

## **Impact of Training on Principals' Administrative Job Performance and Teachers' Job Performance in Public Secondary Schools in FCT, Abuja, Nigeria**

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### **Abstract**

The study assessed the impact of training on principals' administrative job performance and teachers' job performance in public secondary schools in the Federal Capital Territory, Abuja, Nigeria. The sub-objectives of the study include: ascertaining the impact of training on principals' administrative job performance in public secondary schools in FCT, Abuja, Nigeria and finding out the impact of training on teachers' job performance in public secondary schools in FCT, Abuja, Nigeria. A survey research design was adopted for this study. The sample size of the study was made up of 270 principals and teachers from six area councils in FCT. A stratified random sampling technique was used to select 70 principals and 200 teachers in some of the public secondary schools in FCT. Two research questions and two null hypotheses guided the study. A questionnaire validated by experts in educational administration and planning. The reliability analysis conducted using Cronbach's Alpha method yielded a reliability index of 0.84 and 0.93 respectively for each of the clusters A to B the values thus obtained were considered high enough to regard the instrument as reliable for the study. A decision point of 2.50 was used to accept or reject any item. Mean and standard deviation were used to analyze data and hypotheses were tested at 0.05 level of significance using Pearson product-moment correlations statistics. The result revealed that there was a significant relationship between training and principal's administrative job performance and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. Based on these findings, the paper recommended the following. The government through the federal and state ministries of education should ensure principals of public secondary schools are exposed to constant training and retraining programmes to improve the principals' administrative job performance. The government through the federal and state ministries of education should ensure teachers of public secondary schools in FCT are sent for continuous training to enable them to acquire more teaching and classroom management strategies.

**Keywords:** Training, Principals' administrative job performance, Teachers' job performance

### **Introduction:**

Secondary school education is also known as Post-Basic Education and Career Development (PBECD) and it is the education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational

Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates who are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (FRN, 2014).

National policy on education FRN (2014) outlines the objectives of Post-Basic Education and Career Development (PBECD) which include: to provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background, offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles, provide trained manpower in the applied sciences, technology and commerce at sub-professional grades, provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development, develop and promote Nigerian languages, art and culture in the context of world's cultural heritage, inspire students with a desire for self-improvement and achievement of excellence, foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity, and raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The school principal is the administrative head of the school. The principals are in charge of day to day running of the school activities. The principals are the executive head of the school whose roles cannot be underestimated. The principals ensure supervision of the implementation of curriculum, management of school plants and supervision of students' administration. Muhammed and Ogunode (2021) opined that one of the basic functions of school administrators is to ensure that teaching and learning take place and to ensure this, the school administrator needs adequate and quality teachers. School administrators need teachers to implement the curriculum. School administrators are powerless without teachers. The teachers determine the success of the school administrators. Mohammed et al. (2021) viewed the functions of the principal as planning, supervision, instructional resources supervision, plant management, team management, organizational coordination ability, effective communication, data management, community relationship, development of others and development of self.

Principal administrative job performance refers to the degree of execution of official responsibilities in the school towards the realization of school objectives. Principal administrative job performance is the level of implementation of the assigned roles and functions of the principal within a period. Principal administrative job performance includes; school planning, school supervision curriculum development, extra-curriculum development, personnel management, students' administration, school financing, school plant management, school security and community relationships.

Another important element in the school system is the teachers. Osiesi (2020) defined the teacher as the human functional face that engineers the educational advancement and development of societies, as they provide and direct the education systems by fostering and sustaining knowledge, skills and experience acquisition. The teacher has a huge role to play in ensuring that learning at any level is achieved systematically and practically. The continued existence and progress of the teaching profession is a function of the teacher. Ogunode (2021) and Olowonefa & Ogunode (2021) observed that teachers are fundamental to the effective delivery of the teaching programme in educational institutions. The teachers' place in educational institutions cannot be replaced. The teacher plans the lesson, organizes the instructional resources and delivers the

lesson. The teachers ensure the students learn the right knowledge and skills through the process of teaching and learning. Teachers are found in all educational institutions.

According to Casting (2016), job performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that the performance of any job must be according to the pattern set performing such tasks. Chandan (2012) opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting. Chandrasekar (2011) discovered that the workplace environment impacts teachers' job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance is also affected. Therefore, poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision-making opportunities also impact teacher job performance.

