



(RESEARCH ARTICLE)



## Staff development policies cum funding as determinants of principal's management efficiency in public secondary schools in Calabar zone of cross river state, Nigeria

Eniang-Esien Obia Ekpenyong \*

*Department of Educational Management, Cross River University of Technology, Calabar, Cross River State, Nigeria.*

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### Abstract

The study aimed to examine Staff Development Policies cum Funding as determinants of Principals' Management Efficiency in public secondary schools in Calabar Zone of Cross River State, Nigeria. Two objectives, research questions, and hypotheses were formulated to guide the study and the study adopted the descriptive survey research design. The population of the study comprised all the five hundred and two (502) principals in public schools in Calabar education zone of Cross River State, Nigeria. To select the required respondents for the study, stratified random sampling techniques were used and the study utilize the Taro Yamane sample size determination to select a sample of 251 (10%) from the population as a sample. A researcher developed an instrument entitled "Staff Development Policies cum Funding and Principals Management Efficiency Questionnaire (SDPFPMEQ). The researcher developed an instrument that was validated by three (3) experts, one (1) in Measurement and Evaluation and two (2) in Educational Management. The reliability of the instrument was estimated with Cronbach Alpha reliability and the index ranges from .93 and .98, implying that the instrument was valid for data collection. The data were analysed with simple regression analysis and the findings revealed that; staff development policy, as well as the funding system, significantly predict Principals' Management Efficiency. It was recommended among others that adequate funds should be provided for the proper management of the departments.

**Keywords:** Staff development policies; Funding; Principal; Nigeria

### 1. Introduction

Education all over the globe is undoubtedly the bedrock of all developmental strides of society. This is because in Nigeria the demand for education in recent years has been very high. After all, the certificate gained at the expiration of school years gives citizens access to the world of work. So as a developing nation, Nigeria has taken cognizance of this, as well as the importance of education as a whole by establishing and structuring schools including a higher education system for the achievement of stated educational goals and objectives as stated in the national policy on education. The higher education system (universities) aims/objectives as spelt out by the Federal Republic of Nigeria (2008) and revised in 2013 are as follows:

- To contribute to national development through high-level relevant manpower training.
- To develop and inculcate proper values for the survival of individuals and society.
- To develop the intellectual capability of individuals to understand and appreciate their local and external environments.
- To acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of society.
- To promote and encourage scholarship and community service.

\* Corresponding author: Eniang-Esien Obia Ekpenyong

- To forge and cement national unity and
- To promote national and international understanding and interaction.
- To pursue the aforementioned objectives as entrenched in the Policy,

To achieve these lofty objectives, staff development policies as well as adequate funding must be effectively practiced. Staff developmental policies describes those policies that are put in place by employers to the employees maintain and advance their skills, knowledge and competencies, specifically as they relate and add value to the job and workplace. It is a dynamic process and may be achieved not only through participation in formal coursework but also through professional experience, collaboration, mentoring, and participation in activities of professional organizations, and independent study and research. In the modern competitive environment, employees need to replenish their knowledge and acquire new skills to do their jobs better. This will benefit both them and the company. To this end, employees, managers and Human Resources (HR) should all collaborate to build a continuous professional development (CPDs) culture which will help them to seek new learning opportunities. According to Nworgwu (2006), staff development refers to an assembly of people at a pre-arranged time usually to discuss specific issues. It provides a forum for school administrators and teachers to become more familiar with the problems and events that are occurring outside their immediate areas of assignment thereby learning from the ideas of others. When staff meeting is organized, it creates an atmosphere for the school administrators to interact with teachers on areas of needs and specialization. This meeting will help the principal as well as create an opportunity for the principal to schedule subjects according to the area of specialization for teachers.

