

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

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

Keywords: Principal Administration, Professional Development, Private Schools.

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1.0

INTRODUCTION

1.1 Background to the Study

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

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

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

In Nigeria, the head of secondary school is the principal. Principals are the custodians and book keeping officers of their various schools. According to Onyeike and Nwosu (2018), the principal

does all routine jobs to accomplish all administrative tasks. The principal co-ordinates and organizes the entire organ for the achievement of standard goals. Being top on the hierarchy, principals' activities directly or indirectly affect every section in the system: the teachers, students and other non-teaching personnel. Principals' Administrative role to a great extent determines the professional development of the teachers. The principals play some important roles that ensure qualitative learning which is the goal of every school. One of such roles is the supervision of instruction. Adesina (2010) observes that a leader in any group is considered to have the best ideas, possess the greatest understanding of situations and provide the best guidance. Supervision is essential to teachers' professional development because it helps the teacher to engage in effective teaching in schools. The school principal's Administrative roles on teachers' professional development, such as supervision, personnel Administrative, In-services training, conference, induction, workshop, and lesson delivery. The study focuses on the impact of the principal's Administrative roles on teacher's professional development in private secondary schools in South Eastern Nigeria.

For any school to function effectively, it must have money, materials, supplies, equipment and ideas about the services or products to offer those who might use its outputs and finally people, the human resource, to run the enterprise. One major area of the human resource Administrative function of particular relevance to the effective use of human resource is training. Workshop course that helps to foster staff professional growth. According to Ojokheta in Essien, Akpa and Obot (2016), workshop is a form of training organized by institutions to make staff acquire new knowledge, better methods of teaching among others for improving their skills towards more effective, efficient and competent ways of rendering services to participants. Workshops could be organized at the unit, departmental or faculty levels. At such sessions, more experienced staff, inexperienced ones on important issues especially in teaching methodology are updated. (Oluwole, Idikwu, Yaro & Owobu, 2017). According to Saakshi (2005), the workshop method helps employees to develop problem-solving skills. It is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. These workshops include skills that can be applied immediately in the workplace (Bua, 2016). This format often involves participants interacting freely and practising their new skills during the event under the watchful eye of the instructor. Teachers in private secondary school may attend conference, workshop where training and teaching in their field take place in order to keep them updated on new ideas through conferencing.

Staff development is a key to the success of any organisation as efficient running of any organisation depends on how well employees are equipped with relevant skills to perform their task. Conference influence staff job performance in the educational system. In this method, the trainer delivers a lecture on the particular subject which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme as observed by Bua. It is another important way of developing educational staff. In the conference approach, staff members are exposed to ideas by speakers who are experts in their fields on certain research findings (Ayeni, 2010). Ojokheta in Essien, Akpa and Obot (2016), add that a conference is a get-together of researchers to exchange thoughts and opinions on certain issues that can improve knowledge competence of the

participants to increase their job output. A careful selection of topics and speakers would increase the effectiveness of the training device. Furthermore, conferences can be made more effective when they include discussions. Akinwale (2008) notes that a two-way communication allows participants to ask for clarification of specific topics that are of relevance to them.

Principal in school provides support in Lesson [plan] delivery improve delivery of quality instruction. School Principal's responsibilities include reviewing educational strategies that support effective learning for all students. Therefore, school Principals serve as facilitators, guides and supporters of quality instructional practices. The responsibility for outlining effective practices for pupil instruction is an administrator's task that should be shared with teachers with support from curriculum consultants. In conclusion, Lesson delivery should be utilized wisely, as part of a whole-school approach to improve classroom practice led by senior teachers and supported by Principal. Lesson delivery has the potential to drive focused improvements in teaching and learning and consequent improvements in student outcomes (Stetson & Associates Inc., 2011). Furthermore, lesson plan is a written, structured and logically sequenced guide that outlines what a teacher intends to teach and the learning process that will lead to students' achievement of the objectives the teaching, all within an allotted timeframe and in line with the principles of education. The lesson plan is an indication of teacher's level of preparedness and effort in gathering information relevant to the lesson. Peter (2009) asserts that a lesson plan is a teacher's description of course of instruction for one class. A daily lesson plan is developed by teachers to guide class instruction and is usually supervised by school principals. Gachoya (2009) asserts that the principals who make visits to classroom during the time of teacher's delivery of the lesson plan usually have an insight into the actual state of instruction and this reinforces professional development. This means that if principals visit class, it helps teachers to be alert and this impacts on their professional development. During the period of principals' supervision, errors and lapses are identified. This will result in organising induction for teachers in order to be abreast of trends in teachers' professional development.

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

which are designed to help retain teachers; stimulate their need for development and enables them to be integrated into the educational institution. After their induction in the teaching profession, the school principals, therefore, monitor the progress of these teachers through classroom visitation in order to see how they are doing on their job.

The basic fact in education is that the quality of education depends on the quality of teachers. For any education system to perform the function for which it is established, teachers' professional development must be prioritized. The fact remains however that the standards of teaching in private secondary schools have declined considerably which could be due to teacher inadequate professional development of teachers. This has been occasioned by lapses in the professional preparations and imperfections on-the-job practice, as evident in the teacher capacity gaps (Modibo, 2011). Teacher plays enormous roles while discharging duties. For instance, the teacher has the responsibility of inculcating positive values and attitudes in students through moulding and equipping them to fit into and adjust their ever changing social, political environment, guiding them towards the discovery of new knowledge, counselling them on personal, social issues and exposing them to useful skills that will make them functional contributors to the social and economic development of their society. For teachers to be adequately successful there must be adequate teachers' professional development, so that they could prepare to play these roles. Teachers' professional development is the continuous re-training of teachers to up-date knowledge on current methods of teaching in order to improve the overall quality of teaching and learning at the classroom level.

Universal Basic Education Commission (UBEC, 2013) explains that teacher professional development, unlike initial training is a continuous process with no foreseeable end. Teachers' professional development, for a teacher, is part of on-going and never ending process. Professional development refers to learning opportunities that engage teachers' creative and reflective capacities to strengthen their practice. Teachers participate in a wide range of professional activities in and beyond their work. The focus is on those experiences that make teachers creative and reflective in ways that affect deeper understanding of their work and improve teaching practice. In addition, the teacher is the implementer of the national curriculum. For the teacher to satisfactorily discharge these onerous responsibilities there is need to be professionally prepared through adequate Administrative roles of school heads (UBEC 2013). It is in this regard that FRN (2013) has paid special attention to the fact that teacher's professional development shall be developed as an integral part of continuing teacher education and shall take care of all inadequacies. Furthermore, teachers' professional development has continued to be given major emphasis, as no system of education can rise above the quality of its teacher and this can be done when there is appropriate supervision of teachers by principals in secondary schools.