For the school principals and teachers to optimally perform their functions and responsibilities in the schools they need continuous training to update their knowledge, experiences and teaching skills as these will go a long way toward improving their competencies. A mechanism for achieving this must be put in place by concerned education stakeholders. These mechanisms are germane to ensuring the professional development of school stakeholders. Ogunode et al. (2023a) posit that teaching is a profession that requires continuing professional training, reflective thinking, responsibility, autonomy, creativity, research and personal judgments. Training is key to the development of educational stakeholders.

Training is teaching, or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance (Herrity, 2023; "Learning Matter," n.d.). Chand (n.d.) viewed training constitutes a basic concept in human resource development. It concerns developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Dale S. Beach defined training as 'the organized procedure by which people learn knowledge and/or skill for a definite purpose'. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

Staff training is a program that is designed to equip employees with the knowledge and skills that they need to perform their jobs and improve their performance. It often occurs when new staff join an organization (also known as the onboarding process) but can also be part of a commitment to ongoing training and development that many organizations offer their employees. Staff training is a programme implemented by a manager or person of authority to provide specific staff members with the necessary skills and knowledge for their current role. It's often compulsory for some level of training to be offered to new members of staff as you prepare them for their role (Ogunode et al., 2023b).

According to Ogunode et al. (2023a), the objectives of school training include: erupt teachers, non-teaching staff and school administrators with intellectual knowledge, manual skills and problem-solving skills. Generally, training is meant to improve staff professional skills and knowledge. Training enables staff to gain the knowledge required to perform their duties while contributing to organizational development. These training programs are designed to help staff learn different skill sets to perform their daily tasks efficiently, improve overall performance,

develop efficiency in their job, and avoid violations of laws and regulations. By providing comprehensive training and support, schools can ensure that teachers are productive and engaged, which leads to greater retention and job satisfaction over time.

It has been observed by the researcher that the academic performance of students in the Federal capital territory Abuja, Nigeria is not encouraging considering the huge financial investment in the sector. Stakeholders in education in FCT observed that most public schools' principals lack the capacity to manage the teachers, students and other resources in the schools effectively to realize the schools' objectives. Principals' human relationships seem poor and leadership styles and communicative skills are lacking to coordinate the teachers to carry out their functions. Some teachers also seem to lack the best teaching methods to apply for the implementation of their lessons in the classrooms and also lack classroom management skills and style to organize the students to learn well in the classrooms. It has been observed that both principals and teachers are not constantly exposed to training in FCT. It is based on this that this study seeks to investigate the impact of training on principals' administrative job performance and teachers' job performance in public secondary schools in the Federal, Capital Territory, Abuja, Nigeria.

### **Purpose of the Study:**

The objectives of this study are to assess the impact of training on principals' administrative job performance and teachers' job performance in public secondary schools in the Federal, Capital Territory, Abuja, Nigeria. The sub-objective includes:

- i. To ascertain the impact of training on principals' administrative job performance in public secondary schools in Federal, Capital Territory, Abuja, Nigeria;
- ii. To find out the impact of training on teachers' job performance in public secondary schools in Federal, Capital Territory, Abuja, Nigeria.

### **Research Hypotheses:**

Based on this research objectives, the researcher formulated the following research hypotheses to address the objectives:

H<sub>01</sub>: There is no significant relationship between training and the principal's administrative job performance in public senior secondary schools in in Federal, Capital Territory, Abuja, Nigeria.

H<sub>02</sub>: There is no significant relationship between training and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria.

### **Methods:**

The survey research design was adopted for this study. The population of the study was made up of 270 principals and teachers from six area councils in FCT. A stratified random sampling technique was used to select 70 principals and 200 teachers in some of the public secondary schools in FCT. Two research questions and two null hypotheses guided the study. A questionnaire validated by experts in educational administration and planning. The reliability analysis conducted using Cronbach's Alpha method yielded a reliability index of 0.84 and 0.93

respectively for each of the clusters A to B the values thus obtained were considered high enough to regard the instrument as reliable for the study. A decision point of 2.50 was used to accept or reject any item. Mean and standard deviation were used to analyze data and hypotheses were tested at 0.05 level of significance using Pearson product-moment correlations statistics.

