to my lovely husband Pastor Monday Dotun and also to my elder brother Pastor Obafemi Akinola.

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“Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work”.

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## Abstract

In recent years, there seems to be a noticeable concern regarding the job performance of principals in public senior secondary schools in Lagos State. This is evident in poor management practices, reduced parental satisfaction, decreased teacher morale, poor job satisfaction, negative reputation and perception and so on. Factors contributing to these challenges could be inadequate training of school principals, high administrative burden, burnout and stress, among others. Previous studies have highlighted numerous factors causing the aforesaid problems in other states, but work has not been done specifically, addressing this issue within the context of public senior secondary schools in Lagos State. To fill this gap, this study aims to investigate the influence of training assessment and information communication technology use on senior secondary school principals job performance in Lagos State. A descriptive research design of the survey type was used to guide the study. The population consists of all 323 principals in public senior secondary schools in Lagos State. An Intact sampling technique and a self-developed questionnaire (PJPQ) for principals was utilised. The findings revealed that the level of job performance of senior secondary school principals in Lagos State is high ( $\bar{x}=3.19$ ); the level of training assessment of senior secondary school principals in Lagos State is high ( $\bar{x}=3.07$ ); the level of ICT use among principals in senior secondary school in Lagos State is high ( $\bar{x}=3.07$ ); the combined influence of training assessment and ICT use has a significant influence on job performance of senior secondary school principals in Lagos State (Adj.  $R^2 = 0.987$ ) and ( $F_{(2,275)}=10271.187$ ;  $p < 0.05$ ); technology integration demonstrates the strongest influence on principals job performance ( $\beta=0.640$ ,  $t=15.919$ ,  $p < 0.05$ ). Based on these findings, it was recommended among others that schools should invest in ongoing ICT training that keeps principals abreast of emerging technologies and their applications in education.

**Keywords:** Training Assessment, Information and Communication Use, Job Performance

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## List of Acronyms

<b>Abbreviation</b>	<b>Meaning</b>
ICT	Information and Communication Technology
TAM	Technology Acceptance Model
RBT	Resource-Based Theory

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

In an era characterised by rapid societal changes, evolving pedagogical paradigms, and intricate student needs, the principal's performance seem to emerge as one of the key determinants of a school's efficacy and overall achievement. Similarly, in the ever-evolving landscape of education, secondary schools appear to stand as crucibles for nurturing young minds, fostering critical thinking, and preparing students for the challenges of an increasingly complex world. However, the effectiveness of these institutions seems contingent upon the performance of the school principal who wields the power to shape the school's culture, policies, and overall trajectory. Therefore, an in-depth study on principals' job performance in the success of secondary schools cannot be overstated.

Job performance refers to an employee's ability to successfully complete tasks and responsibilities assigned to their job role, measuring their proficiency in meeting or exceeding performance expectations set by their employer<sup>1</sup>. It reflects the level of competence and skill an employee demonstrates while performing their duties and encompasses both task-oriented performance and the willingness to engage in discretionary or extra-role behaviours. Job performance is a quantitative and qualitative assessment of an employee's work output and contributions to the organisation, and it involves the demonstration of key competencies and behaviours that align with the organisation's values and mission<sup>2</sup>. Moreover, job performance is an ongoing evaluation of an employee's growth, development, and improvement over time, making it a crucial factor in determining their

eligibility for promotions and career advancement<sup>3</sup>. It directly impacts an employee's job satisfaction and overall job engagement, and it is often assessed through performance evaluations and feedback from supervisors, peers, and subordinates. In essence, job performance is a dynamic and multifaceted concept that requires continuous monitoring and improvement to achieve organisational success and build a strong and cohesive team within diverse organisations, especially the school<sup>4</sup>. In the context of secondary school, principal job performance refers to the effectiveness, competency, and leadership exhibited by school principals in fulfilling their roles and responsibilities within an educational institution. It encompasses a wide array of qualities, actions, and outcomes that contribute to the overall success of a school, its students, and the broader community it serves.

Issues concerning job performance, particularly that of secondary school principals, have been a prominent topic of discussion in academic circles and gatherings within the educational system, particularly in secondary schools. The significance of principals stems from their critical role in achieving educational goals and objectives. They serve as academic leaders, responsible for overseeing daily operations and establishing educational objectives to foster a positive learning environment<sup>5</sup>. Additionally, as administrative heads, principals supervise teachers and staff, ensuring compliance with district policies and regulations. Their responsibilities also encompass maintaining discipline by enforcing rules and addressing behavioural concerns. Moreover, they actively engage as community liaisons, collaborating with parents, local organisations, and other stakeholders to create a supportive educational setting. Principals play a fundamental role in budget management, allocating funds for school resources, programmes, and initiatives. They advocate for students' welfare, ensuring access to quality education and support services. Furthermore, they coordinate professional

development programmes for teachers and staff, promoting continuous growth and training opportunities. Collaborating with teachers and curriculum specialists, principals actively contribute to curriculum planning and implementation. In emergencies or crises, they assume the role of crisis managers, implementing safety protocols to safeguard students and staff. The multitude of responsibilities undertaken by principals is integral to steering schools towards excellence and success in their educational journey. Consequently, only principals who demonstrate high performance will find it easy to fulfill their responsibilities effectively.

To expatiate further, school principals with high job performance seems to possess a remarkable set of characteristics and qualities that empower them to lead and manage their schools effectively, their visionary leadership instills a clear sense of direction, inspiring the entire school community to work towards shared goals. Through effective communication, they not only listen attentively, but also articulate their ideas persuasively. Collaborative in nature, these principals create inclusive school cultures, valuing input from teachers, staff, parents, and students. Their emotional intelligence enables them to empathise with and understand the needs of others. Furthermore, they excel in decision-making, using data to inform their choices and addressing challenges with a problem-solving mindset. These leaders prioritise instructional excellence, providing guidance and support to teachers in enhancing their teaching practises. Fostering a positive and safe school climate, they build strong relationships with all stakeholders and advocate for the school's needs. With a focus on accountability and continuous improvement, they manage resources efficiently and adapt to changes in the educational landscape. Overall, these principals exemplify excellence in educational leadership, paving the way for successful school environments. Thus, in this

study, the researcher focused on time management and team collaboration as indices to measure principals' job performance.

Time management is the art of effectively organising and prioritising tasks to optimise productivity while striking a balance between work and personal life, ensuring well-being, and preventing burnout<sup>6</sup>. It revolves around the establishment of clear goals and objectives, followed by the efficient allocation of time to work towards their accomplishment<sup>6</sup>. This process entails creating schedules and routines, eliminating time-wasting activities, and proactively making decisions that align with long-term aspirations rather than reacting to immediate demands<sup>6</sup>. Moreover, it encompasses strategies to enhance focus and concentration, reduce distractions, and may also involve delegation and outsourcing when appropriate. Time management is a continuous journey of self-improvement as individuals evaluate their time utilisation, identify areas for enhancement, and implement changes to become increasingly efficient and effective over time<sup>7</sup>.

Moreover, time management is an indispensable skill for school principals as they navigate the complex world of education. With a multitude of responsibilities ranging from administrative tasks, curriculum management, and discipline, to handling parent and community relations, effective time management is the linchpin of their success<sup>8</sup>. It aids in setting priorities, delegating tasks to staff, and ensuring that meetings and daily responsibilities are harmoniously scheduled. Beyond the immediate, principals must dedicate time to strategic planning, goal setting, and long-term vision for the school<sup>9</sup>. It extends to their own professional development as well as the ability to respond swiftly to unexpected crises<sup>9</sup>. Hence, balancing this demand while maintaining open communication with all

stakeholders and supporting teachers is essential. Crucially, time management also plays a role in preserving their well-being and achieving a healthy work-life balance, ultimately benefiting both the principal and the entire school community<sup>10</sup>.

Team collaboration is a dynamic process where individuals come together, pooling their diverse skills, knowledge, and resources to jointly work towards a common goal. This collaborative effort is marked by active engagement and interaction among team members, fostering a cooperative environment in which they communicate, share ideas, and contribute their unique perspectives to solve problems or complete tasks<sup>11</sup>. School principals engage in team collaboration by cultivating a cohesive educational environment wherein a shared vision of academic excellence and personal growth guides all actions<sup>12</sup>. This collaborative approach extends to providing and receiving mutual support among the school's stakeholders, ensuring that resources are allocated effectively to benefit students and staff.

It involves data-driven decision-making, where input from various team members influences choices regarding curriculum, teaching methods, and student interventions<sup>13</sup>. Engaging parents and the local community play a crucial role in creating an inclusive and supportive educational atmosphere<sup>14</sup>. Collaboration also encompasses professional development opportunities, guaranteeing that teachers and staff have access to training and workshops, thereby promoting growth in their roles<sup>15</sup>. It includes problem-solving sessions where the principal leads the effort to find innovative solutions to educational challenges. Open communication is vital, ensuring all stakeholders are well-informed and actively participate in the decision-making process<sup>12</sup>. Ultimately, the principal fosters a student-centred approach, with all team members involved in decisions that impact the students' learning experience.

This continuous commitment to improvement is facilitated by the principal, who champions collaboration among all stakeholders, resulting in a dynamic and ever-evolving educational ecosystem.

However, a serious observation of the Nigerian educational system in general and secondary schools in Lagos State to be precise, it appears that there is a concerning trend of declining job performance among principals over the years. For instance, during the course of this study, it was observed by the researcher while gathering data that teachers seem to be deficient in the necessary guidance and support from principals to effectively help students succeed. Also, time management and team collaboration of principals seem poor. Furthermore, the leadership styles adopted by most principals seem to have resulted in a demotivated and directionless staff, leading to a negative school climate and reduced collaboration. The inconsistency in disciplinary policies further exacerbates the situation, hindering the creation of a conducive learning environment for students. Addressing these issues becomes crucial to ensuring the school's success and providing a nurturing environment for both students and staff.

In the light of this, quite a number of factors that seems to be responsible for the observed low level of principals' job performance in secondary schools in Lagos State have been identified; these include high workload, burnout, and inadequate support and resources, among others. However, to the best knowledge of the researcher, few studies have been carried out to investigate the influence of training assessment and information and communication technology use on principals' job performance in public senior secondary schools in Lagos State, which leaves a gap in literature that needs to be filled.

Training is a systematic and organised process designed to impart knowledge, develop skills, or instill specific competencies in individuals, often with the goal of improving their performance in a particular job, task, or area of expertise. It involves a structured series of activities, exercises, or educational experiences that are intended to enhance a person's understanding, capabilities, or proficiency in a given subject or field. Training can take various forms, including classroom instruction, on-the-job training, workshops, seminars, e-learning, mentoring, and more, depending on the nature of the skills or knowledge being conveyed. It is commonly used in various contexts, such as professional development, education, sports, and workforce preparation, to equip individuals with the necessary tools to excel in their roles or achieve specific goals.

Training encompasses skill development, professional growth, and knowledge enhancement, all aimed at equipping principals with the competencies necessary to effectively lead and manage a school<sup>16</sup>. This continuous process of professional development ensures that they stay current with educational best practices, which in turn enhances their decision-making ability. Effective leadership capacity building, communication proficiency, and conflict resolution techniques are integral aspects of this training, helping principals inspire and lead their school community while maintaining a harmonious environment<sup>17</sup>. Furthermore, training empowers principals to make data-driven decisions, fostering evidence-based strategies for school management<sup>18</sup>. It also places a strong emphasis on ethical leadership, maintaining high ethical standards that positively impact their job performance and the overall school culture<sup>19</sup>. In sum, training for principals is a holistic approach that not only enhances their individual capabilities but also benefits the entire educational institution they lead. Hence, training assessment refers to the process of appraising the effectiveness and

impact of training programs or interventions on individuals, groups, or organisations. This study will consider post-training assessment and duration as indices to measure training assessment.

Post-training assessment refers to the evaluation or examination conducted after a training programme or learning experience has been completed<sup>20</sup>. Its primary purpose is to gauge the effectiveness of the training and determine whether the participants have acquired the desired knowledge, skills, and competencies. Post-training assessments can take various forms, including quizzes, tests, surveys, observations, interviews, or performance evaluations<sup>21</sup>. These assessments help trainers and organisations identify areas of strength and areas needing improvement, allowing them to make informed decisions about the effectiveness of the training programme and any necessary adjustments for future training initiatives<sup>22</sup>.

Moreover, duration of training refers to the length of time over which a training programme or learning experience is conducted<sup>23</sup>. It encompasses the total period during which participants engage in structured activities designed to enhance their knowledge, skills, or competencies in a particular subject area or job function. The duration of training can vary widely depending on factors such as the complexity of the subject matter, the desired learning outcomes, the target audience, and the available resources<sup>24</sup>. Training duration can range from a few hours for short workshops or seminars to several weeks or months for comprehensive training programmes or courses. Some training initiatives may be conducted in a single session, while others may be delivered over multiple sessions spread out over days, weeks, or even months. The duration of training is an essential consideration in the design and planning of training programmes, as it directly impacts factors such as scheduling,

resource allocation, and participant commitment<sup>25</sup>. It is important to strike a balance between providing sufficient time for participants to acquire and internalise new knowledge and skills while also respecting constraints such as budgetary limitations and organisational priorities<sup>26</sup>.

Information and Communication Technology (ICT), which is the second independent variable in this study is a versatile set of technologies and tools that underpin various aspects of modern life. It empowers seamless communication through platforms like email, instant messaging, and video conferencing while also forming the foundation of the internet and the World Wide Web, offering access to vast amounts of information, online services, and e-commerce<sup>27</sup>. ICT facilitates data management and analysis, enabling efficient handling of extensive data through databases, spreadsheets, and visualisation software<sup>28</sup>. The effective utilisation of ICT significantly impacts principals' job performance in the modern educational landscape. Principals, as educational leaders, should leverage ICT tools to enhance communication within their school communities. They can employ email, instant messaging, and virtual meetings to engage with teachers, parents, and students, fostering a collaborative and transparent environment. Additionally, ICT's role in education is pivotal for principals, as it enables them to oversee virtual classrooms, monitor student progress through digital platforms, and ensure the smooth operation of e-learning initiatives. ICT also empowers principals in data management and analysis, enabling them to make informed decisions based on student performance data, attendance records, and academic trends<sup>29</sup>. By utilising databases and visualisation tools, principals can identify areas for improvement, allocate resources effectively, and devise targeted strategies for student success<sup>29</sup>. Furthermore, ICT aids in administrative tasks, from managing school records to optimising schedules and facilitating teacher-staff communication, streamlining operations, and allowing principals to

focus more on educational leadership. Therefore, the researcher focuses on technology integration, and digital skills, as indices of ICT use.

Technology integration refers to the incorporation of various forms of technology into different aspects of education, business, or other domains to enhance and support existing processes, workflows, and activities<sup>30</sup>. It involves using technology tools, devices, software, and digital resources to facilitate learning, communication, problem-solving, and productivity<sup>31</sup>. In the context of education, technology integration typically focuses on how to effectively use technology to enhance teaching and learning experiences. This can include integrating computers, tablets, interactive whiteboards, educational software, online resources, and other digital tools into the curriculum. The goal is to create more engaging, interactive, and personalised learning experiences for students, allowing them to explore concepts in different ways and at their own pace. Effective technology integration requires careful planning, professional development, and ongoing evaluation<sup>32</sup>. It's not just about using technology for the sake of it, but rather about finding ways to leverage technology to achieve specific goals and enhance existing workflows. It involves considering factors such as the learning objectives, the needs of the users, the available technology resources, and the potential challenges or barriers that might arise. Technology integration can also streamline communication, administration, data-driven decision-making, and engagement with parents and the community.

Digital skills are a multifaceted array of competencies critical for contemporary educational leadership and optimal performance in the role of school principals. These abilities encompass digital literacy, data management, cybersecurity awareness, and effective

communication through various online channels<sup>33</sup>. At the core of these skills lies digital literacy, which serves as the foundation, empowering individuals to proficiently use digital devices, access information, and communicate responsibly<sup>33</sup>. Furthermore, the suite of information and communication technology (ICT) skills builds upon this foundation, emphasising the adept use of digital tools such as computers and software<sup>34</sup>. Proficiency in computer operations, including software utilisation and file management, is an integral component. Equally important is cybersecurity competence, as it ensures the protection of digital systems and data from threats<sup>35</sup>. Digital communication skills play a pivotal role, covering the art of conveying messages effectively through email, social media, and video conferencing<sup>36</sup>.

Additionally, expertise in data management emphasises the secure collection, organisation, and analysis of data. Social media savvy represents a niche within these competencies, highlighting the strategic use of online platforms<sup>36</sup>. Coding and programming skills enable the creation and maintenance of digital solutions, while digital marketing expertise centres on online promotional strategies<sup>36</sup>. Moreover, digital problem-solving abilities ensure the swift resolution of technical issues. All of these interwoven competencies equip individuals to not only navigate but thrive in the digital age while serving as effective educational leaders.

Digital skills exert a profound influence on the job performance of principals by enhancing their decision-making capabilities, streamlining administrative processes, and facilitating more effective communication with staff, students, and parents<sup>37</sup>. Through data management and cybersecurity awareness, these leaders can secure sensitive information, ensuring the confidentiality and integrity of vital records. Moreover, these skills enable principals to

swiftly adapt to technological advances and efficiently address technical issues, minimising disruptions. They can also use social media and digital marketing to engage students and promote their schools, positively impacting reputation and resource allocation. In sum, these interwoven competencies empower principals to navigate the digital age with confidence, foster a thriving school environment, and make data-informed decisions, collectively contributing to improved job performance and the overall success of their educational institutions. This study therefore investigates the influence of training and information communication technology use on senior secondary schools principals' job performance in Lagos State.

## **1.2 Statement of the Problem**

In recent years, there seems to be a noticeable concern regarding the job performance of principals in public senior secondary schools in Lagos State. This concern seems to manifest through various challenges such as declining academic performance, poor management practices, reduced parental satisfaction, decreased teacher morale and job satisfaction, negative reputation and perception, poor innovation and adaptation, and poor school climate and culture, as observed by the researcher. A potential underlying factor contributing to these challenges could be inadequate training and development for school principals, high administrative burden, burnout and stress, inadequate resource management, inadequate team building, and poor leadership skills. Previous studies have highlighted numerous factors causing the aforesaid problems in other states<sup>38,39,40</sup>. However, much work has not been done, specifically, addressing this issue within the context of public senior secondary schools in Lagos State. To fill this gap, this study aims to investigate the influence of training

assessment and information communication technology use on senior secondary school principals job performance in Lagos State.

## **1.2 Aim and Objectives of the Study**

The aim of the study was to investigate the influence of training and information and communication technology use on senior secondary school principals' job performance in Lagos State. The objectives of the study were to:

- i. identify the level of principals job performance (time management and team collaboration) in public senior secondary schools in Lagos State.
- ii. assess the level of training assessment (post-training assessment and duration of training) among principals in public senior secondary schools in Lagos State.
- iii. identify the level of information communication technology use (technology integration and digital skills) among principals in public senior secondary schools in Lagos State.
- iv. examine the combined influence of training assessment (post-training assessment and duration of training) and information communication technology use (technology integration and digital skills) on public senior secondary schools principals job performance (time management and team collaboration) in Lagos State.
- v. ascertain the relative influence of training assessment and information communication technology use on public senior secondary schools principals job performance in Lagos State.