The importance of staff development in any organized institution cannot be ignored especially in the university system. An employee may have the qualification needed for a job, but may not have the necessary experience and skills to perform the task required effectively. Based on this premise, one can identify the productivity of an employee in any organization, especially in the educational sector is majorly dependent on the level of training acquired on the job. Therefore, for the staff of the university to function effectively, they need to be trained continuously. All staff of the university system whether academic or non-academic staff should be exposed to the best practices of their responsibilities at work.

Also, adequate funding is another key responsibility of the managers. This is because without adequate funding low human capacity development will affect the overall productivity of the organization. It becomes necessary to provide the needed financial backing. Poor funding and its effects on the state of infrastructure in the educational sector Nigeria is one of the most resource-endowed nations in the world, but its educational system is in shambles. The budgetary allocations to education have been grossly inadequate as agitations by lecturers and students increasing by the day. The obsolete equipment, old and outdated textbooks and journals including poor remuneration for academic staff have also heightened the level of brain drain in the country as many renowned academics are, on yearly basis, migrating to different parts of the world, not necessarily for greener pastures, but job satisfaction. Finding available the infrastructure with which to with gives job satisfaction than the monetary incentives accruable. From this sequence of events, Nigeria's university education is a paradox; there are enormous challenges facing Nigeria's tertiary education despite being one of the richest countries in the world! After six decades of oil exploitation, Nigeria is ranked as the sixth biggest producer of oil in the world accounting for almost 31% of the entire global production. For a serious-minded individual, there is a persisting paradox of a rich country inhabited not only by poor people but plagued with inadequate funding, inconsistent policy changes; infrastructural decay and disruption of the university educational system. Aho and Abuh (2016) argue that despite the inadequate funding, the little funds available are appropriated and mismanaged and as a result, the quality of education has drastically declined. Contributing to the discourse, Ololube (2016) asserts that university leaders spend millions of Naira to erect super gates when their libraries are still in the foundation stages. Furthermore, they expend millions to purchase exotic vehicles for university officers even though they lack basic classroom furnishings; spend hundreds of millions in wall-fencing and in-fencing when students' accommodations are inadequate.

Another study by, Newman, Thanacoody, and Hui, (2011) sought to examine the impact of staff development policy on employee commitment and turnover intentions. The study found that training is a strategic factor that fosters the organizational commitment of employees to curb turnover intentions. Falola, Osibanjo, and Ojo, (2014) investigated staff development and effectiveness of workforces outcome and organizations' competitive advantage in Nigerian financial organizations. The study reports a strong association between human resource training and personnel output and competitive advantage over other organizations in universities in Lagos state, Nigeria. Academic heads are referred to as people who control learning activities by creating an environment in which teachers and other staff can work effectively.

Yilfashewa (2012) investigate the views and feelings of stakeholders on the implementation of teachers' professional development and its contribution to sustaining academic program quality at Adama University. A case study that

constitutes qualitative and quantitative methods was employed. In an attempt to achieve the objectives of the study, shreds of evidence were collected from students, staff members, professional development program coordinators, and management bodies. The data-collecting instruments for obtaining relevant information were questionnaires, interviews, observation, and document analysis. The finding of this study uncovers the fact that though continuous professional development has been perceived as the most useful avenue of teachers' continuous and lifelong learning, for the most part, it is relegated to Ad-hoc committees or interested groups or institutional units in the system of university education/training.

Staff development has always been a driving force for enhancing teachers' productivity and performance. A training and development program provided by the employer is a sincere effort to provide opportunities for the employees to be acquainted with a variety of skills, information, attitude and conduct. With the ever-growing need for a modern education system, the education industry has to become more techno-savvy, dynamic and updated. There is always a requirement for skilful and talented manpower to take up this education industry to the heights of international standards.

An empirical study by Khan and Abdullah (2019) was to investigate the impact of staff training and development on their productivity and performance in classroom teaching and their administrative work as well. It can also be viewed as their overall productivity. The data collected was through a structured questionnaire. 58 teachers were interviewed through the questionnaire. Statistical Software (SPSS Version 16) was used for analyzing the data. The study concludes that there exist p-ositve and strong relations between training and development and productivity of the teachers of Kurdistan. The study further concluded by stating a positive correlation between productivity and other independent factors like Skills, Expertise, Morale, Enhancement, Potential, Job Knowledge and Proficiency. Technical/Technology training is the most suitable training program for the teachers of this region.