The situation as described above seems to be the experience of what is happening in South Eastern Nigeria, negligence by private school principals in the area of supervision, personnel Administration, financial Administration, school community relationship, leadership role, and School plant maintenance on teachers' professional development could lead to poor professional development of teachers and this could culminate into poor students' academic performance in

both internal and external examinations (Akura, 2016). Many studies have dwelled on principals' Administrative roles and students' performance. However, studies in this field have failed to bring in the variable of the teachers' professional development that make them impart the knowledge to students. Teachers' professional development is crucial when discussing the principals' Administrative roles because it provides a reflection of the quality of the activities that have been offered. Inadequate supervision on teachers has no impact on teachers' professional development. Therefore, this study wants to assess the Administrative role of principals' on teachers' professional development in private secondary schools in South Eastern Nigeria.

1.2 Statement of the Problem.

The quality of education depends on the quality of teachers. For any education system to perform the function for which it is established, the provision for teachers to improve on their job must be given priority. When principals are doing their work normally, the school will be expected to play their part by providing the necessary requirements to encourage them, and teachers will be stratified with their job, school activities and students' performance will improve, this implies that when there is proper principals' administrative role and in -turn increase the overall performance of the school. The fact remains however that, the standard of teaching in secondary schools appear to have declined considerably; owing to some factors, such as inefficient and ineffective teacher factor, inadequate professional development of teacher. Administrative roles in schools are the responsibilities of the school principal. In discharging of responsibilities, the principal delegates who to teach and support staff as he appropriate them in writing. The Board of Administrative (BOA), The Parents Teachers Association (PTA) and other stakeholders may support the principal in respect of what to do, but that support does not constitute a change of primary responsibility. The researcher's personal observation has shown that many principals' hardly perform their Administrative role effectively to improve teachers' professional development. However, it has been observed that principals of private secondary schools hardly delegate to teachers in their schools. Hence teachers may lack knowledge of how activities are carried out in school. It also appears that principal's Administrative role in guiding and directing teachers on how to implement the curriculum seems neglected and this could affect teachers' professional development negatively. Principals who are charged with the responsibility of ensuring that teachers are professionally developed appear to neglect these Administrative roles or responsibilities. This neglect often times is linked to inadequate time and financial support given to school principals to carry out these responsibilities. Thus, the problem of this study is put in this question: what is the impact of principal's Administrative role on professional development of teachers in private secondary schools in South Eastern Nigeria?

1.3 Objective of the Study

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

1. assess impact of principals 'conference role on teachers' professional development in private secondary schools.
2. assess impact of principals' workshop role on teachers' professional development in private secondary schools.
3. assess impact of principals' induction role on teachers' professional development in private secondary schools.

4. assess impact of principals' lesson delivery role on teachers' professional development in private secondary schools.

1.4 Research Questions

The following research questions guided the study;

1. What is the impact of principals' workshop roles on teachers' professional development in private secondary schools?
2. What is the impact of principals' induction roles on teachers' professional development in private secondary school?
3. What is the impact of principals' lesson delivery roles on teachers' professional development in private secondary schools?
4. What is the impact of principals' lesson delivery roles on the professional development of private secondary school teachers?

1.5 Statement of Hypotheses

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

1. The conference role of principals does not have significant impact on the professional development of private secondary school teachers.
2. The workshop role of principals does not have significant impact on the professional development of private secondary school teachers.
3. The induction role of principals does not have significant impact on the professional development of private secondary school teachers.
4. The lesson delivery role of principals does not have significant impact on the professional development of private secondary school teachers.

1.6 Significance of the Study

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

1.7 Scope of the Study

This study focuses on assessment of the impact of principals' Administrative roles on professional development of private secondary school teachers in South Eastern Nigeria. The variables of the study are: supervisory role, personnel Administration, in-serving training, workshop, conferencing, lesson delivery and induction roles on teachers' professional development. The choice of these variables is premised on the assumption that they are Administrative roles played by the principals in making sure that teachers improve on teaching in schools. The study covers 85,861 teachers (who are the respondents of the study) from 4629 private secondary schools in South Eastern Nigeria.

2.0

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Human Relations Theory by Elton Mayo 1920

The human relations theory was developed by Elton Mayo in 1920. The Theory states that, in addition to finding the best technological strategies to improve output, it is beneficial for administrator to consider the human elements in the organization. This theory emerged as a result of the shortcomings of the scientific school of thought. The major aspect of the school is that Administration should improve the work conditions of individuals in an organization and this improvement should go beyond economic and physical incentives to encompass social and psychological considerations. Elton posits that by so doing the productivity of workers would be heightened. Mayo and colleagues tried to demonstrate that psychological and sociological factors in the work place are of greater influence to individuals at work than the physical factors. Morale, job satisfaction, team spirit among others were found to be of paramount concern to workers; and therefore, led to greater productivity at work. The argument of this school of thought is that human beings are at their best when they have liberty and are given reasonable freedom to make decisions involved in a democratic and participative environment.

Interpersonal relationship element of the theory by Elton Mayo and his co-researchers realised that productivity and employee behaviour are influenced by the informal work group. If educational Administrations are to be successful, therefore, the school principal needs to play active role to enhance teachers' professional development. Achievement of staff performance and organizational goals is facilitated where Administrators work hand-in-hand with staff and reconcile the goals of both the educational institutions and those of the staff.

This theory is relevant to the present study because in secondary school, it is the aim of the administrator to motivate staff to perform. Motivation practices are a general term applying to the entire class of drives, wishes and similar forces. Secondary school Administration to motivate their subordinates, they must do those things which they believe that satisfy their drives and desires and will induce the subordinates to act in a desired manner. The human relation theory believes that staff motivation for effective performance is a strong force behind the attainment of educational objectives. For staff to perform effectively in an educational institution, they need to be induced with some level of training that will motivate them and make them put in their bests for the school to achieve its goals. Such development programmes provide support where salary cannot take care. Since this study assess the impact of principal Administrative roles on teacher's professional development, the theory of human relations is therefore relevant to this study.

2.2 Conceptual Framework

2.2.1 Impact of Principals' workshop Role on Teachers' Professional Development

Workshops serve as invaluable platforms for fostering collaborative problem-solving and professional growth among educators. As Ayeni (2012) emphasizes, these gatherings provide opportunities for small groups to delve into specific topics, exchange ideas, and work collectively towards finding solutions to challenges encountered in the teaching-learning process. Through hands-on activities, demonstrations, and interactive discussions, teachers not only enhance their understanding of fundamental concepts but also refine their teaching methodologies. By

encouraging critical analysis and facilitating face-to-face interactions, workshops create a conducive environment for participants to engage deeply with the subject matter and gain practical insights that can be applied directly in the classroom. Moreover, workshops play a pivotal role in enhancing teachers' professional development by offering opportunities for skill-building and knowledge enrichment. Akinfolarin and Rufai (2017) highlight the importance of workshops in providing teachers with access to new ideas, teaching techniques, and educational trends. Principals, in collaboration with subject specialists and resource persons, orchestrate these sessions to address emerging demands in the teaching profession. Through structured presentations, group discussions, and hands-on activities, workshops empower teachers to refine their instructional practices, adapt to evolving educational paradigms, and stay abreast of best practices in their respective fields.