#### **1.4 Research Questions**

1. What is the level of principals job performance (time management and team collaboration) in public senior secondary schools in Lagos State?
2. What is the level of training assessment (post-training assessment and duration of training) among principals public senior secondary schools in Lagos State?
3. What is the level of information communication technology use (technology integration and digital skills) among principals in public senior secondary schools in Lagos State?

#### **1.5 Hypotheses**

H<sub>01</sub>: There will be no significant combined influence of training assessment (post-training assessment and duration of training) and information communication technology use (technology integration and digital skills) on public senior secondary schools principals job performance (time management and team collaboration) in Lagos State.

H<sub>02</sub>: There will be no significant relative influence of training assessment and information communication technology use on public senior secondary schools principals job performance in Lagos State.

#### **1.6 Significance of the Study**

The outcomes of this research will be made available through a respected academic journal and shared with individuals involved in education. This will furnish policymakers with a thorough understanding of training for principals and the utilisation of information and

communication technology (ICT). These insights will enable policymakers to establish effective guidelines aimed at enhancing and upholding superior levels of job performance, specifically in public senior secondary schools in Lagos State.

Furthermore, the principals in public senior secondary schools in Lagos State, will gain valuable perspectives from this investigation, aiding them in comprehending the factors leading to subpar job performance. This information will assist them in devising tactics to amplify job performance, job dedication, and job contentment.

The advantages of this study also incorporate teachers and other staff members, affording them a platform to voice concerns that influence principals' job performance. Additionally, students will encounter positive effects as the findings of this research will motivate principals to invest more energy into their education.

On a larger scale, society will reap considerable benefits from applying the insights garnered from this study. These understandings will guide the accomplishment and perpetuation of job performance, thereby contributing to the progress and advancement of the nation.

The study itself will become an integral part of the empirical literature, serving as a point of reference for future researchers who are interested in topics such as training, ICT utilisation, and principals' job performance. It will also be a valuable resource for those aiming to replicate the study in various geographical areas. Ultimately, this study will hold immense significance for future researchers, augmenting the existing body of academic literature.

### **1.7 Scope of the Study**

This study was delimited geographically and contextually. Contextually, this investigation is circumscribed to a comprehensive examination of principals' job performance within Public Senior Secondary Schools and its intricate relationship with two critical factors: training assessment and the utilisation of Information and Communication Technology (ICT). The indices of training assessment that have been meticulously considered for this research comprise the domains of post-training assessment and duration of training. Furthermore, within the purview of ICT use, this study delves into the dimensions of technology integration and digital skills.

Geographically, the study was delimited to public Senior Secondary Schools in Lagos State. Lagos State is situated in the southwestern region of Nigeria, along the Gulf of Guinea coast. It is bordered by Ogun State to the north and east, the Atlantic Ocean to the south, and the Republic of Benin to the west. Lagos State is the smallest state in Nigeria in terms of land area but is the most populous and economically significant due to its status as the commercial and financial hub of Nigeria. The landscape of Lagos includes a mix of urban areas, with high-rise buildings, commercial districts, and residential neighborhoods, as well as rural areas with pockets of agriculture and smaller communities. As at the time this study was carried out, Lagos State has 323 principals in the 323 public senior secondary schools.

### **1.8 Limitation of the Study**

The substantial workload and extensive administrative duties of school principals in Lagos State influenced their willingness to participate in the study. Additionally, the heavy traffic in Lagos State impeded the mobility of the researcher and research assistants. Moreover, the

increased cost and scarcity of fuel presented significant challenges in reaching many of the schools. Despite these limitations, the study's findings are considered to be valid.

### **1.9 Operational Definition of Terms**

The following terms are defined as they are used in the study.

**Principal:** Male or female individual who is an educational leader and administrator responsible for overseeing the daily operations, management, and overall functioning of public senior secondary schools in Lagos State.

**Principals Job performance:** This is the level of competence and skill a principal demonstrates while performing his/her duties in public senior secondary schools in Lagos State. The indicators of principals' job performance considered in this study are time management and team collaboration.

Time management is the art of effectively organising and prioritising tasks to optimise productivity while striking a balance between work and personal life, ensuring well-being, and preventing burnout in public senior secondary schools in Lagos State.

Team collaboration is a dynamic process where individuals come together, pooling their diverse skills, knowledge, and resources to jointly work towards a common goal in public senior secondary schools in Lagos State.

**Training Assessment:** This refers to the process of assessing the effectiveness and impact of training programs or interventions on principals in public senior secondary schools in Lagos State. The indices considered in this study are post training assessment and duration.

Post-training assessment refers to the appraisal conducted after a training programme or learning experience has been completed in public senior secondary schools in Lagos State.

Duration of training refers to the length of time over which a training programme or learning experience is conducted in public senior secondary schools in Lagos State.

**ICT Use:** Information and Communication Technology (ICT) use involves the usage of versatile set of technologies and tools that underpin various aspects of modern life. It empowers seamless communication through platforms like email, instant messaging, and video conferencing while also forming the foundation of the internet and the World Wide Web, offering access to vast amounts of information, online services, and e-commerce in public senior secondary schools in Lagos State. The indices considered in this study are technology integration and digital skills.

Technology integration refers to the incorporation of various forms of technology into different aspects of secondary schools to enhance and support existing processes, workflows, and activities in public senior secondary schools in Lagos State.

Digital skills are a multifaceted array of competencies critical for contemporary educational leadership and optimal performance in the role of school principals in public senior secondary schools in Lagos State.

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## **Chapter Two**

### **Literature Review**

This chapter contains review of related literatures. It was presented in the following subheadings:

#### **2.1 Conceptual Review**

##### **2.1.1 Job Performance**

##### **2.1.2 Principals' Job Performance**

###### **2.1.2.1 Time Management**

###### **2.1.2.2 Team Collaboration**

##### **2.1.3 Training Assessment**

###### **2.1.3.1 Post Training Assessment**

###### **2.1.3.2 Duration of Training**

##### **2.1.4 Information Communication Technology Use**

###### **2.1.4.1 Technology Integration**

#### 2.1.4.2 Digital Skills

## **2.2 Theoretical Framework**

### 2.2.1 Human Capital Theory

### 2.2.2 Technology Acceptance Model (TAM)

### 2.2.3 Resource-Based Theory (RBT)

## **2.3 Review of Empirical Studies**

### 2.3.1 Training Assessment and Job Performance

### 2.3.2 Information Communication Technology and Job Performance

### 2.3.3 Job Satisfaction and Job Performance

### 2.3.4 Organisational Commitment and Job Performance

### 2.3.5 Work-life Balance and Job Performance

### 2.3.6 Leadership Styles and Job Performance

### 2.3.7 Motivation and Job Performance

## **2.4 Conceptual Model**

## **2.5 Summary of Gap in Literature Reviewed**

## **2.1 Conceptual Review**

### 2.1.1 Job Performance

Job performance constitutes a complex and multifaceted notion encapsulating the observable conduct, deeds, and results of personnel within an institution. It can be described as the degree to which an employee proficiently executes their job-related responsibilities, thereby making contributions towards the overarching objectives and aims of the institution<sup>1</sup>. Job performance encompasses both quantitative and qualitative facets of an employee's input, considering elements such as competence in tasks, adaptability, proactiveness, and alignment with the organisation's core values and mission<sup>2</sup>. It signifies the adept utilisation of an employee's skills, knowledge, and capabilities to attain desired results and fulfil job-related criteria established by the institution<sup>3</sup>. Ultimately, job performance stands as a pivotal gauge of an employee's efficiency in furthering the triumph, competitiveness, and strategic aspirations of their organisation, rendering it a focal point in the field of organisational psychology and management<sup>4</sup>. Job performance encompasses the effectiveness with which employees fulfil their roles and responsibilities<sup>5</sup>. This multifaceted concept is shaped by various factors, including an individual's skills, motivation, work environment, and overall well-being<sup>6</sup>. Clear communication of expectations, coupled with regular feedback, helps measure job performance through objective metrics, supervisor evaluations, and 360-degree feedback<sup>6</sup>. To enhance performance, organisations invest in training and development, recognise and reward outstanding contributions, and prioritise employee health and wellness.

Employees who consistently achieve high job performance possess a diverse set of attributes that collectively define their effectiveness in the workplace. They are the bedrock of reliability, unfailingly meeting deadlines and carrying out their duties with unwavering commitment<sup>7</sup>. Their strong work ethic propels them to go above and beyond, embracing

change with adaptability and seizing opportunities with initiative<sup>8</sup>. Attention to detail is a hallmark, ensuring that their work is consistently precise and error-free<sup>8</sup>. These high-performing individuals excel in time management, enabling them to navigate their workload efficiently<sup>7</sup>. Their communication skills foster collaboration and minimise misunderstandings, while their problem-solving abilities showcase their capacity to analyse complex issues<sup>9, 10</sup>. Self-motivated and goal-oriented, they continually set and achieve personal and professional milestones, further elevating their performance. Adept at both teamwork and leadership, they contribute positively to group dynamics and inspire their colleagues<sup>11</sup>. High performers maintain professionalism and ethical behaviour in all interactions and often prioritise customer satisfaction when relevant. Committed to continuous learning, they resiliently handle challenges and setbacks, consistently deliver measurable results, and possess the skills to resolve conflicts constructively<sup>12</sup>. In some roles, strategic thinking guides their actions, considering the long-term impact of their decisions<sup>12</sup>. Collectively, these attributes define high job performance, making these employees invaluable contributors to their organisations and champions of a culture of excellence.

Job performance represents a multifaceted terrain riddled with obstacles that can impede an employee's ability to excel in their position. The presence of heavy workloads and stringent deadlines may give rise to stress and burnout, while the perpetual quest for achieving work-life balance can exert a significant toll on an individual's performance capabilities<sup>13</sup>. Additionally, the scarcity of resources, inadequate training, and conflicts within the workplace can further complicate the quest for sustained job excellence<sup>13</sup>. Health-related concerns, job instability, and a shortage of motivation can likewise cast a shadow over an employee's potential<sup>14</sup>. Furthermore, grappling with technological transformations and

adapting to the dynamics of remote work have emerged as contemporary challenges. In order to enhance job performance, organisations must confront these hurdles head-on by providing support, acknowledging achievements, facilitating transparent communication, fostering skill enhancement opportunities, and nurturing an environment that promotes positivity and inclusivity<sup>14</sup>.

### **2.1.2 Principals' Job Performance**

Principals' job performance encompasses a multifaceted role vital to the effective functioning of a school. It involves the art of leadership and management, where a school principal serves as the linchpin, orchestrating the daily operations and nurturing a positive school climate that fosters student success<sup>15</sup>. Their primary duty is to envision the school's future, establish clear objectives, and guide the institution towards achieving academic excellence<sup>15</sup>. A successful principal demonstrates competence in instructional leadership, administrative acumen, and the ability to cultivate a supportive school community<sup>16</sup>. They navigate the educational landscape with resourcefulness, make sound decisions, and execute policies that enhance the educational journey of students. Ethical and moral leadership are paramount, as they instill a culture of integrity, fairness, and accountability within the school<sup>16</sup>.

The principal's role extends to managing a diverse array of stakeholders, including teachers, students, parents, and the broader community, all of whom play a pivotal role in achieving educational goals<sup>17</sup>. Measurement of their effectiveness is often tied to student achievement, teacher satisfaction, and the overall climate and culture of the school<sup>17</sup>. The principal's adaptability to changing educational dynamics, such as technology integration and innovative

teaching methods, is essential for staying relevant<sup>18</sup>. Creating a safe and inclusive learning environment that caters to the diverse needs of students is another key aspect of their job performance<sup>19</sup>. They also champion professional development opportunities for staff, foster collaboration, and base decision-making on data-driven insights. Effective communication, both within the school and with external stakeholders, is a cornerstone of their role<sup>20</sup>.

Furthermore, principals are entrusted with attracting and retaining high-quality teachers and providing the necessary support and resources to empower them. They must be adept at crisis management, handling emergencies, and resolving conflicts within the school<sup>21</sup>. Their leadership should align school goals with district and state educational standards and policies<sup>22</sup>. In evaluating their job performance, principals are expected to cultivate positive relationships with teachers, parents, and community partners, all working collectively to support student success. Accountability is a central theme, with the principal instilling a sense of responsibility among all stakeholders for achieving educational objectives. Social justice, equity, and inclusivity are non-negotiable principles in their leadership<sup>23</sup>.

Principals provide timely and constructive feedback to teachers, nurturing their professional growth<sup>24</sup>. Staying informed about educational research and best practices is essential to making well-informed decisions<sup>25</sup>. Principals set the tone for a school culture that values diversity, promotes respect, and ignites a passion for learning in students. Prevention is as crucial as crisis management, with principals proactively addressing issues and building a resilient school community. Advocacy for the school's needs within the broader educational system and community is part of their purview<sup>26</sup>. Visionary leadership guides them, setting long-term goals and inspiring others to pursue them. Utilising assessment data for

instructional improvements and promoting a culture of continuous improvement are hallmarks of their performance<sup>27</sup>. Legal and ethical challenges in education require adept navigation to ensure compliance with laws and regulations. In essence, principal job performance is a dynamic and ever-evolving role that demands adaptability, resilience, and an unwavering focus on the well-being and success of every student.

### **2.1.2.1 Time Management**

Time management is the art of effectively prioritising and organising tasks to make the most of available time<sup>28</sup>. It involves allocating finite time resources to specific activities in order to achieve maximum productivity while setting and working towards one's goals. This practice is crucial for balancing work, personal life, and leisure, as it demands systematic control and optimisation of time<sup>29</sup>. Time management is more than just a skill; it's a discipline that involves planning, scheduling, and executing tasks to improve efficiency and productivity<sup>28</sup>. It's about making informed decisions regarding the investment of your time, identifying time-wasting habits, and replacing them with productive behaviors<sup>30</sup>. This practice emphasises the importance of setting boundaries, saying no when necessary, and protecting your time. In essence, time management is the systematic allocation of time to ensure that all critical tasks are addressed efficiently and that short-term and long-term goals are in balance, even in the face of unexpected changes. It's a holistic approach to organising, scheduling, and reflecting, all aimed at optimising the use of the 24 hours available each day.

Effective principal performance in terms of time management is characterised by a series of interconnected strategies and practices. Principals begin by setting clear priorities and establishing measurable goals that guide their actions. They meticulously plan their days,

weeks, and months, using tools like calendars and to-do lists to allocate time efficiently. Delegation plays a pivotal role, allowing them to distribute responsibilities among their administrative team and staff, freeing up time for strategic leadership activities<sup>31</sup>. Time-blocking techniques help minimise distractions and ensure that critical tasks receive the attention they deserve<sup>32</sup>. Technology tools, such as digital calendars and project management software, assist in this endeavor. Flexibility is key, as educational settings can be unpredictable, necessitating adjustments to schedules and priorities when unexpected events occur<sup>33</sup>. Principals also focus on avoiding time waste, such as excessive meetings or distractions, to maximise productivity. Open and effective communication is vital, ensuring that the team and stakeholders understand the principal's priorities and time constraints. In addition to these professional aspects, maintaining a healthy work-life balance is essential for long-term effectiveness and preventing burnout. Continuous evaluation and adjustment of time management strategies round out the approach, ensuring ongoing improvement in principal performance.

Time management encompasses a variety of methods and techniques, each with its own unique approach to optimising productivity and organization. Traditional time management relies on schedules and to-do lists, while priority-based systems categorise tasks based on urgency and importance<sup>34</sup>. The Getting Things Done (GTD) method emphasises capturing, organising, and processing tasks, and the Pomodoro Technique promotes focus through timed intervals and breaks<sup>35, 36</sup>. Time blocking provides structure by allocating specific blocks of time to tasks, and the "Eat the Frog" approach advocates tackling challenging tasks first<sup>32</sup>. Time management can be personalised further with the use of time management apps and software. Agile time management borrows from project management principles, while

energy management optimises tasks around energy levels<sup>37</sup>. Batch processing groups similar tasks, and the time-blocking calendar combines scheduling and task allocation. Zen to Done simplifies the process, and autopilot time management relies on habit formation<sup>38</sup>. The 80/20 Principle identifies critical tasks, and it's common for individuals to blend elements from different methods to create a personalised system that aligns with their unique needs and goals.

### **2.1.2.2 Team Collaboration**

Team collaboration is a dynamic and essential process that unites individuals within a group, encouraging them to combine their unique skills, knowledge, and resources to achieve a shared goal or complete a common project<sup>39</sup>. It thrives on open communication, mutual support, and the exchange of ideas, creating an environment where diverse perspectives and expertise are harnessed to enhance decision-making and problem-solving. In this cooperative effort, team members coordinate tasks, responsibilities, and resources, preventing duplication of effort and optimising efficiency<sup>40</sup>. Clear goals and objectives, along with effective leadership, guide the team towards a unified vision, while a culture of trust, respect, and accountability fosters effective collaboration<sup>41</sup>. It's a celebration of interdependence, the belief that the collective effort is more powerful than the sum of its parts, and the commitment to quality and continuous improvement in achieving shared outcomes.

Effective team collaboration is characterised by a clear sense of purpose and well-defined goals, which guide the collective effort of a diverse group of individuals, each contributing their own unique skills and perspectives. Open and honest communication fosters trust among team members, enabling them to share ideas, ask questions, and provide feedback<sup>42</sup>.

Clearly defined roles and responsibilities, along with established decision-making processes, prevent confusion and keep the team on track<sup>43</sup>. Accountability ensures that each team member upholds their commitments<sup>44</sup>. Adaptability to changing circumstances, effective conflict resolution, and efficient time management are key aspects of a successful collaborative effort<sup>45</sup>. Recognition, rewards, and a commitment to delivering high-quality work further motivate the team<sup>46</sup>. Feedback loops, a dedication to continuous improvement, and the use of clear communication channels support the team's ongoing success. Inclusivity, respect, and access to necessary resources are essential, while celebrating achievements and maintaining a culture of continuous learning contribute to a cohesive and effective collaborative team environment.

Team collaboration offers a myriad of advantages that foster creativity and innovation, drive productivity, and improve decision-making. In collaborative settings, knowledge sharing becomes a natural by product, allowing team members to draw from each other's expertise and continuously expand their skills<sup>47</sup>. The collective intelligence of a team can yield more effective problem-solving, while open communication, interpersonal growth, and conflict resolution skills are honed in the process. This not only increases employee engagement but also optimises resource utilisation and mitigates risks through early identification and resolution. Furthermore, the diverse perspectives and holistic approaches engendered by teams lead to higher-quality outcomes, often surpassing what individual efforts could achieve. Ultimately, team collaboration embodies the synergy of combined efforts, enabling adaptability, professional development, and a sense of achievement that benefits individuals and organisations alike while enhancing customer satisfaction, fostering networking opportunities, and reducing employee turnover.