Stanley, Nnorom, Okonkwo and Aloysius (2012) examined educational management and staff development programmes as a mainspring for achieving goals in secondary schools in Nigeria. Many countries globally take education as an instrument for the promotion of national development as well as effecting desirably social change. The attainment of these noble goals and objectives highly depends on effective instructional teachers as well as the adoption of appropriate quality management skills by educational managers. Quality educational management cannot be over-emphasized without teachers. The hallmarks of every educational system are the teachers. They interpret and implements educational curriculum. Educational managers should encourage staff development programmes in other to achieve these set goals. Staff development enhances quality. It is a driving force for achieving goals in schools such as secondary education. Five concepts are prominent in this discourse, namely, Management, Educational Management, Secondary School Education, Staff development and Staff development programme. The paper recommended that government and educational managers should enact policies that promote and foster Staff development programmes in Nigerian secondary schools so that their techniques and students' achievement can be positively predicted.

Sofome (2015) study investigated the "Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Yola Metropolis, Adamawa State". The study raised five objectives, these are: to determine the impact of in-service training on the performance of teachers in secondary schools, examine the impact of the conferences on the performance of teachers, assess the impact of workshops on the performance of teachers, assess the impact of the workshop on the performance of teachers, ascertain the impact of seminars on the performance of teachers and find out the impact of mentoring on the performance of teachers in secondary schools in Yola metropolis, Adamawa state. Research questions and hypotheses were also formulated in line with the raised objectives of the study. Much related literature was reviewed based on the raised objectives. A descriptive survey design was employed for the study. The population of the study was 1,458 teachers. A random sampling technique was used to derive samples from each zonal office. Thus, the sample of the study was 285 teachers and 10 ministries of education officials. Data was collected personally in 13 schools through the use of a constructed questionnaire. The collected data was presented by the use of frequency and percentages and later analysed using the Analysis of Variance (ANOVA) statistical technique. Five hypotheses were tested, thus hypotheses one, three four and five (1, 3, 4 and 5) were retained and hypothesis two (2) was rejected the Scheffe test was employed to ascertain the extent of differences of opinions of the three categories of respondents. The finding of the study revealed that teachers' performance was positively impacted through regular in-service training, workshops, seminars and mentoring. Based on findings and conclusions, the study recommended that there should be formal policy guidelines for the training of teachers, the opportunity should be made for every teacher to attend the in-service training programme, educational conferences etc. and adequate funds should be provided by the Ministry of Education for staff development programmes.

Adi, Agbe, Odeh and Tyokyaa (2016) carried out a study to investigate staff development programmes on staff job performance in Colleges of Education in North Eastern Nigeria. Two objectives were stated to guide the study, which

was translated into two research questions and two null hypotheses. The study adopted a survey research design where the populations of the study were 9,847 academic and non-academic staff of Federal and State Colleges of Education. A sample of 384 staff was sampled for the study using Taro Yamen's formula for sample size determination. Multistage sampling technique, which involves purposive, random sampling technique, and proportionate stratified sampling techniques were used to sample the staff respectively to avoid bias and to ensure fairness in sampling. A self-structured questionnaire titled Staff Development Programmes and Staff Job Performance Questionnaire (SDPSJPQ) was used for data collection. The data was collected by the researcher and the research assistant. The finding revealed that staff development programmes have a significant predictor of staff job performance in Colleges of Education in North Eastern Nigeria.