**Data Analysis:**

**Test of Hypotheses:**

This section shows the test of hypotheses carried out by the researcher.

H<sub>01</sub>: There is no significant relationship between training and the principal’s administrative job performance in public senior secondary schools in FCT, Abuja, Nigeria.

**Table 1: Test of Relationship between training and Principal’s administrative job performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria**

Variables	N	Mean	SD	R	r <sup>2</sup>	Sig@0.05	Decision
Training	262	2.24	1.07	0.825	0.660	0.000	Significant
Principals’ Administrative Job Performance	108	3.10	0.78				

The result in Table 1 showed that there was a significant relationship between training and the principal’s administrative job performance in public senior secondary schools in the Federal, Capital Territory, Abuja, Nigeria (p=0.000, which is less than 0.05 level of significance). As a result, the first hypothesis was rejected. In other words, a very strong positive correlation (0.825) between training and the principal’s administrative job performance in public senior secondary schools in FCT, Abuja, Nigeria.

H<sub>02</sub>: There is no significant relationship between training and teachers’ job performance in public senior secondary schools in FCT Nigeria.

**Table 2: Test of Relationship between Training and Teachers’ Job Performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria.**

Variables	N	Mean	SD	R	r <sup>2</sup>	Sig@0.05	Decision
Training	262	2.03	0.86	0.832	0.865	0.000	Significant
Teachers’ Job Performance	108	2.12	0.78				

The result in Table 2 showed that there was a significant relationship between training and teachers’ job performance in public senior secondary schools in Federal, Capital Territory, Abuja, Nigeria (p=0.000, which is less than 0.05 level of significance). As a result, the second hypothesis was rejected. In other words, a very strong positive correlation (0.832) between training and teachers’ job performance in public senior secondary schools in FCT, Abuja, Nigeria.

**Discussion of Findings:**

The result in Table 1 disclosed that there was a significant relationship between training and the principal’s administrative job performance in public senior secondary schools in the Federal, Capital Territory of Abuja, Nigeria. This implies that training can improve school administrators’ job performance and inculcate in them the leadership skills and competencies needed to manage the school resources well. This result is in agreement with the findings of



Fitzgerald and Thirsk (2010), Egbo (2011), Iwuagwu and Isabu (2016) and Ogunode et al., (2021) who discovered that capacity-building programme influences school management productivity and job performance. Also, Peretomode and Chukwuma (n.d.) did a study and found that manpower development enhances lecturers' productivity irrespective of gender, faculty and type of institution, although these predictor variables could explain only eight per cent of lecturers' productivity in institutions of higher learning in Delta State of Nigeria.

The result in Table two also indicated that there was a significant relationship between training and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. This means that training can improve teachers' productivity. This result is in line with the findings of Etuk (2001) and Afolabi et al. (2012) who established a significant relationship between in-service training of teachers and quality universal basic education and therefore, emphasized the need for in-service development and training programmes for both new and old teachers for the enhancement of quality universal basic education in Nigeria. Also, Locke (2004) in his study reported that teachers' regular attendance at conferences, seminars and workshops resulted in an improvement in skills and hence quality output. Thus, the more teachers participated in seminars and workshops, the better the output quality in terms of academic achievement. Walton (2005) studied the influence of workshops on teachers' job performance and reported a significant influence of workshops on teachers' output. The researcher concluded that teachers should be provided with opportunities to attend workshops to acquire and update their skills for high productivity.

### **Conclusion and Recommendations:**

The objectives of this study were to assess the impact of training on principals' administrative job performance and teachers' job performance in public secondary schools in the Federal, Capital Territory, Abuja, Nigeria. The sub-objectives are to ascertain the impact of training on principals' administrative job performance in public secondary schools in Federal, Capital Territory, Nigeria and to find out the impact of training on teachers' job performance in public secondary schools in FCT, Abuja, Nigeria.

The result revealed that there was a significant relationship between training and principal's administrative job performance and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Based on these findings, the paper recommended the following;

- i. The government through the federal and state ministries of education should ensure principals of public secondary schools are exposed to constant training and retraining programmes to improve the principals' administrative job performance.
- ii. The government through the federal and state ministries of education should ensure teachers of public secondary schools in FCT are sent for continuous training to enable them to acquire more teaching and classroom management strategies.

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