### 2.1.3 Training Assessment

Training is a multifaceted and systematic process that plays a pivotal role in human development and organisational success. It involves the deliberate and structured instruction of individuals to facilitate their learning and skill development in specific areas of knowledge, abilities, and competencies<sup>48</sup>. This educational endeavour is meticulously designed to empower individuals to perform more effectively and efficiently within their roles, tasks, or responsibilities. Through training, individuals embark on a journey of continuous improvement, actively acquiring new information and expertise to bridge the gap between their current capabilities and the desired level of performance<sup>49</sup>. The essence of training lies in its dual approach of both education and practical experience. It encompasses the intentional effort to transmit relevant knowledge, impart practical skills, and offer guidance that leads to heightened proficiency and competence<sup>50</sup>. Training programmes are designed with clear objectives and outcomes, and they are structured to facilitate the systematic acquisition of abilities. Whether it is in the realm of corporate training, academic instruction, or personal development, the ultimate aim remains to equip individuals with the necessary tools and knowledge to excel in their chosen field.

A critical element of the training process is the provision of organised and structured learning experiences. These experiences can range from formal classroom settings to on-the-job training, workshops, e-learning, and mentorship programmes, among others<sup>51</sup>. The choice of methodology depends on the nature of the training and the desired learning outcomes. Training often involves a combination of theoretical knowledge and practical application, allowing individuals to not only understand the underlying concepts but also develop the

skills necessary for real-world situations<sup>52</sup>. Training goes beyond the mere transfer of information; it embodies a continuous and dynamic cycle of education and practice. It involves nurturing and developing an individual's capabilities and knowledge base, guiding them towards achieving predefined goals<sup>53</sup>. Whether it's an employee receiving training to improve their job performance, a student pursuing academic excellence, or a professional honing their skills to stay competitive in their field, the training process is a strategic and planned effort to prepare individuals for the challenges and opportunities they may encounter.

Furthermore, training is not limited to a one-time event but often requires ongoing efforts to keep individuals updated and competent in their respective domains<sup>54</sup>. This ongoing professional development ensures that individuals remain adaptive and responsive to changing industry trends and technological advancements. Training, in this sense, acts as a catalyst for personal and professional growth, continuously shaping individuals into experts in their chosen field<sup>55</sup>.

Moreover, training nurtures a sense of employee satisfaction and engagement. It conveys the message that their growth and development matter, fostering job satisfaction and nurturing a positive workplace culture<sup>56</sup>. With higher job satisfaction comes increased employee retention, as individuals feel valued and invested in, thereby mitigating the costly cycle of recruitment and turnover<sup>56</sup>. Furthermore, training is a conduit for talent development, empowering future leaders with the skills and knowledge to advance within the organisation.

Beyond the organisational realm, training holds broader societal implications. It equips individuals with the acumen to adapt to technological advancements, fostering innovation and creative problem-solving<sup>57</sup>. In the realm of customer satisfaction, trained employees are

better poised to meet customer needs effectively, boosting loyalty and positive brand image. It's a tool for compliance and risk management, ensuring that laws, regulations, and safety protocols are diligently followed, thereby averting potential legal and compliance pitfalls<sup>58</sup>. It's also an enabler of environmental responsibility, advocating for sustainability and eco-friendly practices and contributing to a more sustainable future. Furthermore, training benefits not just the individual or organisation but the community and the economy at large. By creating a skilled, employable workforce, it contributes to economic growth and lowers unemployment rates. This positive ripple effect strengthens the fabric of society. In essence, training is a dynamic force for progress, a cornerstone in the ever-evolving landscape of personal and professional development, and a powerful driver of innovation, competitiveness, and a better future for all.

### **2.1.3.1 Post Training Assessment**

Post-training assessment refers to the evaluation conducted to assess the impact and effectiveness of a training programme on participants and organisational goals<sup>59</sup>. It involves gathering feedback, analysing performance data, and identifying areas for improvement to ensure that training initiatives align with organisational objectives and contribute to enhanced performance and productivity<sup>60</sup>. Post-training assessment serves as a pivotal stage in the training process, offering valuable insights into the effectiveness of a training programme and the extent to which participants have acquired the desired skills and knowledge. Its significance lies in its ability to evaluate the tangible outcomes of the training, ensuring that organisational objectives are being met and resources are being utilised effectively<sup>61</sup>. Through a variety of assessment methods such as quizzes, tests, surveys, and observations,

trainers and organisations can gauge participants' comprehension, retention, and application of the training material. One of the primary purposes of post-training assessment is to measure the impact of the training on participants' performance and behavior<sup>62</sup>. By assessing participants' understanding and proficiency in applying newly acquired skills, trainers can ascertain whether the training has successfully translated into improved job performance or behavioural changes in the workplace<sup>63</sup>. This aspect of assessment is essential for validating the relevance and effectiveness of the training content and methodology.

Timing is a critical consideration in post-training assessment, with evaluations typically conducted after participants have completed the training program<sup>64</sup>. However, the timing may vary depending on the objectives of the training and the desired outcomes<sup>64</sup>. Some assessments may be administered immediately following the training to gauge immediate comprehension, while others may be conducted later to measure long-term retention and application of knowledge and skills in real-world scenarios.

Furthermore, post-training assessment serves as a feedback mechanism for both trainers and participants. Trainers can use assessment results to identify areas of strength and weakness in the training programme, allowing for continuous improvement and refinement. Participants benefit from receiving feedback on their performance, enabling them to identify areas for further development and reinforcing their learning experience. Additionally, organisational stakeholders can leverage assessment data to evaluate the return on investment (ROI) of training initiatives and make informed decisions about future training investments<sup>65</sup>.

### **2.1.3.2 Duration of Training**

Duration, in its essence, encompasses the temporal dimension of events, processes, and phenomena<sup>66</sup>. It is a fundamental concept that quantifies the span of time during which something occurs or persists<sup>66</sup>. Whether measuring the length of a film's narrative unfolding, the time a chemical reaction takes to complete, or the lifespan of a celestial event like an eclipse, duration provides a framework for understanding the temporal aspects of our world. In the realm of physics, duration is crucial for measuring the time it takes for events to transpire. This scientific context emphasises the importance of time as a variable in understanding the nature of change and motion. Similarly, in music, duration takes on a distinct meaning, representing the length of a musical note or rest and contributing to the rhythm and structure of a composition.

Finance employs the concept of duration to assess the sensitivity of bond prices to changes in interest rates. Here, duration serves as a measure of risk and return, influencing investment decisions in the dynamic world of financial markets. In contrast, the philosophical discourse on duration delves into questions about the nature of time and existence, exploring concepts like the continuity and discontinuity of temporal experience<sup>67</sup>. In everyday life, duration is omnipresent. It characterises the time a person spends at a job, the longevity of a project, or the persistence of a mental state<sup>68</sup>. In the medical field, duration is integral to understanding the time it takes for medications to produce their effects or for a treatment regimen to yield results. Furthermore, the concept extends to areas like sports, where the duration of a game or match dictates the unfolding drama on the field.

Literature and storytelling also heavily rely on the notion of duration. The timeline of events within a narrative unfolds over a specific duration, creating a sense of pacing and rhythm.

Similarly, the historical duration of eras and periods shapes our understanding of the evolution of societies and civilizations. In essence, duration is a versatile and indispensable concept, weaving its way through diverse disciplines and aspects of human experience. It serves as a metric, a parameter, and a philosophical pondering, encapsulating the ever-flowing river of time that defines our reality. Whether measured in seconds or aeons, duration is a fundamental building block in our comprehension of the intricacies of existence.

In the context of training, duration refers to the length of time dedicated to a specific learning activity, programme, or regimen. This temporal dimension is a critical factor in designing effective training strategies and assessing the impact of training on individuals or organisations. The duration of training programmes can vary widely, depending on the goals, complexity, and nature of the subject matter. Short-duration training sessions, such as workshops or seminars, might focus on imparting specific skills or knowledge within a condensed timeframe. These sessions are often designed to be concise and targeted, accommodating the busy schedules of participants while delivering valuable insights. Conversely, long-duration training programmes, such as professional development courses or certification programmes, may span weeks, months, or even years. These comprehensive programmes aim to provide a thorough understanding of a subject, allowing participants to acquire a deep level of expertise or mastery. Longer durations enable more in-depth exploration, practice, and reinforcement of concepts.

The duration of individual training sessions within a programme is also a crucial consideration. Balancing the optimal duration of a session is essential to maintaining participant engagement and preventing cognitive fatigue<sup>69</sup>. Training sessions that are too

short may not cover the necessary content, while overly lengthy sessions can lead to diminished focus and retention. Moreover, the concept of duration extends beyond the training sessions themselves. It encompasses the entire training lifecycle, from the planning and development stages to implementation, evaluation, and follow-up. Understanding the duration of each phase allows trainers and organisations to allocate resources effectively, track progress, and make informed adjustments to enhance the overall training experience. In summary, duration in the context of training is a multifaceted concept that influences the effectiveness, efficiency, and overall impact of learning initiatives. Whether designing a brief workshop or a comprehensive training programme, considering the appropriate duration is essential for achieving desired outcomes and maximising the learning experience.

#### **2.1.4 Information Communication Technology Use**

Information and communication technology (ICT) use in schools refers to the integration of digital tools and technologies such as computers, tablets, and interactive whiteboards into educational settings to facilitate teaching and learning<sup>70</sup>. It encompasses the utilisation of software applications, online resources, and the internet to enhance the exchange of information, ideas, and knowledge among students, teachers, and administrators<sup>70</sup>. It involves the deployment of electronic devices and communication networks to support various educational activities, including research, data analysis, and collaborative projects within the school environment<sup>71</sup>. ICT use in schools also encompasses the development and implementation of e-learning platforms, virtual classrooms, and digital educational content to supplement traditional teaching methods<sup>72</sup>. It includes the adoption of multimedia elements

like videos, animations, and interactive simulations to create engaging and interactive learning experiences for students.

ICT use in schools encompasses the management and storage of educational data, including student records, grades, and assessment results, through digital systems and databases<sup>73</sup>. It involves the integration of communication tools such as email, messaging apps, and video conferencing to facilitate real-time communication and collaboration between teachers, students, and parents<sup>73</sup>. ICT use in schools extends to the development of digital literacy skills, teaching students how to navigate and critically evaluate online information and use technology responsibly. It includes the use of learning management systems (LMS) to organise and deliver course content, assignments, and assessments in a digital format. ICT use in schools also encompasses the application of assistive technologies to support students with disabilities, ensuring equitable access to education<sup>74</sup>. It involves the implementation of online assessment tools and digital testing platforms to streamline the evaluation and grading processes.

ICT use in schools promotes the concept of "flipped classrooms," where students access instructional materials online at their own pace and use classroom time for active learning and discussions<sup>75</sup>. It encompasses the use of educational software and apps tailored to specific subjects or learning objectives to enhance students' understanding and retention of academic content. ICT use in schools includes the adoption of data-driven decision-making processes, where teachers analyse student performance data to tailor instruction and support individualised learning<sup>76</sup>. It involves cybersecurity measures and digital safety education to

protect students and school systems from online threats and promote responsible digital citizenship.

ICT use in schools involves the integration of online collaborative tools and platforms to encourage teamwork and project-based learning among students. It encompasses the implementation of distance learning programmes, allowing students to access educational resources and participate in classes remotely, especially during unforeseen circumstances like pandemics<sup>77</sup>. ICT use in schools includes the adoption of gamification elements in educational software to make learning more engaging and interactive, encouraging student motivation and participation. It involves the creation and maintenance of school websites and portals to provide information, updates, and resources to students, parents, and the broader school community. ICT use in schools can also refer to the deployment of interactive response systems (clickers) in classrooms, enabling teachers to gather real-time feedback and assess students' understanding of the material. It encompasses the incorporation of coding and programming education into the curriculum to enhance computational thinking and problem-solving skills<sup>78</sup>.

ICT use in schools includes the adoption of cloud computing solutions for data storage, collaboration, and seamless access to resources from various devices<sup>79</sup>. It involves the training of teachers in digital pedagogy and ICT skills to effectively incorporate technology into their teaching methods. ICT use in schools also encompasses the development of personalised learning paths where students can choose their own educational resources and pace of learning. It involves the implementation of data analytics and artificial intelligence to identify trends in student performance and provide early interventions when needed. ICT use

in schools can refer to the promotion of open educational resources (OER) and the sharing of educational content freely available online to reduce costs and expand access to quality education<sup>80</sup>.

#### **2.1.4.1 Technology Integration**

Technology Integration in schools signifies a dynamic approach, encompassing the seamless assimilation of an array of digital tools, devices, and software into the realm of teaching and learning<sup>81</sup>. Its overarching purpose is to elevate educational outcomes and enrich the overall academic experience of students<sup>81</sup>. This integration isn't happenstance but rather a well-thought-out, deliberate, and strategic endeavor that harnesses the potential of technology resources and digital content to bolster and extend the horizons of students' learning experiences. At its core, this concept involves the conscious infusion of technology into the instructional process. It's a method that harnesses technology tools, applications, and resources to meticulously craft and deliver curriculum, gauge student comprehension, and craft lessons that are not just informative but also engaging and interactive<sup>82</sup>. In essence, it's a fusion of traditional teaching methodologies with cutting-edge digital technologies<sup>82</sup>.

Educational Technology Integration embodies a vision where technology becomes an inherent part of the curriculum and instructional methods<sup>83</sup>. This is a vision where students are not only consumers of digital content but also adept navigators of the digital landscape, armed with enhanced digital literacy, problem-solving abilities, and the critical thinking prowess to navigate the ever-evolving digital realm<sup>83</sup>. Within the realm of educational practice, Tech-Infused Teaching denotes a practice that infuses the art of teaching with the science of technology<sup>84</sup>. It's a transformative approach that interweaves technology into daily

teaching practices, kindling student engagement, fostering collaboration, and nurturing creativity, all while catering to the diverse spectrum of learning needs<sup>85</sup>.

Integrating Digital Tools is an educational practice that consciously deploys computers, tablets, interactive whiteboards, and an array of digital devices to complement the traditional pedagogical methods<sup>86</sup>. This fusion of the physical and digital worlds aims to create a well-rounded educational experience for the learners. Digital Learning Integration takes this fusion a step further, where the adoption of online platforms, digital resources, and interactive content crafts a learning ecosystem that's both dynamic and personalized<sup>86</sup>. It's an environment where students embark on learning journeys tailored to their unique needs and preferences<sup>86</sup>. Transformative Technology Integration is a visionary paradigm shift that goes beyond treating technology as a mere substitute<sup>87</sup>. Instead, it endeavors to fundamentally redefine the very essence of teaching and learning, often ushering in innovative pedagogical practices that embrace the possibilities of the digital age<sup>87</sup>. Technology-Enhanced Instruction seeks to amplify and enrich the learning experience by utilizing technology to make it more interactive, collaborative, and accessible<sup>88</sup>. It aims to create a learning environment that is not bound by traditional constraints but instead thrives on the possibilities that technology brings.

In the realm of seamless integration, technology seems to become an integral thread, woven seamlessly into the fabric of the curriculum and the teaching and learning process. It ceases to be a standalone entity but instead becomes an inseparable part of the educational journey.

Digital Pedagogy redefines teaching as a practice that utilizes technology as a tool for enhancing pedagogical methods<sup>89</sup>. It is a deliberate approach to leverage technology to improve teaching practices, engage students, and ultimately enhance learning outcomes<sup>90</sup>. In the context of the 21st century, Technology Integration is more than a choice; it's a necessity.

It prepares students with the skills and knowledge needed to excel in a world that is rapidly evolving, primarily driven by technology.

Ubiquitous Technology Integration envisions a world where technology is not confined to specific times or spaces within the educational journey<sup>91</sup>. Instead, it's readily accessible to students and teachers, seamlessly blending into every facet of the learning experience, whether inside or outside the classroom<sup>91</sup>. Inclusive Technology Integration goes beyond merely using technology—it's about using it in ways that cater to diverse learning styles and abilities<sup>92</sup>. It's about creating an educational environment where technology acts as an equalizer, making education accessible to all<sup>92</sup>. Strategic Technology Integration is a methodical approach that involves meticulous planning, aligning technology use with educational objectives, and ensuring that it adheres to the highest standards<sup>93</sup>. The ultimate goal is to maximize the positive impact on student achievement<sup>93</sup>. In summation, Technology Integration in schools is a multifaceted concept, one that signifies a transformative shift in education. It's about harnessing the power of technology to create a more engaging, interactive, and inclusive learning environment that prepares students for success in the digital age.

Digital Curriculum Integration is a transformative practice that involves weaving digital textbooks, online resources, and multimedia content seamlessly into the curriculum<sup>94</sup>. Its aim is to foster a dynamic and interactive learning experience where students engage with digital content as an integral part of their educational journey<sup>94</sup>. Similarly, blended Learning represents a modern approach to technology integration that melds traditional classroom instruction with online learning<sup>95</sup>. This blend offers students greater flexibility in accessing and engaging with educational content, enabling them to tailor their learning experience to

their needs and preferences. Student-Centered Technology Integration underscores the pivotal role of technology in empowering students<sup>96</sup>. It encourages them to assume ownership of their learning, make informed choices, and pursue their interests. This approach places students at the center of their educational journey, fostering a sense of autonomy and responsibility.

Collaborative Technology Integration is a strategic use of digital tools to facilitate collaborative projects and group work within the educational landscape<sup>97</sup>. It fosters essential skills such as teamwork and communication among students, preparing them for the collaborative nature of the modern workforce. Formative Assessment Technology Integration is the practice of using technology for ongoing assessment and real-time feedback<sup>98</sup>. Teachers leverage digital tools to tailor instruction to individual student needs, fostering a more personalized and effective learning environment. One-to-One Technology Integration involves providing each student with a dedicated device, such as a laptop or tablet. This approach empowers students with personalized learning experiences and easy access to digital resources, ensuring digital equity and enhancing their educational journey.

Synchronous and Asynchronous Technology Integration represents the balanced incorporation of real-time (synchronous) and self-paced (asynchronous) digital learning opportunities<sup>99</sup>. It accommodates diverse student learning preferences, fostering a flexible and adaptable learning environment. Professional Development for Technology Integration is a crucial component of successful technology integration efforts<sup>100</sup>. It focuses on training and supporting teachers in effectively utilizing technology in their classrooms. The goal is to ensure teachers are confident and proficient in harnessing digital tools to enhance their teaching practices. Universal Design for Learning (UDL) Technology Integration aligns

technology use with the principles of UDL, striving to provide multiple means of engagement, representation, and expression for all students<sup>101</sup>. This inclusive approach ensures that educational technology serves the diverse needs and abilities of every learner. Data-Driven Technology Integration leverages technology to collect, analyze, and act upon data related to student performance<sup>102</sup>. It enables teachers to make informed, data-driven instructional decisions, ultimately improving teaching and learning outcomes. These definitions highlight the adaptability and potential of technology integration in education, showcasing its ability to cater to various learning needs and support diverse instructional goals.

#### **2.1.4.2 Digital Skills**

Digital skills refer to the proficiency and knowledge individuals possess in utilising digital technologies effectively<sup>103</sup>. In today's rapidly advancing technological landscape, these skills have become increasingly essential for personal, academic, and professional success. The term encompasses a wide range of abilities, from basic competencies like using email and word processing applications to more advanced skills such as programming, data analysis, and digital marketing<sup>104</sup>. One crucial aspect of digital skills is basic computer literacy<sup>105</sup>. This includes the ability to navigate operating systems, use software applications, and understand fundamental computer functions<sup>105</sup>. Proficiency in word processing, spreadsheet management, and presentation software is essential for various tasks in academic and professional settings. As technology continues to evolve, staying updated on the latest software and tools is crucial for maintaining relevance and competitiveness in the digital age.