Adekunle, Akinfolarin, Ehinola and Babatunde's (2014) study investigated funding and motivation and effective performance of academic staff in higher education. The research design was a descriptive survey. The population comprises all lecturers and heads of various departments in Fifty (50) lecturers and ten (10) heads of the department which was randomly selected for the study. Data was carefully collected through a questionnaire measuring its items on a four (4) point Likert-type-rating scale and properly analyzed using frequency count and simple percentage. The study revealed that encouragement for creativity and innovation, appreciation of genuine effort, award with impressive titles and acknowledgement for achievement enhances the performance of university lecturers, also, 60% of the respondents agreed that there was a lack of provision for regular payment of salary and other remuneration by the head to promote the performance. This study also revealed that the provision of adequate chances for professional growth, and instructional facilities arguments the lecturer's performance. The following recommendations were made; Universities managers and other tertiary institutions should continue to provide adequate chances for professional growth and research development, availability of Institutional facilities, good relationship with academic staff and prompt payment of lecturers' salaries to further advance their performance among others.

Krumins, Kavale, Eglite, Leduskrasta and Puce (2016) were concerned about the funding system of higher education and its impact on the overall development of higher education in Latvia. Special attention is paid to the period before Latvia joined the European Union in 2004 as well as the most recent changes. The study is primarily based on qualitative research methods. Views of different groups of stakeholders are analyzed based on survey data, interviews and focus group discussion results. The list of interviewees is presented. A survey was performed among the members of the Latvian Rectors' Council and the board of the Latvian Professors' Association. 41 questionnaires were obtained including 34 from representatives of state higher education institutions and 7 from private higher education institutions. 29 of the respondents were rectors and vice-rectors, nine were department heads and three were professors. Respondents in the study were grouped as follows: Ministry of Finance and commercial banks, Ministry of Education and Science, Ministry of Economics, Ministry of Regional Development and Local Government; Higher Education Council, Rectors' Council; representatives of employers; students. The views of these groups of stakeholders are reflected in this study. Analysis of legislative and policy documents is performed as part of the study. Quantitative indicators are used to characterize specific features of the funding system of higher education, as well as the interaction of this system with the overall development of higher education. The study, therefore, seeks to examine staff Development Policies cum Funding as determinants of Principals' Management Efficiency in Public Secondary Schools in Calabar Zone of Cross River State, Nigeria.

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## 2. Statement of the problem

The issues and challenges of the 21st-century school principal managerial effectiveness are much more complex and taxing. Today, the struggle has become much more than maintaining good attendance and good grades. The School administration is the centre of managing and controlling a school body and its activities. Staff development policy and adequate funding which ranges from recruiting capable and qualified teachers to teaching the teeming masses in school have been an issue faced by the school administrators. Also, funding has been the latest trend in the field which is envisaged in the poor infrastructural facilities and is moving towards smaller size classes. Maintaining a school is a huge challenge today for many administrators due to the high demands and cost of maintenance and the costs that need to be undertaken when adopting new trends which can be extremely expensive. Despite the laudable efforts of the government in fostering teachers' welfare in terms of good conditions of services like timely promotion, allowances and other incentives. These efforts have not yielded the desired results as there still lingers problem of management effectiveness among principals of secondary schools in the Calabar education zone of Cross River State, Nigeria.

### **3. Purpose of the Study**

The study aimed at examining Staff Development Policies cum Funding as determinants of Principals' Management Efficiency in public secondary schools in Calabar Zone of Cross River State, Nigeria. Specifically, the study seeks to:

- Determine the extent to which staff development policy predicts principal management efficiency in public secondary schools.
- Ascertain how funding systems predict principal management efficiency

#### **3.1. Research Questions**

The following research questions were posed to guide the study;

- To what extent does staff development policy predict principal management efficiency?
- How does the funding system predict principal management efficiency?

#### **3.2. Statement of hypotheses**

The following hypotheses were formulated to guide this study

- Staff development policy does not significantly predict principal management efficiency.
  - Funding system does not significantly predict principal management efficiency.
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### **4. Research method**

#### **4.1. Research Design**

The descriptive survey research design was adopted for this study. Survey research is directed towards determining the nature of a situation as it exists at the time of the investigation. Isangedighi (2012) asserts that the research design involves objectively describing existing phenomena. The survey research design was considered appropriate for this study because it allows the researcher to make inferences about the population by studying the sample for the study.