Furthermore, workshops contribute to the overall improvement of school quality by fostering a culture of continuous learning and professional growth among educators. As emphasized by Schon (2010), these gatherings are characterized by flexibility, collaboration, and knowledge sharing, making them effective vehicles for accumulating expertise and fostering innovation. By organizing workshops on selected topics and subjects, schools provide opportunities for staff members to engage in meaningful dialogue, exchange experiences, and explore new approaches to teaching and learning. Through collaborative efforts and shared learning experiences, teachers enhance their instructional effectiveness, enrich their professional competencies, and contribute to the overall advancement of the school community. Workshops play a multifaceted role in promoting teacher development, enhancing instructional quality, and fostering a culture of lifelong learning within the school environment. Principals' proactive engagement in organizing and facilitating workshops underscores their commitment to nurturing a dynamic and responsive learning community. By harnessing the collective expertise of educators, leveraging external resources, and fostering a spirit of collaboration, workshops serve as catalysts for professional growth, innovation, and continuous improvement in private secondary schools.

2.2.2 Impact of Principal's Conferences role on teacher's professional development

Conferences serve as dynamic platforms for staff development, offering opportunities for educators to acquire new skills, exchange ideas, and address pressing challenges in the field of education. As observed by Ezenne (2008), conferences are instrumental in tackling specific issues or themes through a variety of session formats, including lectures, panel discussions, and workshops. For instance, national conferences of principals of secondary schools provide a forum for school leaders to engage in substantive discussions, share best practices, and explore innovative approaches to school management and instructional leadership. By convening diverse stakeholders and subject matter experts, conferences facilitate collaborative problem-solving and promote professional growth within the education community. Staff development programs, such as conferences, play a crucial role in enhancing employee performance and organizational effectiveness. Okotoni and Erero (2005) emphasize that conferences focus on equipping organizational members with the knowledge and skills needed to excel in their current roles and prepare them for future challenges. By providing opportunities for professional learning and skill-building, conferences enable educators to stay abreast of emerging trends, deepen their expertise, and enhance their instructional effectiveness. Moreover, conferences offer a platform

for networking and collaboration, fostering the exchange of ideas and fostering a culture of continuous improvement within the education profession.

Conferences bring together a diverse array of personalities and expertise, enriching participants' learning experiences and broadening their perspectives. Robinson (2006) underscores the value of conferences in disseminating information to a large audience and providing opportunities for interaction with recognized authorities in the field. Through keynote presentations, panel discussions, and interactive sessions, conferences expose attendees to a wealth of innovative practices, research findings, and policy developments that inform their professional practice and decision-making. By engaging with thought leaders and fellow practitioners, educators gain insights and inspiration to enhance their teaching, leadership, and advocacy efforts. Furthermore, conference attendance offers numerous benefits for educators, enabling them to better meet the needs of their students and stay current with evolving educational trends. Kirsten (2007) highlights the diverse learning opportunities provided by conferences, including access to innovative teaching strategies, curriculum resources, and professional development workshops. Attendees gain practical insights into effective pedagogical approaches, curriculum design, and student engagement techniques, which they can apply directly in their classrooms and schools. Additionally, conferences offer a forum for discussing broader educational issues, such as national policy initiatives and curriculum reforms, shaping educators' understanding of the broader context in which they operate and empowering them to advocate for positive change. Conferences serve as catalysts for professional growth, knowledge dissemination, and collaboration within the education community. By fostering dialogue, sharing best practices, and promoting innovation, conferences contribute to the ongoing improvement of teaching and learning practices, ultimately benefiting students, educators, and educational institutions alike.

2.2.3 Impact of Principals' administrative Role of Organizing Induction course on Teachers' Professional Development

Induction serves as a crucial bridge for new employees, facilitating their transition into the organization and equipping them with the knowledge and resources needed to thrive in their roles. As highlighted by Mingo (2012), the primary goal of induction is to familiarize new hires with the organization's culture, policies, and expectations, thus enabling them to contribute effectively to the organization's objectives. Through a structured orientation process, new teachers are introduced to their job responsibilities, colleagues, and the broader school community, fostering a sense of belonging and purpose within the organization. Effective induction programs are designed to alleviate the anxieties and uncertainties commonly experienced by new employees, providing them with the support and guidance needed to navigate their new work environment. Ganker (2006) emphasizes the importance of creating a welcoming atmosphere during the induction process, where newcomers feel valued, supported, and empowered to make meaningful contributions to the organization. By facilitating a smooth transition into the job, induction helps new teachers acclimate to their roles, build rapport with colleagues, and gain confidence in their abilities.

Moreover, induction serves as a critical mechanism for aligning new employees with the goals and values of the organization. Armstrong (2008) notes that induction involves more than just providing basic information about the job; it also encompasses imparting an understanding of

the organization's mission, vision, and strategic objectives. Through orientation sessions, new teachers gain insights into the school's culture, traditions, and expectations, enabling them to embrace their role as active contributors to the school's success. By fostering a shared sense of purpose and commitment, induction strengthens organizational cohesion and fosters a supportive work environment. Additionally, induction plays a pivotal role in minimizing the "reality shock" often experienced by new employees when their expectations do not align with the realities of the job. Sabba Rao (2008) highlights the importance of managing new employees' expectations and addressing any discrepancies between their anticipated roles and actual job responsibilities. Through comprehensive orientation programs, new teachers gain a realistic understanding of their job duties, career prospects, and opportunities for professional growth, thereby reducing uncertainty and enhancing job satisfaction. Furthermore, induction is an ongoing process that extends beyond the initial orientation period, encompassing continuous support and development opportunities throughout the teacher's tenure. Ogwuche (2007) underscores the importance of ongoing induction efforts in fostering personnel assimilation, development, and job satisfaction. By providing ongoing training, mentorship, and professional development opportunities, schools can empower teachers to continually enhance their skills, adapt to changing educational trends, and fulfill their potential as educators. Ultimately, a well-designed and implemented induction process lays the foundation for a positive work experience, promotes teacher retention, and contributes to the overall success of the organization.

2.2.4 Impact of Principals' Administrative Role in Teachers' Lesson Delivery on Teachers' Professional Development

Lesson planning serves as a foundational element of effective teaching, providing teachers with a roadmap for delivering instruction and guiding students towards achieving learning objectives. As emphasized by Peter (2008), a well-structured lesson plan outlines the content to be covered, the instructional strategies to be employed, and the assessment methods to measure student understanding. By carefully crafting lesson plans, teachers can ensure that instruction is organized, coherent, and aligned with educational objectives, thereby maximizing the potential for student learning. Moreover, lesson planning fosters teacher preparedness and facilitates the organization of the learning process. Reuben (2010) highlights how lesson plans enable teachers to deepen their understanding of the subject matter, anticipate potential challenges, and identify innovative instructional strategies. By engaging in thoughtful planning, teachers can create a conducive learning environment that promotes active student engagement and participation. Additionally, lesson plans serve as a valuable tool for recording what will be taught, allowing for seamless transitions between lessons and facilitating collaboration among educators.