Programming and coding skills are increasingly valuable in today's job market. Understanding languages like Python, JavaScript, or Java opens up opportunities in software

development, web design, and other tech-related fields. Even for individuals not pursuing careers in programming, a basic understanding of coding principles can enhance problem-solving abilities and provide a deeper comprehension of how digital systems work<sup>106</sup>. Data literacy is another vital component of digital skills<sup>107</sup>. With the vast amount of data generated daily, the ability to analyse, interpret, and draw insights from data sets is highly sought after. Proficiency in data visualisation tools, statistical analysis, and data-driven decision-making are crucial for professionals in fields such as business, finance, healthcare, and marketing.

Digital communication skills are also paramount in the modern era. The ability to effectively communicate through various digital channels, including email, social media, and video conferencing, is essential for both personal and professional interactions<sup>108</sup>. Understanding online etiquette, managing digital identities, and utilising collaborative tools are integral components of digital communication skills<sup>109</sup>. Cybersecurity awareness is a critical aspect of digital skills. With the increasing frequency and sophistication of cyber threats, individuals need to understand how to protect their digital assets, recognise phishing attempts, and implement best practices for online security<sup>110</sup>. This knowledge is not only relevant for professionals in IT and cybersecurity but is essential for everyone using digital platforms.

In the context of the workforce, employers increasingly seek candidates with a broad set of digital skills<sup>111</sup>. Adaptability and a willingness to learn new technologies are highly valued traits. Continuous learning is inherent in the digital realm, as technologies evolve rapidly and individuals need to stay current to remain competitive in the job market. In conclusion, digital skills are multifaceted and encompass a broad range of competencies essential for navigating the digital age. From basic computer literacy to advanced programming, data analysis, and cybersecurity, these skills are critical for personal, academic, and professional

success in an increasingly digital and interconnected world. As technology continues to advance, the importance of developing and maintaining these skills will only grow, shaping the way individuals interact with information, communicate, and contribute to the evolving digital landscape.

## **2.2 Theoretical Framework**

### **2.2.1 Human Capital Theory**

The human capital theory offers a robust lens through which to examine the intricate dynamics of training, information and communication technology (ICT) use, and the job performance of principals in public senior secondary schools in the Lagos Central Senatorial District of Lagos State. Human capital theory, asserts that investments in education, training, and health contribute significantly to an individual's or an organisation's overall productivity and success<sup>112</sup>. Firstly, when exploring the dimension of training, human capital theory posits that training represents an investment in human capital. It contends that the quality and duration of training programmes directly impact the development of skills, knowledge, and abilities in individuals<sup>113</sup>. In the context of the study, scrutinising the assessment of training quality and duration becomes crucial for understanding how these investments contribute to the enhancement of principals' human capital.

Secondly, the integration of information and communication technology (ICT) and the development of digital skills align with the tenets of human capital theory. The theory emphasises that the acquisition of skills is fundamental to human capital development<sup>113</sup>. Principals, through the integration of technology and the cultivation of digital skills, enhance

their human capital, positioning themselves as more proficient leaders capable of leveraging modern tools for effective school management.

As the study delves into the multifaceted realm of principals' job performance, human capital theory underscores the significance of job-specific skills. Time management and team collaboration, as components of job-specific skills, are vital for effective leadership. Human capital theory posits that such skills can be honed through training and the acquisition of relevant knowledge and competencies<sup>114</sup>. Therefore, evaluating the job performance of principals in terms of time management and team collaboration provides insights into how well they have developed and applied their human capital in the organisational context.

Moreover, the theory contends that the accumulation of human capital at the individual level contributes to organisational performance. Thus, improved job performance by principals, particularly in the areas of time management and team collaboration, is likely to positively impact the overall performance of public senior secondary schools. The study, anchored in human capital theory, serves as a conduit for understanding the intricate interplay between training, ICT use, and principals' job performance, offering a comprehensive framework for analysis and interpretation of these complex relationships in the educational context of Lagos State.

### **2.2.2 Technology Acceptance Model (TAM)**

The integration of the Technology Acceptance Model (TAM) into the study offers a comprehensive theoretical framework for understanding the intricate dynamics at play. Firstly, within the realm of training, TAM's focus on perceived ease of use and perceived usefulness aligns seamlessly with the study's exploration of poor training assessment and

duration<sup>115</sup>. Principals' acceptance and utilisation of training programmes can be assessed by considering whether they perceive these initiatives as user-friendly and beneficial to their roles<sup>115</sup>. By applying TAM's principles, the study gains insights into how the perceived ease of use and usefulness of training programmes contribute to principals' attitudes and behaviours<sup>115</sup>.

Moving to Information Communication Technology (ICT) Use, TAM introduces the critical concept of behavioural intention to use<sup>116</sup>. This aligns well with the study's investigation into technology integration and digital skills. Principals' willingness and intention to incorporate technology into their daily activities become central elements in understanding the successful implementation of ICT in schools. Additionally, TAM's consideration of attitudes towards use resonates with the study's focus on assessing principals' perspectives on technology integration, shedding light on their openness and acceptance of technological tools.

Transitioning to the dimension of principals' job performance, TAM's emphasis on actual use as influenced by perceived ease of use and usefulness is directly applicable<sup>117</sup>. The study's examination of how principals actually use technology, particularly in terms of time management and team collaboration, provides a tangible link to TAM. The model suggests that the integration of technology into job tasks is influenced by principals' perceptions of technology as easy to use and beneficial. Furthermore, TAM's recognition of social influence as a factor impacting technology acceptance aligns with the study's exploration of team collaboration, acknowledging the role of technology in shaping social dynamics within school teams.

In conclusion, by incorporating TAM into the study, a coherent and structured framework is provided for comprehensively analysing the relationships between training, ICT use, and principals' job performance. The model's emphasis on individual perceptions, intentions, and actual use of technology aligns with the study's objectives, offering a valuable lens through which to interpret the complex interplay of factors influencing educational leadership in public senior secondary schools in Lagos State.

### **2.2.3 Resource-Based Theory (RBT)**

Resource-Based Theory (RBT) provides a comprehensive lens through which to understand how various resources, including training and Information Communication Technology (ICT) use, influence the job performance of senior secondary school principals in Lagos State. Within this theoretical framework, the fundamental premise is that organizations achieve competitive advantage and superior performance by effectively deploying resources that are valuable, rare, inimitable, and non-substitutable (VRIN)<sup>118</sup>. In the context of this study, training serves as a crucial resource for principals, equipping them with the necessary knowledge and skills to navigate the complexities of educational leadership and administration. Principals who undergo quality training programs are better positioned to implement effective strategies, foster a positive school climate, and facilitate the professional development of teachers, ultimately enhancing overall job performance<sup>119</sup>.

Furthermore, ICT emerges as another significant resource for principals, particularly in today's digitally-driven educational landscape. ICT tools offer avenues for streamlining administrative tasks, facilitating communication with stakeholders, managing data effectively, and enhancing teaching and learning experiences within the school environment<sup>120</sup>.

Principals who leverage ICT resources adeptly can optimize operational efficiency, make informed decisions based on data-driven insights, and create a technologically-enabled learning environment conducive to academic success. Thus, both training and ICT use are integral components of the resource portfolio available to principals, influencing their ability to fulfill their roles effectively and achieve desired outcomes.

Analyzing these resources through the VRIN criteria sheds light on their strategic significance within the context of senior secondary schools in Lagos State. While training and ICT resources are undeniably valuable, their rarity, inimitability, and non-substitutability warrant closer examination. Quality training programs tailored to the specific needs of educational leaders may be relatively scarce, making them a valuable yet somewhat rare resource<sup>118</sup>. Similarly, while certain aspects of training and ICT implementation can be replicated, the unique combination of skills, experiences, and contextual factors associated with each principal's resource deployment contributes to their inimitability. Moreover, the specific knowledge and technological infrastructure acquired through training and ICT investments are non-substitutable, as alternatives may not offer comparable benefits or efficiencies.

The implications of RBT for research and practice in the field of educational leadership are profound. By applying RBT to investigate the relationship between principals' resource deployment and job performance, researchers can offer valuable insights into the mechanisms driving organizational effectiveness within senior secondary schools. Furthermore, practitioners can leverage these insights to inform strategic decision-making processes, emphasizing the importance of investing in high-quality training programs and ICT infrastructure to support principals' professional development and enhance their capacity

to lead effectively. Policymakers, too, can utilize findings from RBT-based research to inform policy formulation aimed at promoting educational leadership excellence and fostering ICT integration in schools, thereby contributing to improved educational outcomes and overall school performance in Lagos State.

## **2.3 Review of Empirical Studies**

### **2.3.1 Training Assessment and Job Performance**

Training encompasses a series of procedures designed to consistently enhance the expertise and capabilities of employees as well as improve organisational systems<sup>121</sup>. It involves a learning process geared towards acquiring enhanced knowledge and skills necessary for task performance<sup>122</sup>. A study titled "The Impact of Employee Training Programmes on Job Performance and Job Satisfaction in the Telecommunication Companies in Malaysia" aimed to investigate the effect of training on two critical factors crucial for the survival and growth of telecommunications companies: job performance and job satisfaction<sup>123</sup>. To achieve this research objective, a comprehensive profile was developed using a survey method, collecting responses from 316 out of 500 standardised questionnaires distributed to employees at three major telecommunications firms in Malaysia. This research employed quantitative techniques to generate empirical findings and evidence that addressed the research inquiries. The literature review encompassed the domains of training, job performance, and job satisfaction to bridge gaps and establish the significance of training programmes in relation to job performance and job satisfaction. The analysis revealed that training exhibited statistical significance and a robust correlation with both job performance and job satisfaction<sup>123</sup>. The hypothesis proposed is that training programmes implemented in telecommunications

companies significantly influence employee job performance and job satisfaction<sup>123</sup>. Consequently, the findings of this study serve as a valuable example for other companies in Malaysia, underscoring the importance of not underestimating the impact of training on job performance and job satisfaction<sup>123</sup>.

A different research study investigated how training and job promotions impact work motivation and their consequences on employee job performance<sup>124</sup>. This study was conducted at the South Lampung Regency National Education Office with 215 participants. The research employed a quantitative survey approach, and data analysis utilised the structural equation model (SEM) with Amos 24. The findings of the study reveal that training has a positive and significant impact on work motivation, as indicated by a t-value of 3.178, which is greater than 1.96<sup>124</sup>. Similarly, promotion positively and significantly influences work motivation, with a t-value of 8.267 exceeding 1.96<sup>124</sup>. Furthermore, training has a positive and significant effect on employee job performance, with a t-value of 2.870 greater than 1.96<sup>124</sup>. Likewise, promotion positively and significantly affects job performance, as evidenced by a t-value of 6.642 exceeding 1.96<sup>124</sup>. Moreover, work motivation significantly contributes to employee job performance, with a t-value of 2.961 greater than 1.96<sup>124</sup>. In conclusion, through job promotion and training, work motivation is enhanced, resulting in improved employee job performance.

Moreover, another research endeavour aimed to create and validate a self-development training programme while assessing its impact on various job-related factors and human capital adaptability among secondary school principals in Isfahan<sup>125</sup>. In the initial phase, the researcher formulated a comprehensive version of the self-development training programme

by reviewing pertinent research literature, conducting expert interviews, and employing content analysis. Subsequently, the questionnaire was subjected to evaluation by a panel of experts (n = 8) in the relevant field to determine its face and content validity. In the second phase of the study, the efficacy of the self-development training programme was tested on secondary school principals through a quasi-experimental design, incorporating pre-test and post-test assessments along with a control group<sup>125</sup>. The results of the evaluation, following the Lawshe method, confirmed the suitability of the training programme<sup>125</sup>. Furthermore, the findings indicated that the implementation of the self-development training programme in the experimental group had a significant impact on job performance and its various dimensions, as well as on human capital adaptability<sup>125</sup>. Specifically, the training programme demonstrated a 55.3% increase in job performance in the post-test phase and a 50.2% improvement in the follow-up phase<sup>125</sup>. Additionally, it contributed to a 34.8% enhancement in human capital adaptability during the post-test stage and a 28.9% improvement in the follow-up phase<sup>125</sup>.

Furthermore, another research paper aims to evaluate how staff professional development and training influence the job performance of library personnel at the Federal University of Oye Ekiti in Nigeria<sup>126</sup>. This study utilised a descriptive survey research design. The study population included all library staff and attendants across various departments, faculties, and the university libraries of Federal University, Oye Ekiti. The researchers employed purposive sampling to select a sample of 77 library staff members. Data collection was carried out using research instruments developed by the researchers, which included the Staff Development Programme Questionnaire (with a reliability coefficient of 0.79), the Staff Performance Questionnaire (with a reliability coefficient of 0.81), and the Challenges of Staff

Professional Development and Training Questionnaire (with a reliability coefficient of 0.82)<sup>126</sup>. The collected data were analysed using both descriptive statistics (such as frequency counts, percentages, mean, and standard deviation) and inferential statistics (correlation and one-way ANOVA) at a significance level of 5%. The results revealed that the job performance level of library staff at Federal University Oye Ekiti (FUOYE) is notably high<sup>126</sup>. Additionally, a positive and statistically significant correlation was found between the professional development of library staff and their job performance<sup>126</sup>. The study also concluded that professional development and training for library staff have a significant impact on their job performance, encompassing various forms such as orientation, in-house training, seminars, on-the-job training, and instructor-led training<sup>126</sup>. Practically, the findings suggest that other professional development programmes, such as distance educational programmes, conferences and workshops, study visits, formal professional library education, and TETFUND programmes, should be made accessible to university library staff<sup>126</sup>. Moreover, universities should consistently organise staff professional development programmes, as they have been shown to enhance the job performance of library staff.

### **2.3.2 Information Communication Technology and Job Performance**

A study was conducted to explore how Information Communication Technology (ICT) and in-service training contribute to the job performance of teachers in public secondary schools in Calabar Municipality, Cross River State, Nigeria <sup>127</sup>. The research followed a survey design and formulated two hypotheses to guide the investigation. The study population comprised 876 teachers from sixteen secondary schools in Calabar Municipality, and a

sample of 219 teachers, representing 25% of the total population, was selected using a simple random sampling technique. Data were collected using a structured questionnaire titled "Educational Support Services and Teachers' Job Performance Questionnaire" (ESSTJPQ), and its reliability was assessed using the Cronbach Alpha method, resulting in reliability coefficients ranging from 0.77 to 0.88<sup>127</sup>. The collected data were analysed through simple regression analysis. The analysis of the impact of ICT on teachers' job performance showed an adjusted R<sup>2</sup> value of 0.110, suggesting that ICT accounts for 11.0% of the factors influencing teachers' job performance in the study area, indicating the widespread use of ICT in schools<sup>127</sup>. The analysis of variance (ANOVA) produced an F-value of 25.719, a significance level of 0.000 ( $p < 0.05$ ), and degrees of freedom (df) of 1 and 217, indicating that ICT significantly predicts teachers' job performance<sup>127</sup>. Based on the Beta weight, the relationship was expressed as teachers' job performance = 21 + 0.81(ICT) <sup>127</sup>. Similarly, the analysis of the contribution of in-service training to teachers' job performance yielded an adjusted R<sup>2</sup> value of 0.745, indicating that in-service training accounted for 74.5% of teachers' job performance<sup>127</sup>. The ANOVA produced an F-value of 581.098, a significance level of 0.000 ( $p < 0.05$ ), and degrees of freedom (df) of 1 and 217, suggesting that in-service training is a significant predictor of teachers' job performance<sup>127</sup>. The relationship was expressed as teachers' job performance = 4 + 1.66(In-service training) based on the Beta weight<sup>127</sup>. In conclusion, the study revealed a significant relationship between Information and Communication Technology (ICT), in-service training, and the job performance of public secondary school teachers in Calabar Municipality, Cross River State. One of the recommendations was to ensure the provision of adequate ICT facilities in all schools to enhance teachers' teaching and learning skills<sup>127</sup>.

A different research investigation focused on Information and Communication Technology (ICT) and how it affects the job performance of Secondary School Administrators in Rivers State<sup>128</sup>. The main aim was to explore how e-mail, database management systems, the internet, and word processing impact the job performance of these administrators. The study utilised a descriptive survey research design and administered a structured questionnaire to collect responses from a sample of 81 school administrators in 15 public secondary schools in Rivers State<sup>128</sup>. After receiving 75 completed questionnaires, the researchers used mean and standard deviation for analysing the research questions and employed the z-test via SPSS Version 21 for hypothesis testing. The study revealed the following key findings: The utilisation of e-mail software, database management systems, and the internet effectively improves and provides schools with updated information on best administrative practices, thereby enhancing the job performance of school administrators in public secondary schools in Rivers State<sup>128</sup>. Additionally, the use of word processing software was found to enhance School Administrators' job performance, particularly in terms of record management and result computation<sup>128</sup>. As a result of these findings, the study concluded that information and communication technology has significantly improved the job performance of School Administrators in Public Secondary Schools in Rivers State<sup>128</sup>. Consequently, one of the recommendations made was the integration of ICT facilities into the Business Education curriculum at the secondary school level, as well as incorporating them into the execution of administrative functions within schools<sup>128</sup>.

### **2.3.3 Job Satisfaction and Job Performance**

Job satisfaction pertains to the degree of contentment, fulfilment, and positive emotions experienced by an individual in their job or profession<sup>129</sup>. It reflects how closely an

employee's expectations and desires align with their actual work experience. In order to establish a definitive and consistent understanding of the connection between job satisfaction and job performance, a meta-analysis was conducted<sup>129</sup>. This research was undertaken due to conflicting findings in previous studies on the topic. A total of 913 articles in both English and Persian were sourced from four different databases. Ultimately, 113 articles containing 123 independent sets of data were chosen for analysis<sup>129</sup>. To arrive at its results, the analysis utilised a random-effects model. The findings revealed a moderate, positive, and statistically significant correlation between job performance and job satisfaction ( $r = 0.339$ ; 95% CI = 0.303 to 0.374;  $P = 0.000$ )<sup>129</sup>. Additionally, the study identified India as a moderating variable. Throughout the study, various biases, such as publication bias, language bias, selection bias, and citation bias, were examined. Enhancing and optimising employee job performance has always been a critical concern for organizations. The outcomes of this study hold valuable insights for managers across various industries, particularly for professionals in India, both in the public and private sectors<sup>129</sup>. These insights can aid them in effectively planning and managing the satisfaction and performance of their employees. Furthermore, Indian scholars can use these findings to contribute to the localization of global research on this subject<sup>129</sup>.

In a similar vein, another research study conducted in Uganda focused on examining the connections between age, job engagement, job contentment, and job effectiveness among local government personnel, particularly sub-county chiefs<sup>130</sup>. The study employed a cross-sectional survey approach, involving a total of 320 sub-county chiefs selected through a multi-stage stratified random sampling technique<sup>130</sup>. Data were collected using a self-administered questionnaire and subsequently analysed with IBM SPSS-AMOS version 23.