#### **4.2. Population of the study**

The population of the study comprise all the two hundred and fifty-one (251) staff development policies cum funding as determinants of principals management efficiency in public secondary schools in Calabar zone of Cross River State, Nigeria has 177 academic heads (70.52%), Cross River State University of Technology, Calabar has 66 (26.29%) academic staff while Arthur Jarvis University has 8 (3.19%). This distribution is shown in Table 1

#### **4.3. Sampling Technique**

Multistage sampling techniques were used to draw the respondents for the study. The first stage was to stratify Calabar education zone thereafter was to stratify the various schools from the zone in Cross River Stat based on the LGAs and simple random sampling was then used to select the respondents based on gender (male and female). The final stage was used to adopt the purposive sampling technique. The justification for adopting a purposive sample also referred to as a judgmental or expert sample was to produce a sample that can be logically assumed to be representative of the population.

#### **4.4. Sample**

The study utilizes the census. This is because the population is small and the researcher and a procedure of systematically calculating, acquiring and recording information about the members of a given population.

#### **4.5. The instrument for data collection**

The instrument for data collection for the study was a questionnaire constructed by the researcher titled "Staff Development Policies cum Funding and Principals Management Efficiency Questionnaire (SDPFPMEQ)". The instrument comprised three sections, sections A, B and C. Section A comprised of personal data such as gender and age of the respondents. Section B comprised 10 items of which six items were for each of the sub-independent variables (staff development policy and funding system). Section C measure Principals' Management Efficiency on the following sub-headings; staff management and record management, which consists of 20 items. The items were positively and

negatively worded, and responses are scaled from Strongly Agreed (SA) to Strongly Disagreed (SD) with a scoring of 4 points to 1 point for positively worded items and vice versa. Respondents are to read carefully through each statement and tick the correct alternative out of the four responses.

#### **4.6. Validation of the instrument**

The validation of the instrument was established after consultation and discussion on the Packaging of the questionnaire with experts in Test and Measurement and Educational Management. The discussion covered the relevance of items to the objectives and the hypotheses of the study.

#### **4.7. Reliability of the instrument**

To ascertain the reliability of the instrument, it was pilot tested using 30 principals in Calabar education zone of Cross River State. These groups of principals were used for the pilot test because they were not part of the sample of the main study. The questionnaire was administered to the 30 respondents and scores obtained were analysed using the Cronbach Alpha reliability method to determine the internal consistency of the research instrument. The results of the analysis formed the reliability estimates for the instrument which range from .84 and .81. This indicates that the instrument was highly reliable for usage.

#### **4.8. Procedure for data collection**

The instrument titled Staff Development Policies cum Funding and Principals Management Efficiency Questionnaire (SDPFPMEQ) was administered directly to the selected respondents in the chosen schools in Calabar education zone of the state. Adequate information on how to correctly fill out the questionnaire was given to the respondents who were also told to be honest in their responses to the items. After administration, the researcher collected the questionnaire from each of the respondents and carefully scanned through them for possible mistakes and proceed to analyse the data.

#### **4.9. Procedure for data preparation and scoring**

After collecting the questionnaire, codes and scores are assigned to each item. For ease of data preparation, a coding schedule was prepared by developing a key for each of the constructs of the instruments in a tabular form.

#### **4.10. Procedure for data analysis**

The hypothesis formulated for the study was identified including the null hypotheses and statistical procedure adopted in the study. The stated hypotheses were analysed with simple linear regression analysis. The breakdown is as shown below:

##### *4.10.1. Hypothesis one*

Staff development policy does not significantly predict principal management efficiency.

Independent variable: Staff development policy

Dependent variable: Principals Management Efficiency

The test statistic: Simple Linear Regression Analysis

##### *4.10.2. Hypothesis two*

Funding system does not significantly predict principal management efficiency.