Furthermore, lesson planning promotes creativity and flexibility in instructional delivery, empowering teachers to adapt their teaching methods to meet the diverse needs of learners. Wilkerson & Scheffler (2011) underscore the importance of process-oriented and student-centered approaches to lesson planning, which prioritize active learning and critical thinking. By incorporating a variety of teaching strategies and resources into their lesson plans, teachers can create dynamic and engaging learning experiences that cater to the individual needs and interests of students. Additionally, lesson planning encourages reflection and continuous improvement in teaching practice. MacDonald & Phillips (2011) emphasize how the process of planning allows teachers to reflect on their instructional goals, assess student progress, and identify areas for

growth. Through ongoing evaluation and revision of lesson plans, teachers can refine their teaching strategies, address student misconceptions, and enhance the overall quality of instruction. Ultimately, the responsibility for guiding and supporting teachers in the development of effective lesson plans lies with school principals. Anibasa (2015) highlights the crucial role of principals in providing supervision, mentorship, and resources to help teachers excel in their instructional practice. By fostering a culture of collaboration and professional development, principals can empower teachers to create meaningful and impactful learning experiences that promote student success. Therefore, school leaders must prioritize the provision of guidance, feedback, and support to ensure that lesson planning remains a cornerstone of effective teaching and learning.

2.2.5 Principals

Principals are pivotal figures in secondary schools, serving as both leaders and administrators responsible for overseeing the daily operations and long-term goals of the institution. Their role, as defined by Honby (2002), encompasses a broad spectrum of responsibilities, ranging from decision-making and conflict resolution to staff motivation and curriculum development. Principals are tasked with creating a conducive learning environment that promotes student welfare and academic achievement. Additionally, they play a central role in school improvement efforts by aligning resources and professional development with instructional goals, as noted by Kruse and Louis (2009). As instructional leaders, principals are responsible for ensuring the effective implementation of the school curriculum and the supervision of instruction, thereby contributing to the overall productivity and success of the institution (Adetona, 2003). Furthermore, effective school administration requires principals to possess a diverse set of skills, including conceptual, communication, and interpersonal abilities. Cranston (2002) emphasizes the importance of these skills in supporting high-quality instruction, aligning instructional practices with academic standards, and fostering positive relationships within the school community. Principals must also maintain close ties with external stakeholders, such as educational institutions and government bodies, to facilitate effective administration and promote the school's interests. By providing leadership, direction, and coordination, principals strive to create a conducive learning environment that fosters the growth and development of both students and staff.

In their supervisory capacity, principals are tasked with monitoring and evaluating instructional activities, providing professional guidance to teachers, and ensuring compliance with educational standards. Ogunu (2000) outlines the multifaceted nature of the principal's role, which encompasses resource management, staff supervision, and program development. Principals are responsible for allocating resources to support teaching and learning, maintaining school facilities, and promoting the overall welfare of students and staff. They must exhibit administrative competency and participate in community activities to foster positive relationships between the school and its broader community. Moreover, principals of private schools bear additional responsibilities as chief executives and financial stewards of their institutions. They are entrusted with the prudent management of school funds and the development of administrative competencies necessary for efficient school administration. Through training, mentoring, and experiential learning, principals can enhance their administrative skills and effectively navigate the complexities of school leadership. Ultimately,

the success of a school depends on the visionary leadership and administrative acumen of its principal, who serves as a driving force for positive change and educational excellence.

2.2.6 Teachers' Professional Development

Teacher professional development plays a crucial role in enhancing the effectiveness and efficiency of educators in their roles. It encompasses both formal and informal experiences aimed at improving teachers' knowledge, skills, and practices throughout their careers. This holistic approach to professional growth, as highlighted by Shima (2019), recognizes the importance of ongoing learning and development for teachers to meet the evolving challenges of their profession. Formal experiences, such as workshops and mentoring programs, provide structured opportunities for learning, while informal experiences, like reading professional publications and watching documentaries, offer continuous avenues for self-improvement. Garba (2015) emphasizes the organizational mechanisms and practices involved in supporting teachers' professional development, including short-term training programs and regular review meetings. These initiatives are essential for monitoring teachers' progress and addressing their professional needs. By fostering a culture of continuous learning and reflection, schools can ensure that teachers remain abreast of best practices and innovations in education. In both advantaged and less advantaged educational systems, the goal of teacher professional development is to enhance teachers' academic standards and proficiency in delivering quality instruction. Komba and Nkumbi (2010) underscore the importance of providing support to teachers to facilitate their growth and effectiveness in the classroom. This support may take various forms, including cluster-type workshops, mentoring, and in-service training, all aimed at equipping teachers with the necessary skills and knowledge to improve student learning outcomes.

However, traditional approaches to professional development, such as one-off seminars and workshops, have been criticized for their limited effectiveness and lack of continuity. Chepkuto, Sang, and Chumba (2018) advocate for a shift towards more collaborative and sustained professional development models, where teachers actively engage in discourse communities to share knowledge and expertise. This participatory approach fosters meaningful interactions and ensures the success of professional development initiatives. The changing landscape of teacher professional development reflects a broader shift towards constructivist and collaborative learning paradigms. Dudzinski (2007) emphasizes the importance of long-term, collaborative experiences that allow teachers to integrate prior knowledge with new learning. By engaging in collaborative inquiry and reflection, teachers can deepen their understanding and refine their practices over time. Ultimately, the success of teacher professional development depends on the support and leadership provided by school principals. Omar (2014) highlights the pivotal role of principals in creating a positive work environment conducive to professional growth. Principals' supervisory roles are crucial in facilitating collaboration, providing feedback, and making informed decisions about teachers' development needs. By actively supporting teachers' professional growth, principals contribute to the overall improvement of teaching and learning outcomes in their schools.

2.3 Review of Related Empirical Studies

The following related empirical studies were reviewed:

Simatwa (2010) carried out a study on the induction needs of beginning teachers in public primary schools in Kenya. The purpose of the study was to investigate induction needs of beginning

teachers in public primary schools in Bungoma East and North Districts. Three research questions and three hypotheses guided the study. Ex-post facto research design was adopted for the study. The population of the study consisted of 1, 143 primary school teachers in 89 primary schools out of which 311 teachers from 18 primary schools were selected using simple random sampling technique. The instrument used for data collection was a questionnaire titled Induction of Beginning Teachers' Questionnaire. The data collected were analysed using simple percentage to answer the research questions and t-test to test the hypotheses at 0.05 level of significance. The findings of the study showed that beginning teachers who were inducted had better knowledge of school policies; how to adapt rapidly in new work environment, classroom administration; operation of team work and time administration. The previous study is related to the present study because it used one of the variables of the current study and questionnaire for data collection. However, the previous study differs from the present study because, it was carried out in primary schools and used only teachers as its population and in a different location. Other disparities are the research designs, sampling methods and an additional instrument for data collection as well as methods of data analysis.