The statistical findings revealed a significant positive correlation between age and job engagement ( $r = 0.119$ ;  $p < 0.05$ ), a significant positive association between job engagement and job satisfaction ( $r = 0.474$ ;  $p < 0.01$ ), and a meaningful positive link between job engagement and job performance ( $r = 0.193$ ;  $p < 0.01$ ). Conversely, no significant correlations were observed between age and job satisfaction ( $r = -0.023$ ;  $p > 0.05$ ), age and job performance ( $r = 0.086$ ;  $p > 0.05$ ), or job satisfaction and job performance ( $r = -0.036$ ;  $p > 0.05$ )<sup>130</sup>.

Moreover, another study aims to investigate the impact of leadership and the work environment on employee job satisfaction as well as the influence of leadership and the work environment on employee performance<sup>131</sup>. Additionally, it explores the effect of job satisfaction on employee performance and examines the role of job satisfaction in mediating the relationship between leadership and employee performance<sup>131</sup>. This research employs a quantitative approach, involving a sample of 100 respondents who are employees of CV. Akemi Bali Craft in Klungkung, selected through a total sampling method. The data analysis technique utilised is Partial Least Square (PLS). The findings of this study indicate that both leadership and the work environment have a positive influence on job satisfaction and employee performance<sup>131</sup>. However, job satisfaction has a negative and insignificant impact on employee performance<sup>131</sup>. The analysis of job satisfaction as a mediator between leadership and performance reveals that the indirect relationship is not significant, while the direct relationship remains significant<sup>131</sup>. Consequently, job satisfaction does not serve as a mediating factor in explaining why leadership affects employee performance<sup>131</sup>. This underscores the importance of effective leadership in maximising employee performance. Similarly, when examining job satisfaction as a mediator in the relationship between the

work environment and performance, the indirect relationship is found to be non-significant, while the direct relationship remains significant<sup>131</sup>. Therefore, job satisfaction does not mediate the influence of the work environment on employee performance<sup>131</sup>. This underscores the essential role of a conducive work environment in optimising employee performance.

#### **2.3.4 Organisational Commitment and Job Performance**

Organisational commitment pertains to an individual's emotional connection and devotedness to their organisation, reflecting the extent to which employees align themselves with and exhibit loyalty towards their employer<sup>132</sup>. This concept holds significant importance in the fields of organisational psychology and human resources management since it can profoundly impact employee conduct, job performance, and the overall prosperity of the organisation. A research study was conducted to explore the influence of emotional intelligence, leadership styles (both transformational and transactional), organisational commitment, and trust on job performance<sup>132</sup>. The study involved the distribution of a questionnaire to real estate brokers in Kaohsiung City, with 348 valid responses received out of the 980 questionnaires distributed, resulting in an effective response rate of 35.5%. The analysis employed structural equation modelling<sup>132</sup>. The findings reveal that emotional intelligence in leaders has a substantial and positive impact on trust in supervisors<sup>132</sup>. Additionally, transformational leadership and trust within the team have significant and favourable effects on job performance<sup>132</sup>. Furthermore, organisational commitment is associated with a positive and notable effect on job performance<sup>132</sup>. Trust within the team acts as an intermediary, mediating the constructive and affirmative impact of the leader's emotional intelligence on job performance<sup>132</sup>. While transactional leadership doesn't directly

exhibit a positive and substantial effect on employee job performance, the trust cultivated in the workplace through a leader's leadership style serves to invigorate team spirit and enhance morale, thus indirectly fostering improved job performance<sup>132</sup>.

Another study aimed to propose a conceptual model and investigate the relationships among internal marketing, organisational commitment, and job performance in the context of sports and fitness services<sup>133</sup>. Data were gathered through a questionnaire survey involving 254 employees from 12 municipal sports centres in Taipei City, and the analysis predominantly relied on structural equation modelling techniques. The results demonstrate that internal marketing has beneficial effects on both organisational commitment and job performance<sup>133</sup>. Additionally, organisational commitment exerts a positive influence on job performance and plays a partial mediating role in the connection between internal marketing and job performance<sup>133</sup>. These findings provide valuable insights into the interplay among internal marketing, organisational commitment, and job performance within the sport and fitness services sector.

Additionally, a separate study aimed to investigate the link between gender, commitment to the organisation, and job performance among sub-county chiefs in the Ugandan local government<sup>134</sup>. Existing literature primarily focuses on how gender impacts organisational commitment, job performance, and the connection between the two. The study involved 320 sub-county chiefs selected through a multi-stage stratified random sampling process<sup>134</sup>. Data was collected using a self-administered questionnaire that measured variables such as organisational commitment, job performance, and demographic information including gender, age, education level, and years of experience (tenure). Data entry was performed using the

SPSS software. Factor analysis was conducted to identify various components of job performance, including cooperation, punctuality, organisational citizenship behaviour (OCB), and communication<sup>134</sup>. The established components of organisational commitment used in the study were affective commitment, continuance commitment, and normative commitment. Hypotheses were tested through t-tests, Pearson correlation analysis, and regression analysis. The results of the t-tests revealed that gender does not have a significant influence on organisational commitment ( $t = .611$ ;  $p > .05$ ), including its components of affective ( $t = -.452$ ;  $p > .05$ ), continuance ( $t = 1.221$ ;  $p > .05$ ), and normative ( $t = .791$ ;  $p > .05$ ) commitment<sup>134</sup>. This means that H1 was not supported. Similarly, H2 was not supported as there was no significant difference between males and females in terms of their levels of job performance ( $t = .892$ ;  $p > .05$ ) and its components, including cooperation ( $t = 1.632$ ;  $p > .05$ ), punctuality ( $t = .483$ ;  $p > .05$ ), organisational citizenship behaviour ( $t = -.144$ ;  $p > .05$ ), and communication ( $t = -1.301$ ;  $p > .05$ )<sup>134</sup>. Correlation results indicated a positive and significant relationship between overall organisational commitment and overall job performance ( $r = .282$ ;  $p .01$ ), supporting H3<sup>134</sup>. Apart from continuance commitment, there was also a positive and significant relationship between overall job performance and affective commitment ( $r = .316$ ;  $p .001$ ) and normative commitment ( $r = .159$ ;  $p .05$ )<sup>134</sup>. However, regression results indicated that only affective commitment was a significant predictor of job performance (Beta = .322;  $t = 3.877$ ;  $p .001$ ), which means that H4 was largely unsupported<sup>134</sup>. The three commitment components together accounted for 10.3% of the variance in job performance<sup>134</sup>.

### **2.3.5 Work-life Balance and Job Performance**

Work-life balance pertains to the state of equilibrium between the demands of one's professional career and their personal life, which encompasses family, leisure, health, and social activities<sup>135</sup>. It entails the skillful management and allocation of time and energy to fulfil both work-related obligations and personal well-being, all without significantly compromising either aspect. A quantitative research endeavour was undertaken to investigate the correlation between three key variables—namely, autonomy, workload, and work-life balance—and the job performance of female lecturers employed at private universities amid the COVID-19 pandemic<sup>135</sup>. This research specifically employed a quantitative research methodology. The study focused on female lecturers affiliated with private universities located in Tangerang, Indonesia. Purposive sampling techniques were applied to select the research participants, and the analytical tool employed was multiple regression analysis utilising the SPSS software. The research findings revealed several significant relationships: First, a positive association was identified between autonomy and job performance<sup>135</sup>. Second, a negative correlation was observed between workload and job performance<sup>135</sup>. Lastly, there was a positive correlation detected between work-life balance and job performance<sup>135</sup>.

Another research investigation was carried out to examine the connection between maintaining a balance between work and personal life and one's performance on the job<sup>136</sup>. To meet the research goals, primary information was gathered from a sample of 100 employees employed by specific private firms located in Chennai, Tamil Nadu. A structured questionnaire was administered to gather this data, which was subsequently subjected to analysis through both univariate and bivariate methods. The study's outcomes indicated a noteworthy and positive correlation between work-life balance and job performance when

considering the entire scope<sup>136</sup>. This research is seen as crucial for advancing our empirical understanding of the association between work-life balance and job performance<sup>136</sup>.

Furthermore, a study titled “Role of Work Stress as Mediating Variable between Compensation and Work-Life Balance on Employee Performance” seeks to investigate how work-related stress acts as a mediator in the relationship between compensation, work-life balance, and employee performance<sup>137</sup>. The research was carried out at BPR Sandi Raya Utama with a sample of 51 respondents. Data was collected using a Likert scale-based questionnaire. Smart PLS was employed as the data analysis technique. The study's findings reveal several key points. First, compensation has a positive and significant impact on employee performance, as indicated by a p-value of 0.021, which is less than 0.05. The statistical value, 2.315, exceeds 1.96, and the coefficient value is 0.331<sup>137</sup>. Second, work-life balance also has a positive and significant influence on employee performance, with a p-value of 0.030 (less than 0.05), a statistical value of 2.176 (greater than 1.96), and a coefficient value of 0.284<sup>137</sup>. Third, work-related stress has a negative and significant effect on employee performance, with a p-value of 0.001 (less than 0.05), a statistical value of 3.346 (greater than 1.96), and a coefficient value of -0.336<sup>137</sup>. Additionally, compensation has a negative and significant impact on work-related stress, supported by a p-value of 0.000, a statistical value of 4.940 (greater than 1.96), and a coefficient value of -0.551<sup>137</sup>. Work-life balance also exhibits a negative and significant influence on work-related stress, with a p-value of 0.004 (less than 0.05), a statistical value of 2.898 (greater than 1.96), and a coefficient value of -0.327<sup>137</sup>. Furthermore, the study shows that the effect of compensation on employee performance is mediated by work-related stress, with a p-value of 0.005 (less than 0.05), a statistical value of 2.833 (greater than 1.96), and a coefficient value of 0.185<sup>137</sup>.

Lastly, the effect of work-life balance on employee performance is also mediated by work-related stress, supported by a p-value of 0.033 (less than 0.05), a statistical value of 2.135 (greater than 1.96), and a coefficient value of 0.110<sup>137</sup>.

### **2.3.6 Leadership Styles and Job Performance**

A study was undertaken to compare the public and private banking sectors in Pakistan, focusing on leadership styles and employee job performance<sup>138</sup>. The main objectives were to evaluate how leadership style impacts the job performance of employees in both the public and private banking sectors and to examine its effect on male and female employees in these sectors. The study employed a quantitative approach and surveyed employees from the government and private banking sectors in Punjab. Data was collected from 200 banking sector employees, with 100 respondents from each sector. Google Docs served as the online platform for reaching the target population. The results of the regression analysis for the first hypothesis revealed that leadership styles have a stronger impact on the job performance of male banking employees compared to their female counterparts<sup>138</sup>. This was supported by statistical evidence, as male banking employees had a regression coefficient (B) of 1.34, a t-value of 29.6, and a p-value of .000, with an R-squared value of 0.91<sup>138</sup>. In contrast, female banking employees had a regression coefficient (B) of 1.33, a t-value of 3.72, and a p-value of .000, with an R-squared value of 0.64<sup>138</sup>. Furthermore, the change in R-squared was statistically significant between male and female banking employees, with p-values less than 0.05, confirming the approval of the first hypothesis<sup>138</sup>. The results of the regression analysis for the second hypothesis indicated that leadership styles have a greater impact on the job performance of rural-based banking employees compared to their urban counterparts<sup>138</sup>. This was also supported by statistical evidence, as rural-based banking employees had a

regression coefficient (B) of 1.362, a t-value of 9.44, and a p-value of .000, with an R-squared value of 0.641<sup>138</sup>. Urban-based banking employees had a regression coefficient (B) of 1.27, a t-value of 21.65, and a p-value of .000, with an R-squared value of 0.763<sup>138</sup>. The change in R-squared was highly significant between urban and rural-based banking employees, with p-values less than 0.05, confirming the approval of the second hypothesis<sup>138</sup>. In conclusion, these types of studies are crucial and should be conducted on a larger scale, considering additional factors.

Another research aimed to predict leadership styles and job performance among administrative heads in secondary schools in North-Central, Nigeria<sup>139</sup>. Three research questions and hypotheses were developed for this study. The study's target population consisted of 7,290 administrative heads from selected schools in North-Central Nigeria. A total of 239 respondents were chosen using a combination of stratified and purposive random sampling techniques. The research utilised a structured questionnaire called the Leadership Style and Job Performance Questionnaire (LSJPQ), which underwent validation by experts in educational management, measurement, and evaluation at Ahmadu Bello University and Benue State University. The questionnaire displayed a strong reliability index with a Cronbach alpha score of 0.89-0.92<sup>139</sup>. Data collection focused on the leadership styles of principals and job performance among administrative heads in North-Central Nigeria<sup>139</sup>. The analysis employed simple regression analysis, providing descriptive statistics, correlation statistics, and a model summary for both predictive and criterion variables. For the dependent variable (job performance), the mean was 15.3389, with a standard deviation of 2.40058<sup>139</sup>. In contrast, the predictive variable (autocratic leadership style) had a mean of 19.7238 and a standard deviation of 2.45786<sup>139</sup>. A correlation of .719 ( $p < .000$ ) indicated a strong positive

relationship between autocratic leadership style and job performance<sup>139</sup>. The model summary revealed an  $r^2 = .572$ , suggesting that 57% of the variance in autocratic leadership style scores could be explained by the job performance of academic staff in tertiary institutions (p-value  $.000 < .05$ )<sup>139</sup>. Consequently, the success of principals in applying an autocratic leadership style strongly predicts the extent of job performance among administrative heads of secondary schools in North-Central Nigeria<sup>139</sup>. Similarly, for the democratic leadership style, the mean for job performance was 15.3389, with a standard deviation of 2.40058<sup>139</sup>. The mean for the predictive variable (democratic leadership style) was 19.8452, with a standard deviation of 2.48464<sup>139</sup>. A correlation of .749 ( $p < .000$ ) indicated a strong positive relationship between democratic leadership style and job performance<sup>139</sup>. The model summary showed an  $r^2 = .561$ , indicating that 56% of the variance in democratic leadership style scores could be explained by the job performance of administrative heads (p-value  $.000 < .05$ )<sup>139</sup>. Thus, the effective application of the democratic leadership style strongly predicts the extent of job performance among administrative heads<sup>139</sup>. In contrast, laissez-faire leadership style had a mean of 20.1213 and a standard deviation of 2.38119 for the predictive variable, while job performance had a mean of 15.3389 and a standard deviation of 2.40058<sup>139</sup>. A correlation of .749 ( $p < .000$ ) suggested a strong positive relationship between Laissez-faire leadership style and job performance<sup>139</sup>. However, the Model Summary indicated an  $r^2 = .463$ , implying that 46% of the variance in strategic map scores could be explained by the job performance of academic staff in tertiary institutions (p-value  $.000 < .05$ )<sup>139</sup>. Therefore, the practice of Laissez-faire leadership style negatively predicts the extent of leadership performance among administrative heads<sup>139</sup>. Based on these findings, it is recommended that secondary school principals in North-Central, Nigeria

should adopt a democratic leadership style, providing individuals with ample opportunities in secondary schools. These leadership styles are expected to enhance staff job performance and goal achievement in the schools.

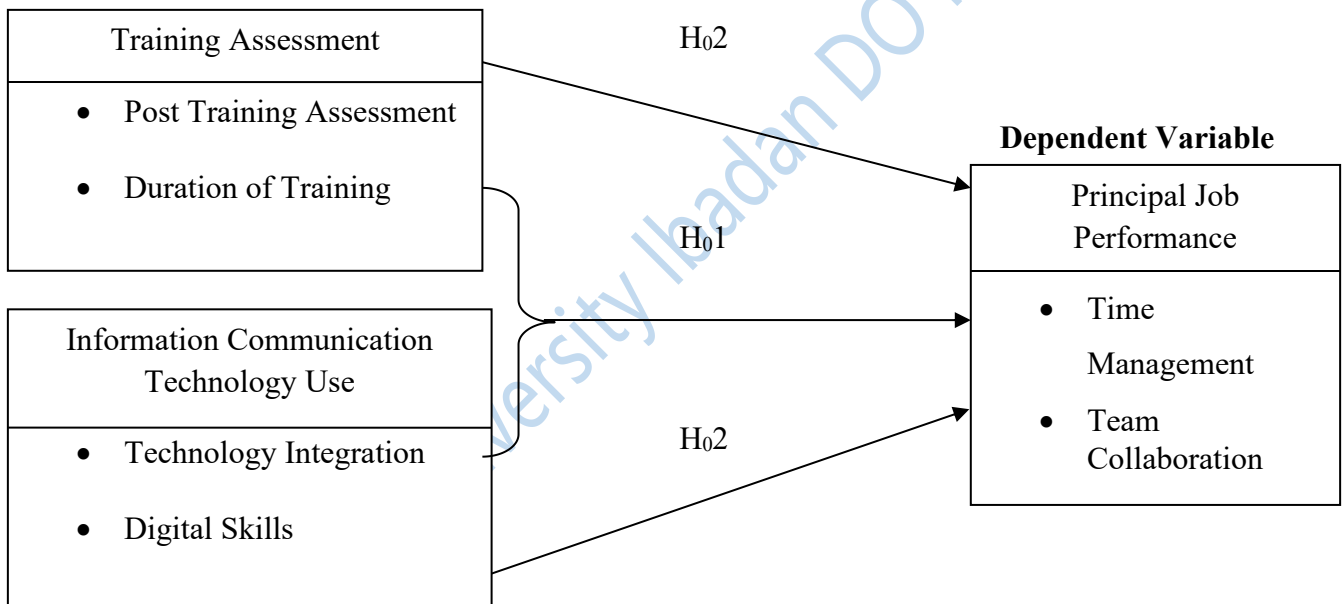
### **2.3.7 Motivation and Job Performance**

Motivation serves as the underlying force that propels an organisational member to willingly and enthusiastically engage in their assigned responsibilities and fulfil their obligations<sup>140</sup>. The concept of motivation originates from the fundamental term "motive," which signifies the incentive, rationale, or impetus that drives individuals to take action<sup>141</sup>. Consequently, motivation can be defined as a condition that inspires or acts as a conscious catalyst<sup>141</sup>. A research aims to investigate the psychological factors among employees believed to be associated with their job performance<sup>142</sup>. The study employed a quantitative approach, specifically, statistical analysis through regression. The study subjects consisted of employees at Candika Wastu Pramathana, and the selection of 35 respondents was purposeful. The findings of the research reveal that the most influential internal factor explaining job performance is motivation<sup>142</sup>. This motivation primarily encompasses self-driven determination in task execution and a genuine enthusiasm for various aspects of the organization<sup>142</sup>. Such an attitude significantly contributes to achieving optimal job performance<sup>142</sup>. The test results indicate that motivation is highly significant with a p-value of 0.000, indicating a strong positive and meaningful impact on performance, as its significance level is below 0.05<sup>142</sup>. Similarly, job satisfaction is also highly significant with a p-value of 0.000, suggesting a positive and substantial effect on performance, as its significance level falls below 0.05<sup>142</sup>. Anova testing shows a calculated F-value of 362.134 with a significance level of 0.000<sup>142</sup>. Since the significance level is less than 0.05, it can be

concluded that both motivation and job satisfaction collectively influence employee performance, as demonstrated by the regression model. Multiple regression analysis yields an adjusted R square value of 0.955, or 95.55%, indicating that 95.55% of the variance in job performance can be explained by the variables of motivation and job satisfaction<sup>142</sup>. The remaining 5.5% represents unexamined factors not considered in this study<sup>142</sup>.