Independent variable: Funding system

Dependent variable: Principals Management Efficiency

The test statistic: Simple Linear Regression Analysis

## 5. Results

The result that emanated from the data generated from the field was presented and analysed based on the stated hypotheses with the appropriate statistical procedure including the presentation, interpretation and discussions of the findings of the study. It was presented in line with the following sub-headings.

### 5.1. General description of data

The general description of data presents the descriptive statistical analysis which was based on the mean, standard deviation and standard error. These were all computed for the dimensions of the independent variables of the study namely staff development policy and funding system including the dependent variable principals' management efficiency. The results are presented in Table 1.

The results in Table 1 revealed that among the independent variables measured with the same number of items and response options, the highest mean in the descriptive statistics is that of staff development policy ( $\bar{X} = 17.6964$ ,  $SD = 3.10142$  and  $SEm = 0.19734$ ), which was then followed by funding system ( $\bar{X} = 15.1053$ ,  $SD = 2.93927$  and  $SEm = 0.18702$ ).

**Table 1** Descriptive statistics of measured variables (n=247)

Name of study variable	$\bar{X}$	Sd	SEm
Staff development policy	17.6964	3.10142	0.19734
Funding system	15.1053	2.93927	0.18702
Principals Management Efficiency	45.1619	13.00743	0.82764

### 5.2. Test of hypotheses

The results were presented hypothesis-by-hypothesis and the stated hypotheses were tested at .05 level of significance. The decision rule is that a null hypothesis is rejected if the p-value associated with the computed test statistic was less than .05 but retained if otherwise

#### 5.2.1. Hypothesis two

Staff development policy does not significantly predict principal management efficiency. To test this hypothesis of the study, simple linear regression analysis was employed with staff development policy as predictor (independent) variable and principals' management efficiency as the criterion (dependent) variable. The result obtained from the test statistical analysis is presented in Table 2.

**Table 2** Regression of staff development policy and principals management efficiency

R	R Square	Adjusted R Square		Std. Error of the Estimate		
0138a	0019	0015		12.90954		
Sources of variation		Sum of Squares	Df	Mean Square	F	p-value
	Regression	790.721	1	790.721	4.745	0030b
	Residual	40830.801	245	166.656		
	Total	41621.522	246			
Variables		B	Std. Error	Beta	t-value	p-value
	Management efficiency	55.392	4.768		11.618	0000
	Staff development policy	-0578	0265	-0138	-2.178	0030

\*p<.05

Table 2 presents an interpretation of the results of the simple linear regression analysis of staff development policy and principal management efficiency. An R-value of 0.138 was obtained, resulting in an R-squared value of 0.019. This implies that the variation in staff development policy can be accounted for about 19% of the total variation in principal management efficiency thus, the p-value (0.030) associated with the computed F-value (4.745) is less than 0.05. As a result, the null hypothesis was rejected. This means that there is a significant predictive influence of staff development policy on principal management efficiency. The mathematical relationship of the regression model is depicted by the following equation  $y=53.392+-0.578x$  where  $y$ = principal management efficiency and  $x$  is staff development policy.

### 5.2.2. Hypothesis two

Funding system does not significantly predict principal management efficiency. To test this hypothesis of the study, simple linear regression analysis was employed with funding system as the predictor (independent) variable and principal management efficiency as criterion (dependent) variable. The result obtained from the test statistical analysis is summarized and presented in Table 3.