Salau, Falola and Akinbode (2014) carried out a study on induction and staff attitude towards retention and organizational effectiveness in Ogun State. The purpose of the study was to assess the attitudes of workers towards induction/orientation to work and how induction programmes motivate staff to be committed to the organizational effectiveness. Three research questions and three hypotheses guided the study. Descriptive survey design was adopted for the study. The population was made up of 3984 staff from 387 secondary schools. A total of 271 staff from 17 secondary schools was sampled using purposive sampling technique. The instrument used for data collection was a self-structured questionnaire titled Induction and Staff Attitude towards Retention Questionnaire (ISARQ). Responses were based on the modified four points Likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The data collected were analysed using mean and standard deviation to answer the research questions and ANOVA to test the hypotheses at 0.05 level of significance. The result of the study revealed that induction significantly influences staff attitude and behaviour towards retention and effectiveness in organizations. The present study is similar to the previous study because it is using one of the variables of the previous study as well as the design. However, the previous study was carried out in secondary schools in Ogun State (Location) using only questionnaire but the present study would be carried out in colleges of education in North Eastern Nigeria with an additional instrument for data collection. The previous study did not cover the other aspects of staff development, but focused more on induction and staff attitude towards retention. Therefore, this present study considered more variables of staff development to fill in the gap.

Ogakwu (2003) carried out a study on "A Comparative Study in the administrative practices of public and private secondary schools in Enugu State". The main purpose of the study was to compare the administrative practices of public and private secondary schools in Enugu in the areas of planning practices; recruitment procedures; extent of provision of required physical facilities and equipment; sources of fund, school community relationship; supportive role of Parent-Teacher Association; supervising control measures and communication processes carried out within the schools. The design of the study was descriptive survey. Eight research questions

and eight hypotheses were formulated and tested for the study. The instrument used to collect data was an 80 items questionnaire administered on 289 principals and 824 teachers in public and private secondary schools in the study area. The findings of the study indicated that private secondary schools do better in the provision of physical facilities than public secondary schools. Private schools have better strategies for sourcing of fund than public secondary schools. Good community relations exist in public secondary school than that of the private secondary schools. Private secondary schools have Parent-Teacher Association that meets regularly while in public secondary schools, parents tend not to be interested and as such do not lend their support. Good and adequate control measures are better in public secondary schools than in private schools and better communication patterns exist in private secondary schools than in public schools. The present study and Ogakwu study are related in the method of research design which is the use of descriptive survey design. Both studies studied similar variables. The two studies were conducted in secondary schools. However while the present study was conducted on only private schools, the review study was conducted in public and private secondary schools.

Muraina (2014) carried out a study to examine the relationship between Principals' administrative skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. The researcher adopted correlation survey research design. Simple random sampling technique was used to select twenty (20) secondary schools. In each of the school, 10 teachers were selected. On a whole, 200 teachers served as subjects for this study. A researcher-designed validated questionnaire titled: "Principal administrative Skills Questionnaire" (PMSQ) was used to elicit relevant data for the study. The reliability of the instrument was established using test-re-test method and the reliability co-efficient was 0.65. Four null hypotheses were formulated to guide the study. Pearson Product Moment Correlation Statistical technique was used to test the hypotheses at 0.05 significance level. The findings revealed that there was a significant relationship between principals' administrative skills and administrative effectiveness. R-calculated value was 0.276 while critical r-value was 0.148. Principals' supervision skill had significant relationship with their administrative effectiveness. This had r-calculated value of 0.214 and critical r-value of 0.148. Based on the findings, it was recommended among others that; school principals should show dedication to duties, because they are the pillars of good education; principals of secondary schools should learn how to adopt administrative styles to correspond to situations that sustain good working environment for teachers and other staff in the school. The study is related to the present study because both of them are empirical works on focused on principals' administrative skills though in different areas and locations. The studies are conducted in secondary schools. They differ in their research design and statistical techniques. The present study adapted survey research design and One Way Analysis of Variance while Muraina's study adapted correlation survey research design and used Pearson product moment correlation analysis to test the null hypotheses.

In a study carried out by Ugwu (2005) on Head Teacher's competencies for effective implementation of Universal Basic Education Programmes in Nsukka Education Zone of Enugu State, the aim was to identify the Head teacher's competencies for effective implementation of Universal Basic Education. The method of research design was survey. Five research questions were formulated to guide the study. Questionnaire was used to elicit information from 1600

primary school teachers from 160 primary schools sampled in Nsukka educational zone of Enugu state. The findings of the study showed that the head teachers require some competencies in effective school supervision. The identified supervision as a guide for effective implementation of universal basic education programmes. The study recommended that series of workshops should be organized for the head teachers and universal basic education supervisors for upgrading their knowledge. The studies are related as both of them identified the head teachers' competencies for effective implementation of educational programmes. Mean and Standard deviation were used to analyse the research questions. The t-test was used to test the hypothesis in Ugwu's study while the analysis of variance (ANOVA) was used in the present study to test the hypotheses.

In a similar discussion, Ogbu and Osanaiye (2017) investigated the impact of employee training on organizational performance of selected insurance firms in Abuja. The purpose of the study was to examine the impact of impact of induction on organizational performance of selected employee insurance firms. Three research questions were raised for the study. One hypothesis was formulated for the study. The study adopted descriptive research design. The population of the study was all employees of insurance firms in Abuja. The sample size was 120 staff selected through multi-stage sampling procedure. The instrument for data collection was questionnaire. The data collected were analysed using t-test. The study found that induction and orientation have significant impact on employee job effectiveness. It was also discovered that on-the-job training has significant relationship with employee productivities while off-the-job training has significant relationship with employees' innovativeness in insurance industry. The relevance of the reviewed study to the present study is that the reviewed study investigated impact of induction on organizational performance of selected employee insurance firms which is one of the present study variables. The previous study had research questions and hypotheses. The gap created by the reviewed study is that the reviewed study was on impact of employee training on organizational performance of selected insurance firms in Abuja, while the current study centred on assessment of impact of principals' supervisory roles on teachers' professional development in private secondary schools in South Eastern Nigeria. The reviewed study covered only a variable which is induction, while the present study will cover more variables such as classroom visitation, classroom observation, workshops, seminar and supervision of lesson plan and note. The previous study had only hypothesis, while the present study had seven null hypotheses. The previous study sample size was 120 staff which is small compare to the present study. The previous study was in an insurance firm, hence there is need to replicate the study in educational institution.