## 2.4 Conceptual Model

### Independent Variables



**Figure 2.1: Conceptual model showing the interconnectedness and interdependence of Training, Information Communication Technology Use and Public Senior Secondary Schools Principals' Job Performance in Lagos State.**

**Source: Researcher Computation, 2024**

The conceptual model above demonstrates the interconnection and interdependence of training, information communication technology use and public senior secondary schools

principals' job performance in Lagos State. The model displayed a combined and relative influence of training (poor training assessment and duration) and information communication technology use (technology integration and digital skills) on public senior secondary schools principals' job performance in Lagos State.

## **2.5 Summary of Gap in Literature Reviewed**

This literature review is a comprehensive exploration of relevant concepts and theories. It is structured into three main sections: conceptual review, theoretical review, and review of empirical studies. In the conceptual review, the discussion begins by defining job performance as the effectiveness and efficiency of executing tasks. Principals' job performance is then explored through dimensions such as time management and team collaboration. The importance of training assessment is emphasised, with attention to issues like poor training assessment and duration. Additionally, the impact of information and communication technology use on job performance is examined, focusing on aspects like technology integration and digital skills.

Moving to the theoretical review, three key theories are introduced. The Human Capital Theory underscores the investment in human capital, including education and training, to enhance job performance. The Technology Acceptance Model (TAM) is discussed in the context of understanding how individuals accept and utilise technology, offering insights into the adoption of ICT in job roles. The Resource-Based Theory (RBT) provides a comprehensive lens through which to understand how various resources, including training and Information Communication Technology (ICT) use, influence the job performance of senior secondary school principals in Lagos State.

The Review of Empirical Studies delves into various research findings. The relationship between training assessment and job performance is examined, shedding light on the impact of training programmes on subsequent job performance. Similarly, the influence of ICT on job performance is explored. Other empirical studies investigate job satisfaction, organisational commitment, work-life balance, leadership styles, and motivation, each providing unique perspectives on their respective connections with job performance.

In summary, the literature review serves as a robust foundation for the research, offering a synthesised view of existing knowledge on the influence of training assessment, and ICT use, on job performance. The integration of theoretical perspectives and empirical findings enhances the credibility and relevance of the study, providing a solid basis for further inquiry into the specified educational context in Lagos State.

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## **Chapter Three**

### **Methodology**

This chapter describes the methods and techniques that were used to achieve the aim and objectives of this study. It was presented 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 research employed a descriptive research design of the survey type, which involves gathering data from a representative sample of the population to obtain results that could be applied to the entire population. The purpose of this design was to collect and interpret data without manipulating any variable.

#### **3.2 Population of the Study**

The study comprised of a comprehensive population comprising three hundred and twenty-three (323) principals distributed across three hundred and twenty-three (323) public senior secondary schools in the six (6) educational districts of the twenty local government area of Lagos State. Further specifics regarding the study's population are presented in Table 3.1.

**Table 3.1: Population of the Study**

S/N	District	LGA	Number of Public Senior Secondary Schools	Number of Principals
1	Education District 1	Agege	8	8
		Alimosho	25	25
		Iifako/Ijaye	8	8
2	Education District 11	Kosofe	14	14
		Ikorodu	28	28
		Shomolu	10	10
3	Education District 111	Epe	27	27
		Eti-Osa	19	19
		Lagos Island	11	11
		IbejuLekki	9	9
4	Education District 1V	Surulere	29	29
		Apapa	6	6
		Lagos Mainland	10	10
5	Education District V	AmuwoOdofin	20	20
		Ajeromi/Ifelodun	20	20
		Badagry	14	14
		Ojo	15	15
6	Education District V1	Oshodi/Isolo	22	22
		Mushin	16	16
		Ikeja	12	12
	06	<b>20</b>	<b>323</b>	<b>323</b>

Source<sup>1</sup>

### 3.3 Sample and Sampling Techniques

The study employed an "intact enumeration" sampling technique. This method was chosen due to the relatively small size of the population, consisting of 323 principals distributed across 323 public secondary schools in Lagos State as at the time of the study.

### **3.4 Instrument for Data Collection**

A self-constructed four likert scale questionnaire was employed to facilitate data collection for this study. The instrument, titled the "Principals Job Performance Questionnaire" (referred to as PJPQ), was meticulously designed to elicit information from principals of public secondary schools. This questionnaire comprises five distinct sections, denoted as Sections A through E.

Section A encompasses items pertaining to the demographic characteristics of the respondents, including variables such as age, gender, years of professional experience, and training attended.

Section B of the instrument encompasses ten carefully structured items intended to gauge the level of job performance exhibited by principals of public secondary schools in Ibadan metropolis. These items are subcategorised into the following domains: time management (1-5) and team collaboration (6-10).

Section C comprises ten items aimed at assessing the level of training assessment in Lagos State. These items are subcategorised into the following domains: post-training assessment (1-5), and duration of training (6-10).

Section D consists of ten items, categorised into two sub domains, each containing five items. This section is designed to measure the utilisation of Information Communication

Technology (ICT) among principals. The sub domains include technology integration (1-5) and digital skills (6-10).

Section E, the final section of the instrument, encompasses ten meticulously structured items designed to explore the influence of training and information communication technology use on principals' job performance.

### **3.5 Validity of Research Instruments**

The instrument's face, content and construct validity were ensured. First, the instrument was validated by subjecting the draft to the supervisor and experts Educational Management and Test and Measurement Lead City University, Ibadan. This was done to ensure the items in the instrument are good enough to achieve the stated objectives of the study. Their various suggestions, advices and ideas were incorporated in the final draft before administration.

### **3.6 Reliability of Research Instrument**

An instrument is said to be reliable when it yields the same result when administered in different times on respondents that share similar characteristics. Therefore, for the purpose of this study, a pilot study was conducted to establish the reliability of the instruments. This was done by administering thirty (30) copies of the questionnaire to principals in public secondary school in Ogun State. Copies of the filled questionnaire were subjected to reliability test using Cronbach alpha statistics and coefficient of  $\alpha = 0.821$  was generated.

### **3.7 Method of Data Collection**

Letter of introduction about the researcher and the study was obtained from the Head of Department so as to obtain necessary permission from the sampled respondents. Five research assistants were trained to help in the data collection. The researcher alongside her

research assistants, administered and retrieved the copies of the instruments to and from the sampled population specified in the study. This methodology aims to minimise missing data and ensure that the respondents attend to the instruments themselves.

### **3.8 Method of Data Analysis**

Data collected from the field was analysed using inferential and descriptive statistics. The research questions were answered with the use of descriptive statistics of frequency, percentage, mean and standard deviation while hypotheses 1 and 2 were tested with the use of multiple regression analysis at 0.05 level of significance.

### **Endnotes**

1. *Ministry of Basic and Secondary Education, LASUBEB, Lagos State, 2024.*

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## Chapter Four

### Results and Discussion of Findings

#### 4.1 Questionnaire Return Rate

The researcher distributed three hundred and twenty-three (323) copies of the questionnaire to principals in public senior secondary in Lagos State. Out of these, two hundred and ninety-four copies (294) were successfully retrieved accounting for 91% of the total. Among the retrieved questionnaires, two hundred and seventy-eight (278) copies were suitable for the analysis, representing 86%.

#### 4.2 Demographic Data Analysis

This section presents demographic information of respondents

**Table 4.1: Gender Distribution of Respondents**

<b>Gender of Respondents</b>		
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	162	58.3
Female	116	41.7
<b>Total</b>	<b>278</b>	<b>100.0</b>

**Source: Researcher’s Field Survey, 2024**

Table 4.1 provides a breakdown of the gender of individuals that participated in the study. According to the table, the total number of respondents is 278. Of these respondents, 162 are male, which represents 58.3% of the total. Meanwhile, there are 116 female respondents, making up 41.7% of the total. In summary, the data shows that the majority of the principals are male, comprising a little over half of the participants, while the female principals constitute slightly less than half.

**Table 4.2: Age of Respondents**

<b>Age Range of Repondents</b>		
<b>Age of Respondents</b>	<b>Frequency</b>	<b>Percent</b>
31-40 Years	15	5.4
41-50 Years	94	33.8
51-60 Years	169	60.8
<b>Total</b>	<b>278</b>	<b>100.0</b>

**Source: Researcher’s Field Survey, 2024**

Table 4.2 detailing the age range of respondents reveals that the majority of participants in the survey are aged between 51 and 60 years, making up 60.8% of the total 278 respondents. This is followed by the 41–50 age groups, which accounts for 33.8% of the respondents. While the 31–40 age groups is significantly underrepresented, comprising only 5.4% of the participants. The predominance of older adults in the sample suggests that the findings will primarily reflect the views and experiences of individuals in their 50s and late 40s.

**Table 4.3: Years of Working Experience**

<b>Years of Working Experience</b>		
<b>Years of Experience</b>	<b>Frequency</b>	<b>Percent</b>
5-10 Years	9	3.2

11-20 Years	69	24.8
21-30 Years	123	44.2
31-35 Years	77	27.7
<b>Total</b>	<b>278</b>	<b>100.0</b>

**Source: Researcher’s Field Survey, 2024**

Table 4.3 provides a breakdown of the professional experience of the respondents. Out of a total of 278 respondents, the largest group has 21–30 years of experience, accounting for 44.2% of the total. This is followed by those with 31–35 years of experience, who make up 27.7% of the respondents. The next group includes individuals with 11–20 years of experience, comprising 24.8% of the participants. The smallest group consists of respondents with 5–10 years of experience, representing only 3.2% of the total. These findings indicate that the majority of principals have substantial professional experience, with most having between 21 and 35 years in their fields. This distribution suggests that the study's results will largely reflect the perspectives of highly experienced principals.

**Table 4.4: Trainings Attended by Principals**

Case Summary		
	N	Percent
Principals Training <sup>a</sup>	278	100.0%

a. Dichotomy group tabulated at value 1.

Trainings Attended by Principals			
		Responses	
		N	Percent
Trainings Attended as a Principal <sup>a</sup>	5-Day ICT Training	242	20.1%
	School Data Processing and Security Strategies	199	16.5%
	Integrity of Principals and the Profession	165	13.7%
	Development of Information Technology	153	12.7%
	Data Driving Improvement Planning for School Managers	171	14.2%

Management of Schools in a Dwindling Economy	152	12.6%
Safe School: The Imperative for 21st Century Manager	124	10.3%
<b>Total</b>	<b>1206</b>	<b>100.0%</b>

a. Dichotomy group tabulated at value 1.

Table 4.4 presented in the case summary and principals training frequencies tables offer a comprehensive overview of the training programmes attended by school principals. The case summary indicates that all 278 principals, representing 100% of the sample, participated in at least one training program. This shows the universal engagement of principals in professional development activities. The trainings attended by principals table provides a detailed breakdown of the specific training programmes attended by these principals. The total number of responses across all training programmes is 1206, highlighting that many principals attended multiple trainings. The most frequently attended training is the "5-Day ICT Training," with 242 responses, accounting for 20.1% of the total. This high participation rate reflects the importance placed on information and communication technology skills in school management. The next most attended training is "School Data Processing and Security Strategies," which received 199 responses (16.5% of the total), indicating a significant focus on data management and security.

Other notable training programmes include "Integrity of Principals and the Profession" with 165 responses (13.7%), "Development of Information Technology" with 153 responses (12.7%), and "Data Driving Improvement Planning for School Managers" with 171 responses (14.2%). These programmes emphasise the importance of ethical standards, technological advancement, and data-driven decision-making in effective school leadership.

Additionally, "Management of Schools in a Dwindling Economy" had 152 responses (12.6%), highlighting the need for strategic management skills in challenging economic times. The "Safe School: The Imperative for 21st Century Manager" training, with 124 responses (10.3%), reflects the growing concern for safety and security in schools. Overall, the data shows a strong commitment among principals to engage in various professional development programmes, with each principal attending multiple trainings to enhance their skills and knowledge. This dedication to continuous learning is crucial for effectively managing schools and addressing the evolving challenges in the education sector.

### **4.3 Presentation of Answers to Research Questions**

This sub-section contains tables showing analysis of responses to answer formulated research questions.

#### **Research Question One**

What is the level of principals' job performance (time management and team collaboration) in public senior secondary schools in Lagos State?

**Table 4.5a: Level of Principals Job Performance (Time Management) in Public Senior Secondary Schools in Lagos State**

S/N	Item: I;	AL	S	R	N	Mean	SD
1	effectively prioritise tasks to ensure important activities are completed on time.	124(44.6)	120(43.2)	13(4.7)	21(7.6)	3.25	0.858
2	am able to set realistic deadlines for tasks and projects.	97(34.9)	161(57.9)	8(2.9)	12(4.3)	3.23	0.705
3	am proactive in planning ahead to meet deadlines rather than waiting until the last minute.	145(52.2)	104(37.4)	21(7.6)	8(2.9)	3.39	0.751
4	am skilled at delegating tasks to others to optimise time and resources.	153(55.0)	108(38.8)	13(4.7)	4(1.4)	3.47	0.656
5	consistently complete tasks within the specified time frame.	133(47.8)	111(39.9)	9(3.2)	25(9.0)	3.27	0.896

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**Weighted Mean = 3.32 High**

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**Source: Researcher's Field Survey, 2024**

**KEY:** AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.5a evaluates the level of job performance in terms of time management among principals in public senior secondary schools in Lagos State. The results show that principals are generally proficient in time management. They are particularly skilled at delegating tasks to optimise time and resources, which scored the highest mean of 3.47. Proactivity in planning ahead to meet deadlines was also rated high, with a mean of 3.39. Additionally, principals effectively prioritise tasks with a mean of 3.25, set realistic deadlines with a mean of 3.23, and consistently complete tasks within the specified time frame with a mean of 3.27.

Overall, the weighted mean score for time management is 3.32, classified as high. This indicates that principals in Lagos State's public senior secondary schools are effective in managing their time to ensure important activities are completed promptly. The high scores across all items reflect a strong capability in prioritising, planning, delegating, and meeting deadlines, contributing to efficient and effective job performance. These findings suggest that the principals are well-organised and proactive in their approach to time management, which is crucial for maintaining high standards of educational administration and teaching.

**Table 4.5b: Level of Principals Job Performance (Team Collaboration) in Public Senior Secondary Schools in Lagos State**

S/N	Item: I;	AL (%)	S (%)	R (%)	N (%)	Mean	SD
6	ensure that all team members have opportunities to contribute their ideas and perspectives.	83(29.9)	149(53.6)	13(4.7)	33(11.9)	3.01	0.907
7	actively participate in team meetings and discussions to address challenges and plan for the future.	93(33.5)	117(42.1)	31(11.2)	37(13.3)	2.96	0.990
8	actively promote a collaborative work culture among the staff at our school.	103(37.1)	123(44.2)	24(8.6)	28(10.1)	3.08	0.925
9	foster a sense of teamwork and unity among the staff members.	111(39.9)	105(37.8)	21(7.6)	41(14.7)	3.03	1.033
10	provide constructive feedback to team members to enhance their professional growth.	116(41.7)	123(44.2)	15(5.4)	24(8.6)	3.19	0.885

**Weighted Mean = 3.05 High**

**Source: Researcher's Field Survey, 2024**

**KEY:** AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.5b evaluates the level of job performance among principals in terms of team collaboration in public senior secondary schools in Lagos State. The analysis reveals that team members often have opportunities to contribute their ideas, with a high mean score of 3.01. Also, they actively participate in team meetings and discussions to address challenges and plan for the future with a mean score of 2.96. Similarly, the promotion of a collaborative work culture and fostering a sense of teamwork both received high ratings, with mean scores of 3.08 and 3.03, respectively. Constructive feedback to enhance professional growth also scored highly, with a mean of 3.19, indicating frequent and effective feedback practices.

Overall, the weighted mean score for job performance in terms of team collaboration is 3.05, classified as high. This suggests that, on average, the schools perform well in fostering collaboration, ensuring participation, promoting a collaborative culture, and providing constructive feedback. However, active participation in team meetings and discussions received a slightly lower mean score of 2.96, categorised as moderate, indicating some room for improvement. In conclusion, the data reflects a strong commitment to teamwork and collaboration in public senior secondary schools in Lagos State, with generally high ratings across most evaluated items.

**Table 4.5c: Level of Principals Job Performance (Time Management and Team Collaboration) in Public Senior Secondary Schools in Lagos State**

Items	Always Freq (%)	Sometimes Freq (%)	Rarely Freq (%)	Never Freq (%)	Mean
Time Management	130.4(46.9)	120.8(43.5)	12.8(4.6)	14(5.0)	3.32
Team Collaboration	101.2(36.4)	123.4(44.4)	20.8(7.5)	32.6(11.7)	3.05
<b>Overall Weighted Mean= 3.19High</b>					

**Source: Researcher's Field Survey, 2024**

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.5c assesses the level of job performance in public senior secondary schools in Lagos State, focusing on two key areas: time management and team collaboration. The mean score for time management is notably high at 3.32, with 46.9% of respondents always managing their time effectively and 43.5% sometimes doing so. Only a small proportion of respondents reported rarely (4.6%) or never (5.0%) managing their time well, indicating a strong overall performance in this area. In contrast, team collaboration has a slightly lower mean score of 3.05 but still falls within the high category. Here, 36.4% of respondents always collaborate effectively, while 44.4% do so sometimes. A higher percentage of respondents rarely (7.5%) or never (11.7%) engage in team collaboration compared to time management, suggesting some room for improvement. The overall weighted mean score for job performance is 3.19, classified as high, reflecting a strong performance across both evaluated areas. This indicates that, on average, public senior secondary school principals in Lagos State demonstrate effective job performance, particularly in time management and team collaboration.

**Research Question Two:** What is the level of training assessment (post-training assessment and duration of training) in public senior secondary schools in Lagos State?

**Table 4.6a: Level of Training Assessment (Post-training Assessment) among Principals in Public Senior Secondary Schools in Lagos State**

S/N	Item:	AL (%)	S (%)	R (%)	N (%)	Mean	SD
1	The training programme provided me with valuable knowledge and skills relevant to my role	98(35.3)	119(42.8)	25(9.0)	36(12.9)	3.00	0.982
2	I feel more confident in applying the concepts learned during the training to my daily tasks."	95(34.2)	107(38.5)	59(21.2)	17(6.1)	3.01	0.895
3	The training materials were well-organised and easy to understand.	117(42.1)	113(40.6)	18(6.5)	30(10.8)	3.14	0.949
4	The training sessions were engaging and interactive, encouraging active participation.	107(38.5)	125(45.0)	14(5.0)	32(11.5)	3.10	0.942
5	I believe the training has positively impacted my performance in the workplace.	134(48.2)	100(36.0)	17(6.1)	27(9.7)	3.23	0.940

**Weighted Mean = 3.10High**

**Source: Researcher's Field Survey, 2024**

**KEY:** AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.6a assesses the effectiveness of training programmes among principals in public senior secondary schools in Lagos State based on a post-training assessment. The data reveals that the training programmes were generally well-received. Participants indicated that the training provided valuable knowledge and skills relevant to their roles, with a mean score of 3.00. They also felt more confident in applying the concepts learned during the training to their daily tasks, as reflected by a mean score of 3.01. The training materials were considered well-organised and easy to understand, scoring a mean of 3.14, and the training sessions were engaging and interactive, encouraging active participation, with a mean score of 3.10.

Overall, the weighted mean score for the post-training assessment is 3.10, classified as high. This indicates that the training programmes are effective in enhancing job performance among staff in public senior secondary schools in Lagos State. The highest mean score of 3.23 was for the item assessing the positive impact of training on workplace performance, highlighting the significant benefits of the training. These results suggest that the training programmes are successful in providing valuable knowledge, boosting confidence, organising materials effectively, and engaging participants, ultimately leading to improved job performance.

**Table 4.6b: Level of Training Assessment (Duration of Training) among Principals in Public Senior Secondary Schools in Lagos State**

S/N	Item:	AL (%)	S (%)	R (%)	N (%)	Mean	SD
6	The duration of the training programmes I have attended was sufficient to cover the essential content.	103(37.1)	130(46.8)	20(7.2)	25(9.0)	3.12	0.889
7	The duration of training programmes is flexible to accommodate different learning styles and preferences.	94(33.8)	137(49.3)	27(9.7)	20(7.2)	3.10	0.846
8	The training programmes strike an appropriate balance between duration and depth of content.	87(31.3)	151(54.3)	21(7.6)	19(6.8)	3.10	0.809
9	The training is broken down into shorter, more frequent modules.	100(36.0)	122(43.9)	21(7.6)	35(12.6)	3.03	0.970
10	The length of the training sessions was appropriate for the complexity of the material presented.	78(28.1)	107(38.5)	56(20.1)	37(13.3)	2.81	0.991

**Weighted Mean = 3.03 High**

**Source: Researcher's Field Survey, 2024**

**KEY:** AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.6b evaluates the duration of training programmes among principals in public senior secondary schools in Lagos State. The data indicates that most respondents found the duration of training programmes sufficient to cover essential content, with a mean score of 3.12. Additionally, the training programmes were considered flexible enough to accommodate different learning styles and preferences, scoring a mean of 3.10. The balance between duration and depth of content was also rated high, with a mean score of 3.10. However, the breakdown of training into shorter, more frequent modules received a slightly lower mean score of 3.03, and the appropriateness of session lengths for the complexity of material presented scored the lowest at 2.81.

Overall, the weighted mean score for the duration of training programmes is 3.03, classified as high. This suggests that the training programmes generally have a sufficient and flexible duration, effectively balancing the length and depth of content. Despite this, there is room for improvement in breaking down training into shorter modules and ensuring the length of sessions matches the complexity of the material. These results reflect that, while the duration of training is mostly adequate, adjustments could enhance the effectiveness and adaptability of the programmes to better meet diverse learning needs and the complexity of the content.

**Table 4.6c: Level of Training Assessment (Post-training Assessment and Duration of Training) among Principals in Public Senior Secondary Schools in Lagos State**

Items	Always Freq (%)	Sometimes Freq (%)	Rarely Freq (%)	Never Freq (%)	Mean
Post-training Assessment	110.2(39.6)	112.8(40.8)	26.6(9.6)	28.4(10.2)	3.10
Duration of Training	92.4(33.2)	129.4(46.5)	29(10.4)	27.2(9.9)	3.03

**Overall Weighted Mean= 3.07 High**

**Source: Researcher's Field Survey, 2024**

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.6c shows the level of training assessment among principals in public senior secondary schools in Lagos State, focusing on both post-training assessment and the duration of training sessions. The data shows that the post-training assessment received a high mean score of 3.10. This indicates that a significant portion of respondents found the training programmes valuable and effective, with many consistently benefiting from the knowledge and skills acquired during the sessions. The duration of training also scored high, with a mean of 3.03, suggesting that the training sessions were adequately structured in terms of length and content coverage, accommodating different learning styles and preferences.

Overall, the combined weighted mean score for post-training assessment and the duration of training is 3.07, classified as high. This reflects a positive evaluation of the training programmes in Lagos State's public senior secondary schools. The high ratings indicate that the training effectively enhances job performance and meets the diverse needs of the principal. The results suggest that the training programmes are well-organised and impactful, contributing to the professional growth and development of the participants.

### **Research Question Three**

What is the level of information communication technology use (technology integration and digital skills) among principals in public senior secondary schools in Lagos State?

**Table 4.7a: Level of Information Communication Technology Use (Technology Integration) among Principals in Public Senior Secondary Schools in Lagos State**

S/N	Item: I;	AL (%)	S (%)	R (%)	N (%)	Mean	SD
1	effectively use technology to enhance instructional leadership and decision-making	139(50.0)	87(31.3)	23(8.3)	29(10.4)	3.21	0.980
2	use technology to efficiently manage administrative tasks and streamline processes.	114(41.0)	118(42.4)	18(6.5)	28(10.1)	3.14	0.927
3	use digital tools to communicate with teachers and parents	139(50.0)	101(36.3)	15(5.4)	23(8.3)	3.28	0.899
4	actively promote professional development opportunities for teachers to enhance their technology skills	105(37.8)	117(42.1)	38(13.7)	18(6.5)	3.11	0.874
5	encourage innovative use of technology to improve teaching and learning outcomes	98(35.3)	141(50.7)	16(5.8)	23(8.3)	3.13	0.853

**Weighted Mean = 3.17 High**

**Source: Researcher's Field Survey, 2024**

**KEY:** AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.7a evaluates the level of Information Communication Technology (ICT) integration among principals in public senior secondary schools in Lagos State. The data shows that

principals effectively use technology to enhance instructional leadership and decision-making, with a mean score of 3.21. They also efficiently manage administrative tasks and streamline processes using technology, scoring a mean of 3.14. Additionally, digital tools are commonly used to communicate with teachers and parents, with the highest mean score of 3.28. Promoting professional development opportunities to enhance teachers' technology skills received a mean score of 3.11, while encouraging innovative use of technology to improve teaching and learning outcomes scored 3.13.

Overall, the weighted mean score for ICT integration among principals is 3.17, classified as high. This indicates that principals in public senior secondary schools in Lagos State effectively integrate technology into their roles, using it to improve leadership, communication, administrative efficiency, and teaching outcomes. The consistently high ratings across all items reflect a strong commitment to leveraging technology for school improvement and professional development. These results suggest that the principals are proficient in utilising ICT to enhance various aspects of school management and instructional practices, contributing to the overall effectiveness and modernization of the education system in Lagos State.

**Table 4.7b: Level of Information Communication Technology Use (Digital Skills) among Principals in Public Senior Secondary Schools in Lagos State**

S/N	Item: I;	AL (%)	S (%)	R (%)	N (%)	Mean	SD
6	feel confident in my ability to navigate and use digital tools and applications relevant to my job	117(42.1)	125(45.0)	30(10.8)	6(2.2)	3.27	0.738
7	am proficient in using a variety of software and applications relevant to my role	107(38.5)	112(40.3)	38(13.7)	21(7.6)	3.10	0.904
8	am proficient in using digital communication tools for professional purposes	119(42.8)	94(33.8)	29(10.4)	36(12.9)	3.06	1.025
9	am knowledgeable about the latest educational technology trends and best practices	93(33.5)	98(35.3)	38(13.7)	49(17.6)	2.85	1.075
10	can create and manage digital content, such as presentations, documents, and multimedia resources	71(25.5)	73(26.3)	81(29.1)	53(19.1)	2.58	1.067

**Weighted Mean = 2.97 Moderate**

**Source: Researcher's Field Survey, 2024**

**KEY:** AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.7b assesses the level of digital skills among principals in public senior secondary schools in Lagos State. Principals reported high confidence in their ability to navigate and

use digital tools relevant to their jobs, with a mean score of 3.27. Proficiency in using a variety of software and applications scored 3.10, indicating a high level of competency. Similarly, proficiency in using digital communication tools for professional purposes received a high mean score of 3.06. However, knowledge about the latest educational technology trends and best practices was rated moderate, with a mean score of 2.85. The ability to create and manage digital content, such as presentations and multimedia resources, also scored moderately, with a mean of 2.58.

Overall, the weighted mean score for digital skills is 2.97, classified as moderate. This indicates that while staff members are confident and proficient in using digital tools and communication applications, there is room for improvement in staying updated with the latest educational technology trends and in creating and managing digital content. The results suggest a need for ongoing professional development to enhance digital skills, particularly in content creation and staying current with technological advancements.

**Table 4.7c: Level of Information Communication Technology Use (Technology Integration and Digital Skills) among Principals in Public Senior Secondary Schools in Lagos State**

Items	Always Freq (%)	Sometimes Freq (%)	Rarely Freq (%)	Never Freq (%)	Mean
Technology Integration	119(42.8)	112.8(40.8)	22(7.9)	24.2(8.5)	3.17
Digital Skills	101.4(36.8)	100.4(36.1)	43.2(15.5)	33(11.6)	2.97
<b>Overall Weighted Mean= 3.07 High</b>					

**Source: Researcher's Field Survey, 2024**

Threshold: Mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4.7c evaluates the level of Information Communication Technology (ICT) use among principals in public senior secondary schools in Lagos State, focusing on both technology integration and digital skills. The data shows that principals are effective in integrating

technology into their roles, with a high mean score of 3.17. This suggests that a significant portion of principals consistently use technology to enhance instructional leadership, communication, and administrative efficiency. On the other hand, digital skills among principals received a moderate mean score of 2.97, indicating that while many principals feel confident and proficient in using digital tools, there is still room for improvement, particularly in staying updated with the latest technological trends and managing digital content.

Overall, the combined assessment yields a high weighted mean score of 3.07, reflecting that principals are generally proficient in using ICT to enhance various aspects of school management. However, the moderate rating for digital skills suggests a need for ongoing professional development to further enhance principals' digital competencies. These results highlight the importance of continuous learning and adaptation to ensure that principals can effectively use ICT in their roles, thereby improving the overall efficiency and effectiveness of school operations and educational outcomes.

#### **4.4 Test of Hypotheses**

H<sub>01</sub>: There will be no significant combined influence of training assessment (post-training assessment and duration of training) and information communication technology use (technology integration and digital skills) on public senior secondary school principals job performance in Lagos State

**Table 4.8: Summary of Regression Analysis Showing Combined Influence of Training Assessment (Post-training Assessment and Duration of Training) and Information Communication Technology Use (Technology Integration and Digital Skills) on Public Senior Secondary School Principals Job Performance in Lagos State**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.993 <sup>a</sup>	.987	.987	.939

a. Predictors: (Constant), Information and Communication Technology, Training Assessment

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18125.669	2	9062.834	10275.32	.000 <sup>b</sup>
	Residual	242.648	275	0.882		
	Total	18368.317	277			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Information and Communication Technology, Training Assessment

**Source: Researcher's Field Survey, 2024**

The regression analysis presented in Table 4.8 examines the combined influence of training assessment (post-training assessment and the duration of training) and information communication technology (ICT) use (technology integration and digital skills) on the job performance of principals in public senior secondary schools in Lagos State. The results indicate a very strong positive relationship between the predictors (training assessment and ICT use) and the job performance of the principals. This relationship is evidenced by a

correlation coefficient (R) of 0.993 and an  $R^2$  value of 0.987. This means that approximately 98.7% of the variance in job performance can be explained by these two factors. The adjusted  $R^2$  value, also at 0.987, confirms the model's robustness, ensuring that the results are not overly influenced by the number of predictors included.

The ANOVA results further support the significance of this relationship. The regression sum of squares is 18,125.669, significantly higher than the residual sum of squares at 242.648, indicating that the model explains a substantial portion of the variance in job performance. With a mean square regression of 9,062.834 and a mean square residual of 0.882, the model's F-value is an extraordinarily high 10275.32. This high F-value, coupled with a p-value of 0.000, shows the statistical significance of the model. These findings lead to the rejection of the null hypothesis ( $H_0$ ), which stated that there would be no significant combined influence of training assessment and ICT use on job performance. Instead, the data clearly shows that both training assessments and ICT use are critical determinants of job performance among principals in Lagos State's public senior secondary schools.

In summary, the combined influence of training assessment and ICT use significantly enhances the job performance of school principals. The strong positive correlation and the high explanatory power of the model suggest that these factors are crucial for improving performance. This implies that initiatives aimed at improving training programmes and ICT capabilities could substantially benefit the principals' effectiveness in their roles. Therefore, educational policymakers and administrators should prioritise these areas to foster better educational leadership and management in Lagos State.

**H<sub>02</sub>:** There will be no significant relative influence of training assessment and information communication technology use on public senior secondary school principals job performance in Lagos State

**Table 4.9: Summary of Regression Analysis Showing Relative Influence of Training Assessment and Information Communication Technology Use on Public Senior Secondary School Principals Job Performance in Lagos State**

		Coefficients <sup>a</sup>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.001	.203		19.739	.000
	Training Assessment	.369	.048	.403	7.674	.000
	Information and Communication Technology	.539	.048	.593	11.293	.000

a. Dependent Variable: Job Performance

**Source: Researcher's Field Survey, 2024**

The regression analysis presented in Table 4.9 evaluates the relative influence of training assessment and information communication technology (ICT) use on the job performance of principals, in public senior secondary schools in Lagos State. The table includes both unstandardised and standardised coefficients, along with their respective standard errors, t-values, and significance levels, providing a comprehensive view of the impact of these factors. The results show that the constant value is 4.001, which represents the baseline level of job performance when both training assessment and ICT use are zero. This baseline is statistically significant, as indicated by a high t-value of 19.739 and a significance level of 0.000. For training assessment, the unstandardized coefficient is 0.369, suggesting that for each unit increase in training assessment, job performance improves by 0.369 units,

assuming other factors remain constant. The standardised coefficient (Beta) of 0.403 indicates a substantial positive effect on job performance. This effect is statistically significant, with a t-value of 7.674 and a p-value of 0.000.

ICT use also shows a significant positive impact on job performance. The unstandardized coefficient is 0.539, meaning that each unit increase in ICT use corresponds to a 0.539 unit increase in job performance, holding other variables constant. The standardised coefficient (Beta) is higher at 0.593, indicating an even stronger effect compared to training assessment. The high t-value of 11.293 and the significance level of 0.000 confirm the robustness of this effect.

In conclusion, the regression analysis highlights that both training assessment and ICT use significantly enhance the job performance of principals in public senior secondary schools in Lagos State, particularly in terms of time management and team collaboration. ICT use appears to have a slightly stronger influence than training assessment. These findings suggest that to improve the effectiveness of school leadership, educational policymakers and administrators should prioritise both comprehensive training programmes and the integration of advanced ICT tools. By doing so, they can foster better management practices and collaborative efforts within schools, ultimately leading to improved educational outcomes.

#### **4.5 Discussion of Findings**

Research question one was formulated to identify the level of principals' job performance (time management and team collaboration) in public senior secondary schools in Lagos State. The result obtained shows that the level of job performance among principals in public senior secondary schools in Lagos State is high. The high level of job performance among

principals in Lagos State's public senior secondary schools can be attributed to their strong time management and team collaboration skills. Effective time management ensures that principals can handle administrative duties, instructional leadership, and other responsibilities efficiently. Meanwhile, robust team collaboration promotes a positive work culture, facilitates problem-solving, and supports professional development among teachers. The findings have significant implications for policy and practice. For policymakers, the high level of job performance suggests that current training and support systems for principals are effective, but continuous improvement and investment in these areas are necessary to maintain and enhance performance levels. For school administrators, focusing on strengthening time management and collaboration skills further can lead to even better outcomes. Additionally, sharing best practices among principals and providing targeted professional development opportunities can help sustain and build on the high levels of job performance observed.

Several studies align with the findings from Lagos State, emphasising the importance of time management and team collaboration for high job performance among school principals. A study found that principals with strong time management skills significantly improved school performance and teacher satisfaction<sup>1</sup>. Similarly, another study highlighted that the active promotion of team collaboration by principals led to improved student outcomes and teacher morale<sup>2</sup>. Another study reported that principals who excelled in team collaboration achieved better staff cohesion<sup>3</sup>. Moreover, a study found similar outcomes, where principals who managed time well and promoted collaboration achieved higher levels of school effectiveness<sup>4</sup>.

Conversely, some studies suggest that while time management and team collaboration are important, they may not be the most critical factors influencing job performance in all educational settings. For example, a study reported that systemic issues and resource constraints played a more critical role in job performance than time management and team collaboration<sup>5</sup>. Also, a study argued that, lack of training and support systems had a more substantial impact on job performance than principals' time management and collaboration skills<sup>6</sup>. In the same vein, a study found that leadership style and decision-making autonomy were more influential on job performance than these skills<sup>7</sup>.

Research question two aimed at identifying the level of training assessment (post-training assessment and duration of training) in public senior secondary schools in Lagos State. The result from the analysis revealed that the level of training assessment is high. This finding has several significant implications for the education system and the professional development of school principals in Lagos State. Firstly, a high level of training assessment suggests that the training programmes for school principals are well-structured and effectively delivered. This likely means that the principals are receiving comprehensive and relevant training that equips them with the necessary skills and knowledge to perform their roles effectively. As a result, these principals are more likely to be competent in their administrative and leadership duties, which can lead to improved school management and better educational outcomes for students. Effective training assessments help ensure that the content and delivery of training programmes meet the specific needs of the principals, enabling them to address the unique challenges they face in their schools.

Secondly, the high level of training assessment implies that the training programmes are not only extensive but also tailored to address the practical aspects of school leadership. This

includes the ability to manage time effectively and foster team collaboration, as highlighted by other parts of the study. When principals are well-trained and their training is regularly assessed for effectiveness, it leads to better implementation of educational policies and practices. Consequently, this can result in enhanced overall school performance, including improved student outcomes, higher teacher satisfaction, and more efficient school operations. The positive feedback loop created by continuous training assessment and improvement ensures that principals remain updated with the latest educational trends and administrative strategies.

Several studies align with the findings, for instance, a study conducted found that comprehensive post-training assessments significantly improved the job performance and satisfaction of school leaders<sup>8</sup>. Another study demonstrated that comprehensive post-training evaluations helped identify gaps and improve future training programmes, leading to enhanced performance among school leaders<sup>9</sup>. Moreover, research showed that a high level of training assessment was associated with better implementation of educational reforms and improved school administration<sup>10</sup>. Furthermore, a study conducted in Nigerian secondary schools found that rigorous post-training assessments and appropriately timed training durations significantly enhanced the skills and performance of principals<sup>11</sup>. This directly supports the findings in Lagos State, confirming that thorough training assessments are crucial for high job performance. However, some studies do not support the findings of this study. For example, a study highlighted that in some schools in Ghana, the duration of training was often inadequate, leading to a perception of low effectiveness regardless of post-training assessments<sup>12</sup>. This contrasts with the high training assessment levels reported in Lagos State, indicating that resource availability is a significant factor. Another study pointed

out that without ongoing professional development and support, the benefits of training assessments were short-lived<sup>13</sup>.

Research question three was formulated to identify the level of information communication technology use (technology integration and digital skills) among principals in public senior secondary schools in Lagos State. The result from the analysis revealed that the level of ICT use is high. This indicates that principals are effectively incorporating technology into their administrative and instructional leadership roles. They are utilising digital tools to enhance their communication, streamline administrative tasks, and improve decision-making processes. This high level of ICT adoption among principals suggests that they are not only proficient in using technology but also actively promoting its use within their schools, thereby fostering a tech-savvy environment conducive to modern educational practices. This result implies that the principals in Lagos State are well-equipped to handle the demands of the digital age in education. Their high level of ICT use can lead to more efficient school management, improved communication with staff and parents, and a greater ability to integrate innovative teaching methods. This proficiency in ICT also suggests that these principals can better support their teachers in using technology for instruction, ultimately benefiting student learning outcomes.