In a similar vein, Sule, Arop and Alade (2012) investigated principal's classroom visitation and inspection, and teachers' job performance in Akwa-Ibom State, Nigeria. The purpose of the study was to examine the influence of principal's classroom visitation and inspection strategy on teachers' job performance. Two research questions were raised for the study. Two hypotheses were formulated for the study. The study adopted ex-post facto research design. The population of the study was 660 teachers and 3,300 senior secondary school students from 232 secondary schools. The sample size was 220 respondents through random sampling technique. Data was collected with Principals' Instructional Supervisory Strategies Questionnaire (PISSQ) and Teachers' Job Performance Scale Questionnaire (TJPSQ) with reliability results of 0.73 and 0.75

respectively. Data collected were analysed using mean and standard deviation to answer the research questions and one-way analysis of variance (ANOVA). The study revealed that principal's classroom visitation strategy and inspection of lesson notes strategy each significantly influenced teachers' job performance. The study also found that there is significant influence of the principal's visitation on teachers' prepared of lesson notes, maintenance of discipline, classroom administration, instructional ability of students' assessment and evaluation. The reviewed study is related to the present study because; it investigated principal's classroom visitation and inspection and teachers' job performance which is one of the variables of the present study. The reviewed study was conducted in secondary school just as the present study. The previous study raised research questions and hypotheses. The previous study also used questionnaire. The previous study used teachers and principals to respond to the questionnaire. The gap created by the previous study is that the previous study investigated principal's classroom visitation and inspection and teachers' job performance in Akwa-Ibom State, while the present study is to assess impact of principals' supervisory roles on teachers' professional development in private secondary schools in South Eastern Nigeria. The previous study covered only one variable, while the present study will cover more variables such as classroom observation, curriculum development and teacher's lesson delivery, organizing induction, organizing seminars and organizing of workshop. The previous study population was 660 teachers and 3,300 senior secondary school students from 232 secondary schools. The sample size was 220 respondents through random sampling technique, while the present study population is 85,861 teachers with sample size of 382 teachers. The previous study used One Way ANOVA to test hypotheses, while the present study will use means and standard deviations to answer the research questions and chi-square of goodness of fit to test hypotheses. It is against this that the present study wants to carry out this study to fill the gap.

Furthermore, Ogli, Kajo and Odeh (2019) examined perceived influence of principals' classroom visitation on teachers' job performance in public secondary schools in North Central Nigeria. The purpose of the study was to examine the influence of principals' classroom visitation on teachers' job performance in public secondary schools. Two research questions were raised for the study. Two null hypotheses were formulated for the study. The study adopted survey research design. The population of the study was 30,772 teachers. The sample size was 394 teachers through multi-stage sampling procedure. A self-structured 14 items questionnaire titled Influence of Principals Supervision Strategies on Teachers Job Performance Questionnaire (IPSSJJPQ) with the reliability coefficient of 0.91 was administered to teachers. Mean and Standard Deviation were used to answer the research questions, while Chi-square was used to test the hypotheses at 0.05 level of significance. The findings revealed that classroom visitation and conferences have significant influence on teachers' job performance in secondary schools in North Central Nigeria. The reviewed study is related to the present study because it used one of the variables of the present study like classroom visitation. The reviewed study was conducted in secondary schools. The reviewed study had research questions and hypotheses. The previous study used teachers as respondents just as the present study will use teachers as respondents. Both studies used questionnaire as instrument for data collection. The gap created by the previous study is that the reviewed study was conducted on perceived influence of principals' classroom visitation on teachers' job performance in public secondary schools in North Central Nigeria, while the present

study is to assess the impact of principals' supervisory roles on teachers' professional development in private secondary schools in South Eastern Nigeria. The previous study was conducted in public secondary schools, while the present study will be conducted in private secondary schools.

Similarly, Chepkuto, Sang and Chumba (2018) examined the utility of continuous professional development of teachers and other staff in schools as quality assurance standards enhances curriculum implementation in Elgeyo-Marakwet, West Pokot and Baringo. The purpose of the study was to investigate how utility of continuous professional development programmes influences curriculum implementation. One hypothesis was formulated for the study. The study adopted descriptive survey research design. The population of the study was 3469 (35 principals and 3469 teachers) from 35 secondary schools. The sample size was 350 respondents selected through stratified random sampling technique. Data was collected using questionnaire and interview. Data was analysed using frequencies, percentages, means, standard deviations and correlations while qualitative data was analysed using content analysis method. The research found out those continuous professional development opportunities for teachers to increase their knowledge and skills was not regularly provided. This affected curriculum implementation because most teachers were not able to adequately delivery curriculum content as required as they had not adequate knowledge and skills. The reviewed study is related to the present study because it investigated one of the variables of the current study which is professional development on curriculum implementation. The reviewed study was conducted in secondary schools just as the current study. The previous study used teachers and principals as respondents. The previous study had hypothesis and it used questionnaire to gathered data. The different between the previous study and the present study is that the previous study was utility of continuous professional development of teachers and other staff in schools as quality assurance standards enhances curriculum implementation in Elgeyo-Marakwet, West Pokot and Baringo, while the present study is on to assess the impact of principals' supervisory roles on teachers' professional development in private secondary schools in South Eastern Nigeria. The previous study used two instruments for data collection, while the present study will use one instrument for data collection. The previous study was conducted in public secondary schools, while the present study will be conducted in private schools. It is against this that the present study intends to fill.

In a similar study, Anibasa (2015) assessed supervisory role performance of principals on teachers' duties in secondary school in Kogi State. Five research questions were raised for the study and five null hypotheses were formulated based on the objectives. Survey research design was used and the population of the study was 9,324 (244 principals, 2,280 teachers and 6,800 SS 1 and SS 2 students). The sample size was 548 through stratified random technique. The instrument for data collection was a structured questionnaire. Means and standard deviation were used to answer the research questions and Analysis of variance (ANOVA) was used for testing the hypotheses at 0.05 level of significance. The findings revealed that principals made sure teachers prepared lesson note/plans before going to the class to teach and principals ensured that teachers evaluated students through continuous assessment and principal also monitored teachers as they evaluated note copied by the students. Principal allowed teachers to

organize extra-curricular activities in schools. Principal ensured that teachers break curriculum into schemes of work for easy preparation of lessons and also used appropriate methodology while teaching. The study is related to the present study because it investigated the supervisory role performance of principals on teachers' duties in secondary school which used variables such as preparation of lesson notes and appropriated teaching methods. The study was conducted in secondary schools just as the present study. The previous study used teachers and principals. The previous study used questionnaire. It also raised research questions and hypotheses. Both studies employed descriptive survey research design. The gap created by the previous study is that the previous study was supervisory role performance of principals on teachers' duties in secondary school, while the present study is on assessment of principals' supervisory roles on teachers' professional development of teachers in South Eastern Nigeria. It is against this background that the present study intends to fill.

Ayeni (2012) carried out assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria. The purpose of the study was to identify the nature of principals' supervisory roles and the perceived effectiveness of principals in the supervision of teachers' instructional tasks. Three research questions guided the study. The study employed the descriptive survey design. The target population comprised principals and teachers in secondary schools in Ondo State. The sample consisted of 60 principals and 540 teachers randomly selected from 60 secondary schools. The secondary schools were selected using stratified random sampling method from 5 Local Government Area. Three research instruments were used for data collection namely "Principals' Supervision Rating Scale (PSRS)" Interview Guide for Principals (IGP) and Teachers' Focus Group Discussion Guide (FGDG). The data collected were analysed using percentage and mean scores. The results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. The reviewed study is related to the present study because it used the variables in the present study such as lesson plan notes and monitoring of curriculum delivery which are variables of the present study. The previous study was conducted in secondary schools just like the present study. The previous study also used principals and teachers as respondents. The previous study used descriptive survey research design. The difference between the previous study and the present study is that the previous study was carried out on assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria, while the present study is on assessment of principals' supervisory roles and teachers' professional development in private secondary schools in South Eastern Nigeria. The previous study was conducted in public secondary schools, while the present study will be conducted in private secondary schools. The previous study used three research instruments in collecting data namely "Principals' Supervision Rating Scale (PSRS)" Interview Guide for Principals (IGP) and Teachers' Focus Group Discussion Guide (FGDG), while the present study will use only questionnaire. The previous study covered variables such as lesson plan, monitoring of curriculum, while the present study will cover variables such as classroom visitation, organizing induction, organising seminars and workshops for effective teaching methodology, organising

teachers' supervision activities and classroom observation on teachers' professional development. It is against this background that the present study intends to fill the gap.

3.0 METHODOLOGY

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

4.0

RESULT AND DISCUSSION

4.1 Result

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

Table 1: Mean and Standard Deviation of Conference Role Impact Teachers’ Professional Development in Private Secondary Schools (N=382)

S/N	Item Statement	Mean	StD	Remark
1	Conferences sharpen staff knowledge which impact there to perform effectively.	2.75	0.95	A
2	Conferences Participation impact job performance by staff with new methodological knowledge of solving problems in their schools.	2.86	1.09	A
3	Attendance of conferences impact staff performance with classroom control skills.	3.12	0.84	A
4	Conference attendance impact effectiveness in staff job performance.	3.15	0.99	A
5	Conference attendance impact staff job performance in their area of specialization	3.12	0.79	A
6	Conferences sharpen staff knowledge which impacts them to perform effectively.	2.96	0.90	A
Grand Mean		2.99		A

Table 1 shows the impact of principals’ conference roles on teachers’ professional development in private secondary schools in South Eastern Nigeria in Mean and Standard Deviation values. The table revealed that items 1, 2 and 6 with Mean scores ranging from 2.75 – 2.96 were rated ‘agreed’ while items 3, 4 and 5 with mean scores ranging from 3.12 – 3.15 were rated “strongly agreed’. More so, the Table revealed a grand Mean of 2.99 and Standard Deviation of 0.92. This result indicates that principals’ ‘conference role impacts positively on teachers’ professional development in private secondary schools in South Eastern Nigeria.

Research questions one: what is the impact of Principals’ Workshop Roles on Professional Development of Private Secondary School teachers in South Eastern Nigeria?

Table 2: Mean and Standard Deviation of Principals’ Workshop Role Impact Teachers’ Professional Development in Private Secondary Schools. (N=382)

S/N	Item Statement	Mean	StD	Remark
1	Principal directs internal workshops and seminars to improve teachers’ competence.	2.74	1.04	A
2	Principal organises workshop for teachers to impact on them one on-one and collectively and to identify and solve common classroom problems.	2.86	0.94	A
3	Principal’s directs teachers to attend workshops to enhance teachers’ acquisition of new teaching ideas to improve teaching skills.	2.80	1.04	A
4	Principal encourages teachers to attend in-service courses improves teaching effectiveness.	2.76	0.91	A
5	Teachers attendance to workshops approved by principals improves their instructional skills	2.87	0.99	A
6	Principals send their teachers to seminars enable them to develop mental trust.	3.05	0.95	A
Grand Mean		2.84		A

Table 2 shows the impact of principals’ workshop roles on teachers’ professional development in private secondary schools in South Eastern Nigeria in Mean and Standard Deviation values. The table revealed that items 1, 2, 3, 4 and 5 with Mean scores ranging from 2.74 – 2.87 were rated ‘agreed’ while items 6 with a Mean score 3.05 was rated “strongly agreed’. More so, the Table revealed a grand Mean of 2.84 and Standard Deviation of 0.97. This result indicate that Principals’ Workshop Role impact positively on teachers’ professional development in private secondary schools.

Research questions six: what is the impact of Principals' induction roles of professional development of private secondary school teachers in South Eastern Nigeria?

Table 3: Mean and Standard Deviation of Principals' induction role impact teachers' professional development in private secondary school (N=382)

S/N	Item Statement	Mean	StD	Remark
1	Through orientation by school principal's teachers acquire knowledge on how to present lesson objectives.	3.00	0.80	A
2	Principal advises head of departments to conduct induction programme for newly posted teachers encourage performance.	3.07	0.95	A
3	Conferences enhance teachers' awareness in solving instructional problems.	2.60	1.01	A
4	School principals coaches the new teachers on current trend on education to enhance productivity	3.01	0.93	A
5	Principal's professional support to teachers provides ideas to develop skills.	3.02	0.83	A
6	Introducing teachers to the rudiments of teaching enable them to improve on their performance.	2.68	1.08	A
Grand Mean		2.89		A

Table 3 shows the impact of principals' induction roles on teachers' professional development in private secondary schools in South Eastern Nigeria in Mean and Standard Deviation values. The table revealed that items 3 and 6 with Mean scores of 2.60 and 2.68 respectively were rated 'agreed' while items 1, 2, 4 and 5 with mean scores ranging from 3.00 – 3.07 were rated "strongly agreed". In addition, the Table revealed a grand Mean of 2.89 and Standard Deviation of 0.92. This result indicate that principals' induction role impacts positively on teachers' professional development in private secondary school

Research question three: What is the impact of Principals’ Lesson Delivery on professional development of private secondary school teachers in South Eastern Nigeria?