Several studies align with the findings, for example, a study found that principals who effectively used ICT tools significantly improved their administrative efficiency and decision-making processes<sup>14</sup>. This study emphasised the role of technology in enhancing school leadership, similar to the findings in Lagos State, where high ICT use is associated with improved school management and communication. Likewise, another study demonstrated that principals' proficiency in digital skills led to better instructional leadership

and administrative performance<sup>15</sup>. Also, a study highlighted that in South Africa, principals who adopted ICT in their roles saw significant improvements in school operations and communication<sup>16</sup>. This aligns with the Lagos State results, suggesting that ICT use among principals can lead to more efficient school management and enhanced decision-making. Furthermore, a study found out that in Osun State principals has high digital skills and technology integration capabilities and where able to monitor school activities<sup>17</sup>. Conversely, some studies present contrasting views. A scholar found that in Lagos State limited access to technology and insufficient training hindered principals' effective use of ICT<sup>18</sup>. Also, a study highlighted numerous obstacles to effective ICT integration, finding that many principals struggled with limited digital skills and resources, resulting in a low level of technology use in their roles<sup>19</sup>.

Hypothesis one was tested to examine the combined influence of training assessment (post-training assessment and duration of training) and information communication technology use (technology integration and digital skills) on public senior secondary school principals job performance in Lagos State. The finding led to the rejection of the null hypothesis ( $H_01$ ), which stated that there would be no significant combined influence of training assessment and ICT use on job performance. Instead, the data clearly shows that both training assessments and ICT use are critical determinants of job performance among principals in Lagos State's public senior secondary schools. This highlights the importance of a holistic approach to professional development for school principals. Training programmes that are well-designed, adequately timed, and followed by thorough assessments ensure that principals are equipped with the necessary skills and knowledge. When these training programmes are coupled with a high level of ICT use, the impact on job performance is

significantly amplified. Principals are not only able to apply the new knowledge gained from training but can also leverage digital tools to enhance their effectiveness. This dual focus on continuous professional development and technological proficiency creates a conducive environment for high job performance.

Several studies support the finding that training assessment and ICT use significantly influence job performance. For instance, a study found that principals who participated in comprehensive professional development programmes, which included training assessments and ICT integration, showed significant improvements in job performance<sup>20</sup>. Similarly, a study demonstrated that school principals who received thorough ICT training and participated in regular post-training assessments were better able to manage their schools and support their teachers<sup>21</sup>. Another study also emphasised the importance of ongoing training and technology use for school leaders, noting that principals who engaged in post-training assessments and developed strong digital skills reported higher job performance<sup>22</sup>. Conversely, some studies challenge these findings, for instance, a study found that despite training and ICT initiatives, many school principals in Nigeria faced significant barriers, leading to a minimal impact on job performance<sup>23</sup>. Similarly, another study concluded that ICT training and assessments did not translate into improved job performance for many principals, citing a lack of contextual adaptation and practical application of ICT tools<sup>24</sup>.

Hypothesis two was tested to examine the relative influence of training assessment and information communication technology use on public senior secondary school principals job performance in Lagos State. The analysis led to the rejection of the null hypothesis ( $H_0$ 2), which stated there would be no significant relative influence of training assessment and ICT

use on job performance. Instead, the data indicated that both training assessments and ICT use relatively influence job performance among principals. These elements help principals manage administrative tasks more efficiently, improve communication, and overall enhance school management.

The findings of the study align with several other studies. For instance, a study highlights that effective training, including its duration, plays a crucial role in improving principals' performance by providing them with the necessary skills and knowledge for effective school management<sup>25</sup>. Additionally, a study confirms that the integration of digital leadership and technology use by school principals significantly impacts their ability to manage schools effectively, especially during crises like the COVID-19 pandemic<sup>26</sup>. Supporting this, another study indicates that e-leadership, which involves the integration of technology with leadership skills, significantly influences the performance and behavior of teachers, which in turn enhances overall school performance<sup>27</sup>. This is consistent with the initial study's findings on the positive impact of digital skills and technology integration on principals' job performance. On the other hand, some studies present contrasting views. For example, a study suggests that while technology integration is beneficial, it is not a standalone solution for improving job performance and must be complemented by other leadership skills and strategies<sup>28</sup>. Similarly, another research indicates that the impact of post-training assessments might be marginal because they often fail to capture the long-term application of skills learned during training<sup>29</sup>.

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## **Chapter Five**

### **Conclusion**

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

#### **5.1 Summary of Findings**

The research aimed at investigating the influence of training assessment, information communication technology use and senior secondary school principals job performance in Lagos State. The first research question aimed to assess the job performance of principals in public senior secondary schools in Lagos State, focusing on time management and team collaboration. The findings revealed that principals in these schools exhibit high job performance levels, largely due to their effective time management and strong team collaboration skills. These skills enable principals to efficiently manage administrative duties

and foster a positive work culture, which enhances problem-solving and professional development among teachers.

The second research question examined the level of training assessment for principals in public senior secondary schools in Lagos State, focusing on post-training evaluation and training duration. The analysis indicated a high level of training assessment, reflecting well-structured and effective training programs. This suggests that the programs are comprehensive and relevant, equipping principals with the skills and knowledge needed for effective school management and improved educational outcomes. The findings also indicate that the training covers practical aspects like time management and team collaboration, helping principals implement educational policies efficiently.

The third research question explored the level of ICT use, focusing on technology integration and digital skills, among principals in public senior secondary schools in Lagos State. The findings showed a high level of ICT use, indicating that principals effectively incorporate technology into their administrative and instructional roles. They use digital tools to enhance communication, streamline administrative tasks, and improve decision-making processes. This high adoption rate suggests that principals are proficient in technology and actively foster a tech-savvy environment, supporting modern educational practices. Their ICT proficiency indicates that they are well-equipped to meet the demands of the digital age in education, resulting in efficient school management, improved communication with staff and parents, and the integration of innovative teaching methods.

The first hypothesis examined the combined influence of training assessment (post-training assessment and duration of training) and information communication technology (ICT) use

(technology integration and digital skills) on the job performance of principals in public senior secondary schools in Lagos State. The analysis led to the rejection of the null hypothesis ( $H_01$ ), which stated there would be no significant combined influence of training assessment and ICT use on job performance. Instead, the data indicated that both training assessments and ICT use are critical determinants of job performance among these principals.

The second hypothesis examined the relative influence of training assessment and information communication technology (ICT) use on the job performance of principals in public senior secondary schools in Lagos State. The analysis led to the rejection of the null hypothesis ( $H_02$ ), which stated there would be no significant relative influence of training assessment and ICT use on job performance. Instead, the data indicated that both training assessments and ICT use relatively influence job performance among principals.

## **5.2 Conclusion**

This study examined the factors influencing the job performance of principals in public senior secondary schools in Lagos State, focusing on training assessment, information communication technology (ICT) use, and their combined effects. The findings provide valuable insights into the determinants of effective school leadership in the context of Lagos State. Firstly, the high levels of job performance among principals can be attributed to their strong time management and team collaboration skills. These capabilities enable principals to manage their schools effectively, fostering a positive work environment and facilitating better educational outcomes. Secondly, the study highlighted the significant role of training assessment and ICT use in enhancing job performance. Comprehensive and well-timed

training programmes, coupled with regular post-training assessments, equip principals with the necessary skills and knowledge.

Additionally, the integration of technology and the development of digital skills among principals are crucial for efficient school management, improved communication, and effective instructional leadership. The rejection of the null hypothesis in the first test shows the combined influence of training assessment and ICT use on job performance, indicating the importance of a holistic approach to professional development. The second hypothesis test further revealed that the duration of training, technology integration, and digital skills are particularly significant, while post-training assessments, though important, have a marginally lesser impact. These findings suggest that continuous professional development, incorporating both thorough training and technological proficiency, is essential for maintaining high job performance among school principals. Policymakers and educational administrators should focus on optimising training programmes and enhancing ICT infrastructure to support principals in their roles. Conclusively, this study contributes to the understanding of how effective training and ICT use can improve school leadership, thereby enhancing the overall quality of education in Lagos State's public senior secondary schools. By addressing the identified factors and challenges, stakeholders can work towards creating a more conducive environment for educational excellence.

### **5.3 Recommendations**

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

1. Government should continue to provide advanced professional development programmes focusing on best practices in time management and team collaboration.

- Establish peer mentoring and coaching systems where experienced principals can share effective strategies with their peers. Encourage regular reflective practices and feedback mechanisms to ensure continuous improvement.
2. The standard of training programmes should also be maintained by regularly updating the content to reflect the latest educational trends and challenges. Introduce periodic refresher courses and workshops to ensure principals remain current with new practices. Enhance post-training assessments by incorporating more practical evaluations and real-world problem-solving scenarios.
  3. Schools should invest in ongoing ICT training that keeps principals abreast of emerging technologies and their applications in education. Provide continuous access to new digital tools and platforms. Establish a community of practice for principals to share insights, challenges, and solutions related to ICT use in schools.
  4. Schools should develop a comprehensive, integrated professional development programme that synergizes training assessments and ICT use. Encourage collaborative projects that require principals to apply both their training and ICT skills in innovative ways. Regularly review and adapt the programme based on feedback and performance data to ensure it meets evolving needs.
  5. The government should focus on continuous improvement of training programmes by incorporating advanced modules on ICT integration and digital leadership. Provide tailored support and resources to help principals apply their training in diverse school contexts. Ensure that post-training assessments are dynamic and aligned with the practical demands of school leadership.

#### **5.4 Contribution to Knowledge**

This study makes several significant contributions to the field of educational leadership and management, particularly within the context of public senior secondary schools in Lagos State. It provides valuable insights into effective leadership practices, emphasising the critical roles of time management and team collaboration in enhancing principals' job performance. By highlighting these specific areas, the study informs leadership development programmes, ensuring they focus on essential skills for effective school management.

Additionally, the study highlights the importance of well-structured, comprehensive training programmes for school principals. It demonstrates that high levels of training assessment, encompassing both post-training evaluations and the duration of training, significantly contribute to the principals' administrative and instructional effectiveness. This finding offers a model for developing future training initiatives, emphasising the need for thorough and ongoing professional development. The research also sheds light on the crucial role of information communication technology (ICT) in school management. The findings show that principals who effectively integrate technology and possess strong digital skills can enhance school operations and communication. This contributes to a broader understanding of how digital tools can be leveraged to improve educational leadership and operational efficiency, highlighting the necessity of technological proficiency in modern school administration.

A notable contribution of the study is the demonstrated combined influence of robust training assessments and ICT use on job performance. By rejecting the null hypothesis, the research illustrates the synergistic effects of integrating comprehensive training programmes with advanced technological tools. This shows the importance of a holistic

approach to professional development that incorporates multiple facets of leadership training and technological proficiency. Furthermore, the study provides a nuanced understanding of the relative importance of different training components and ICT elements. It reveals that the duration of training and the development of digital skills significantly enhance job performance, while post-training assessments, though beneficial, have a marginally lesser impact. This insight can guide policymakers and educational leaders in designing training programmes that prioritise the most impactful components, thereby maximising their effectiveness.

The practical implications of the study are substantial, offering actionable recommendations to sustain and enhance high levels of principal performance. These recommendations, derived from empirical evidence, can be used by educational authorities to improve school leadership practices. Moreover, the localised focus on Lagos State adds to the limited body of research specific to the Nigerian educational context, providing culturally and contextually relevant insights that can be adapted and applied in other regions. Conclusively, this study enriches the understanding of effective school leadership practices, offering a comprehensive framework for enhancing principal performance through targeted training and technology integration. It provides valuable knowledge that can inform policy and practice, contributing to the broader field of educational administration and improving the quality of education in Lagos State and beyond.

## **5.5 Suggestion for Further Studies**

Further research could explore additional aspects of training assessment and ICT use that were not examined in this study to determine if they exhibit similar patterns. Replicating this study in private schools, private universities, and public universities would also be beneficial. Additionally, employing qualitative methods, such as interviews and focus groups, could delve into the experiences and perceptions of school principals regarding their training and use of ICT, providing deeper insights into their challenges and successes. This approach would offer a better understanding beyond quantitative data.

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Issah, J. N., *Assessing the Impact of In-Service Training on School Counsellors of the Sagnarigu District Directorate of the Ghana Education Service* (Doctoral dissertation), 2018.

Kemi, S. A. *School Principals' Implementation of Information and Communication Technology Policy in Lagos State Secondary Schools, Nigeria* (Doctoral Dissertation, UNIVERSITY OF PRETORIA), 2023.

## **Appendix I**

### **Principals Job Performance Questionnaire (PJPQ)**

Dear Esteemed Respondent, your sincere response is highly solicited for this research purpose; be rest assured that data generated from this questionnaire shall be confidentially treated.

Thank you,

Researcher.

### Section A

This section contains items used to determine demographic information and respondent distribution. Please tick (✓) the most appropriate option that best describes your answers to the following questions:

1. **Gender:** Male ( ) Female ( )
2. **Age Range:** Less than 30 ( ) 31-40 ( ) 41-50 ( ) 50-60 ( ) Above60 ( )
3. **Years of Working Experience:** Less than 5 ( ) 5-10 ( ) 11-20 ( )  
21-30 ( ) 31-35 ( )
4. **Trainings I have Attended:**
  - School Data processing and Security Strategies ( )
  - 5 days I.C.T training organized by Nigerian Communication Commission ( )
  - Integrity of the principal and the profession, as well as social relevance of the system itself ( )
  - Development in information technology, Funding, Policies and implementation ( )
  - Data Driving Improvement Planning for school Managers ( )
  - The Management of Schools in a Dwindling Economy Strategies for Maintaining Standard ( )
  - Safe Schools: The imperative for the 21st Century Manager ( )

### Section B

Please tick (✓) the most appropriate option in the items below.

S/N	I;	Always	Sometimes	Rarely	Never
1	effectively prioritise tasks to ensure important activities are completed on time.				
2	am able to set realistic deadlines for tasks and projects.				
3	am proactive in planning ahead to meet deadlines rather than waiting until the last minute.				
4	am skilled at delegating tasks to others to optimise time and resources.				
5	consistently complete tasks within the specified time frame.				
6	ensure that all team members have opportunities to contribute their ideas and perspectives.				
7	actively participate in team meetings and discussions to address challenges and plan for the future.				
8	actively promote a collaborative work culture among the staff at our school.				
9	foster a sense of teamwork and unity among the staff members.				
10	provide constructive feedback to team members to enhance their professional growth.				

### Section C

Please tick (✓) the most appropriate option in the items below.

S/N	Items	Always	Sometimes	Rarely	Never
1	The training programme provided me with valuable knowledge and skills relevant to my role.				
2	I feel more confident in applying the concepts learned during the training to my daily tasks."				
3	The training materials were well-organised and easy to understand.				
4	The training sessions were engaging and interactive, encouraging active participation.				
5	I believe the training has positively impacted my performance in the workplace.				
6	The duration of the training programmes I have attended was sufficient to cover the essential content.				
7	The duration of training programmes is flexible to accommodate different learning styles and preferences.				
8	The training programmes strike an appropriate balance between duration and depth of content.				
9	The training is broken down into shorter, more frequent modules.				
10	The length of the training sessions was appropriate for the complexity of the material presented.				

### Section D

Please tick (✓) the most appropriate option in the items below.

S/N	Items; I	Always	Sometimes	Rarely	Never
1	effectively use technology to enhance instructional leadership and decision-making				

2	use technology to efficiently manage administrative tasks and streamline processes.				
3	use digital tools to communicate with teachers and parents				
4	actively promote professional development opportunities for teachers to enhance their technology skills				
5	encourage innovative use of technology to improve teaching and learning outcomes				
6	feel confident in my ability to navigate and use digital tools and applications relevant to my job.				
7	am proficient in using a variety of software and applications relevant to my role				
8	am proficient in using digital communication tools for professional purposes.				
9	am knowledgeable about the latest educational technology trends and best practices.				
10	can create and manage digital content, such as presentations, documents, and multimedia resources				

### Section E

Please tick (✓) the most appropriate option in the items below.

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The training programmes I have attended have significantly enhanced my leadership skills in managing a school.				

2	I believe that ongoing professional development training is crucial for maintaining high standards in educational leadership.				
3	Training programmes have equipped me with the necessary skills to effectively address challenges and changes in the education sector.				
4	Continuous training has empowered me to make informed decisions regarding technology integration in the school's educational programmes.				
5	The skills I have acquired through training programmes have positively influenced my ability to foster a positive and collaborative school culture.				
6	The integration of information and communication technology (ICT) has positively impacted the efficiency of administrative tasks in my role.				
7	The use of ICT tools has improved communication and collaboration among staff members in our school.				
8	The adoption of ICT in administrative processes has streamlined tasks and reduced manual workload, contributing to better time management.				
9	ICT tools have played a significant role in enhancing student learning outcomes under my leadership.				
10	Ongoing professional development has contributed to my adaptability and resilience in the face of evolving educational trends and challenges.				

### Bio-data

#### A. Personal Data

- **Full Name:** Olabanke Aduke YUSUF (MRS)
- Lead City University, Ibadan, Oyo State

yusufolabanke@gmail.com

08051409106

- **Date of Birth:** 3<sup>rd</sup> of March, 1976, Ekiti State
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name of Next of Kin:** Yusuf Monday Dotun
- **Address of Next of Kin:** Balogun quarter, Ona Osa Ibeju Lekki Lagos

## **B. Educational Background**

### **1. Educational Institutions Attended with Dates and Qualification:**

#### **i. Primary Education**

1986 - 1992            IMG Ibuko Primary School, Oyo State

#### **ii. Secondary Education**

1992 - 1998            People Girl Grammar School, Oyo State

#### **iii. Higher Educational Institutions Attended with Dates & Qualification**

2000 - 2003            Kwara state Polytechnic, Kwara State, OND in Accounting and  
Auditing

2017 – 2021            Lead City University, Oyo State, B. Ed in Educational Management

## **C. Work Experience:**

2004 – 2008            Yeti Nursery and Primary School (Class Teacher)

2010 - Till date            Dotmond Nursery, Primary and Secondary School {School Director}

## **D. Awards and Fellowship:    NIL**

## **E. Membership of Academic Professional Bodies**

TRCN: Teachers Registration Council of Nigeria

**F. Publication(s):** O. P. Avurakoghene, O. A. Yusuf & A. O. Oredein, Information Communication Technology Use and Senior Secondary School Principals' Job Performance in Lagos State, Nigeria, submitted to Acta Paedagogica Vilnensia Journal, 2024.

**G. Major Conferences Attended with Dates**

2024 43<sup>rd</sup> Nigerian Association for Educational Administration and Planning (NAEAP), Annual Conference, Ibadan, 2024.

**H. Names and Addresses of Referees**

1. Pastor Obafemi Akinola  
Clergy  
Oyo State  
07039567354

2. Barrister Clements Agbe  
Lagos State  
08169569335

I. \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Date**

**The University Compliance Certification**

This is to certify that this thesis by Olananke Aduke YUSUF, with matriculation number LCU/PG/003240 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Lead City University Ibadan DO NOT COPY