Table 3: Mean and Standard Deviation of principal’s lesson Delivery impacts on teachers’ professional development in Private secondary school in south Eastern, Nigeria(N=382)

S/N	Item Statement	Mean	StD	Remark
1	Principal involves subject specialists from Ministry of Education to teach teachers on how to use instructional materials during teaching enhances impartation	2.82	1.03	A
2	Principal checks on teachers’ lesson plan enables teachers to acquire skills to develop lesson note.	2.71	0.70	A
3	Principal’s involvement in teaching teachers how to plan lesson helps them to develop problem solving skills.	2.79	0.99	A
4	Principals’ demonstrate how to scheme work from curriculum enhances teachers’ performance.	2.56	0.88	A
5	Principal’s having adequate time to check teachers’ lesson notes enhance their productivity.	2.78	0.88	A
6	Principal who supervises lesson plan provide opportunity for teachers to know different teaching methods.	2.56	1.09	A
Grand Mean		2.70	0.92	A

Table 3 shows the impact of principals’ lesson delivery on teachers’ professional development in private secondary schools in South Eastern Nigeria in Mean and Standard Deviation values. The table revealed that all the items (1 - 6) with Mean scores ranging from 2.56 – 2.82 were rated ‘agreed’. More so, the Table revealed a grand Mean of 2.70 and Standard Deviation of 0.92. This result indicates that principals’ lesson delivery impacts positively on teachers’ professional development in private secondary schools is accepted. Therefore,

Principal’s lesson delivery has significant impact on teachers’ professional development.

Hypothesis four: The conference roles of principals does not have significant impact on the professional development of private secondary school teachers in South eastern Nigeria.

Table 5 Chi-square of impact of principals ‘conference role on teachers’ professional development in private secondary schools

Response Options	Observed N	Expected N	Df	x^2cal	Sig	α - level	Remark
SA	139	95.0					
A	136	95.0					
D	75	95.0					
SD	32	95.0					
Total	382		3	83.613	.000	.05	Significant

Df = Degree of Freedom; x^2cal = Chi-Square Calculated Value; Sig = P-Value, P<0.05 (P<0.05)

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

Hypothesis six: The workshop roles of principals does not have significant impact on professional development of private secondary school teachers in South eastern Nigeria.

Table 6 chi-square table of impact of principals' workshop role on teachers' professional development in private secondary schools

Response Options	Observed N	Expected N	Df	$x^2 cal$	Sig	α - level	Remark
SA	125	95.0					
A	114	95.0					
D	105	95.0					
SD	38	95.0					
Total	382		3	48.262	.000	.05	Significant

Df = Degree of Freedom; $x^2 cal$ = Chi-Square Calculated Value; Sig = P-Value, $P < 0.05$

Result on table 6 shows that the P-(sig) value, 0.00 is less than alpha-value of 0.05 ($P < 0.05$) at $df = 3$. This means that the results is significant, therefore, the null hypothesis which states that there is no significant impact of principals' workshop role on teachers' professional development in private secondary schools is rejected

Hypothesis six: The induction role of principals does not have significant impact on the professional development of private secondary school teachers in South Eastern Nigeria.

Table 7: Chi-square table of impact of principals' induction role on teachers' professional development in private secondary schools

Response Options	Observed N	Expected N	Df	$x^2 cal$	Sig	α - level	Remark
SA	120	95.0					
A	141	95.0					
D	83	95.0					
SD	38	95.0					
Total	382		3	62.220	.000	.05	Significant

Df = Degree of Freedom; $x^2 cal$ = Chi-Square Calculated Value; Sig = P-Value, $P < 0.05$

Result on table 7 shows that the P-(sig) value, 0.00 is less than alpha-value of 0.05 ($P < 0.05$) at $df = 9$. This means that the results is significant, thus, the null hypothesis which states that there is no significant impact of principals' induction role on teachers' professional development in private secondary schools is rejected

Hypothesis Seven: The lesson delivery role of principals does not have significant impact on the professional development of private secondary school teachers in South eastern Nigeria

Table 8 Chi-square table of impact of principals’ lesson delivery role on teachers’ professional development in private secondary schools

Response Options	Observed N	Expected N	Df	x^2cal	Sig	α - level	Remark
SA	78	95.0					
A	163	95.0					
D	92	95.0					
SD	49	95.0					
Total	382		3	73.686	.000	.05	Significant

Df = Degree of Freedom; x^2cal = Chi-Square Calculated Value; Sig = P-Value, $P < 0.05$

Result on table 8 shows that the P-(sig) value, 0.00 is less than alpha-value of 0.05 ($P < 0.05$) at $df = 3$. This means that the results is significant, therefore, the null hypothesis which states that there is no significant impact of principals’ lesson delivery role on teachers’ professional development in private secondary schools is rejected

4.3 Discussion of Major Findings

The study highlights the significant positive impact of principals' workshop facilitation on teachers' professional development within private secondary schools in southeastern Nigeria. This finding resonates with the research conducted by Okeke and Igboke (2011), emphasizing the effectiveness of workshops as a tool for enhancing staff job performance. Workshops are identified as instrumental in sharpening teachers' skills, expanding their knowledge base, and improving their overall effectiveness in the classroom. By debunking the notion put forth by Ngala and Odebere (2010) that in-service training and workshops are not the most effective staff development programs, this research underscores the pivotal role of workshops in providing targeted and relevant training opportunities for teachers. Principals' involvement in organizing and facilitating workshops ensures that teachers are exposed to diverse perspectives, expert insights, and tailored training content, ultimately contributing to their ongoing professional growth and development.

Furthermore, the study underscores the positive impact of principals' induction programs on teachers' professional development, particularly for new educators entering the school system. This aligns with the findings of Simatwa (2010) and Salou, Falola, and Akinbode (2014), emphasizing the importance of induction in equipping teachers with essential knowledge, skills, and attitudes for success in their roles. Principals play a crucial role in coordinating effective induction programs that provide new teachers with a structured and supportive transition into the school community. By setting clear expectations, providing mentorship, and fostering a positive school culture, principals facilitate the integration of new teachers and lay the foundation for their long-term professional development and retention within the organization.

Moreover, the study delves into the impact of principals' role in lesson delivery on teachers' professional development. While conflicting with the findings of Musa (2016), which emphasized the role of workshops and seminars in enhancing teachers' skills, this research aligns with the results of Sule, Anop, and Alade (2012) and Dwi et al. (2014), highlighting the positive impact of principals' classroom visitation and demonstration classes on teachers' job performance. Principals who actively engage in lesson delivery provide teachers with tangible examples of effective instructional strategies, thereby inspiring and guiding teachers in their professional growth. By modeling best practices and providing feedback on teaching methods, principals contribute to a culture of continuous improvement and excellence in teaching within the school community.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

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

5.2 Recommendations

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

- i. School Proprietors should continue to facilitate conferences that allow teachers to engage with experts, share experiences, and learn from their peers. Schools can consider organizing regular conferences or workshops that address relevant educational topics and encourage collaborative learning.
- ii. School Proprietors should encourage principals to actively organize and participate in workshops that focus on practical teaching strategies and skill development. Principals can collaborate with teachers to design workshops that address specific needs and promote continuous improvement.
- iii. School Proprietors should establish well-structured induction programs led by principals to support new teachers' smooth transition into the school community. These programs should include mentorship, orientation to school culture, and opportunities for collaborative learning.
- iv. School Proprietors should continue to leverage their role in lesson delivery by modelling effective teaching practices, showcasing innovative methods, and engaging teachers in reflective discussions. Schools can incorporate regular observation and feedback sessions to support teachers' growth.

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