**Table 3** Regression of funding system and principal management efficiency

R	R Square	Adjusted R Square		Std. Error of the Estimate		
.170a	0.029	0.025		12.84438		
Sources of variation		Sum of Squares	df	Mean Square	F	p-value
	Regression	1201.864	1	1201.864	7.285	0.007b
	Residual	40419.658	245	164.978		
	Total	41621.522	246			
Variables		B	Std. Error	Beta	t-value	p-value
	principal management efficiency	56.521	4.287		13.184	0.000
	Funding system	-0.752	0.279	-0.170	-2.699	0.007

\*p<.05

Table 3 presents an interpretation of the results of the simple linear regression analysis of the funding system and principal management efficiency. An R-value of 0.170 was obtained, resulting in an R-squared value of .029. This implies that the variation in staff development policy can be accounted for about 29% of the total variation in principal management efficiency, and the p-value (0.007) associated with the computed F-value (7.285) is less than 0.05. As a result, the null hypothesis is rejected. This means that there is a significant predictive influence of the funding system on principal management efficiency. The mathematical relationship of the regression model is depicted by the following equation  $y=56.521+-0.752x$  where  $y$ = principal management efficiency and  $x$  is funding system.

## 6. Discussions of findings

The findings of the study were presented based on the hypotheses stated in the study. Thus, the discussions are presented below.

### 6.1. Staff development policy and principal management efficiency

It was revealed that staff development policy does significantly predict principal management efficiency. To enhance principal management efficiency, staff development is important. This is because it will help to guide administrative heads who are a novice as it will help to support them to adjust to their new role and cope with challenges in the work environment. In general, staff development is aimed at the improvement of instruction and learning and thereby a mechanism to secure quality education. The present findings agree with the study of Falola, Osibanjo, and Ojo, (2014) whose study reports a strong association between human resource training and personnel output and competitive advantage over other organizations in universities in Lagos State, Nigeria. This also aligns with the recent findings in the study of Yilfashewa (2012) whose finding uncovers the fact that though continuous professional development has been perceived as the most useful avenue of teachers' continuous and lifelong learning, for the most part, it is relegated to ad-hoc committees or interested group or institutional units in the system of university education/training. The



present findings also agree with the findings of Khan and Abdullah (2019) whose study found that there exist positive and strong relations between training and development and productivity of the teachers of Kurdistan. Funding system and principal management efficiency.

The present study revealed that funding systems significantly predict principal management efficiency. It has been a glaring fact that school heads face numerous challenges in financial management, ranging from inadequate financial management skills, for instance, the incompetence of school financial statements preparation, failure to determine the cost variability and relevant costs, and financial shortages. Other financial challenges include spending beyond the budget or sometimes not spending the allocated funds. Even more, problems with double-entry bookkeeping, salary underpayments to the bursar, using unqualified financial and store assistants, absence of supporting documents and lack of petty cash impress retirement, defaulting school fees, and lack of capable procurement committee. The inadequate skills of school financial managers in school funds acquisition, allocation and utilization, lead to insufficient school facilities, low staff morality, below-average school supervision and poor academic performance of students in their examinations. This can be attributed to the lack of in-service training among heads of schools or even the absence of a school bursar. School heads as financial managers of secondary schools are expected to possess financial skills in identifying various sources of funds for daily financing of academic and other extra-curricular activities. The ability to generate adequate financial resources is the most important condition for the effective implementation of curriculum and quality delivery of education. This can be achieved through established and consolidated school-based income-generating projects for instance lending school facilities such as halls, vehicles, and playgrounds to the surrounding communities in need of the facilities for generating additional funds. The present findings revealed that Adekunle, Akinfolarin, Ehinola and Babatunde's (2014) study revealed that encouragement for creativity and innovation, appreciation of genuine effort, award with impressive titles and acknowledgement of achievement enhances the performance of university lecturers, also, 60% of the respondents agreed that there was lack of provision of regular payment of salary and other remuneration by the head to promote the performance. Also revealed by the study is the provision of adequate chances for professional growth, instructional facilities arguments the lecturer's performance.

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## 7. Conclusion

The management of administrative affairs in secondary schools in secondary schools in Nigeria with particular reference to Calabar education zone lies solely on the shoulders of the school principals. The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management. Given the numerous task assigned to the school principals. It should be a matter of fact to understand the role of the principals to effectively manage not only staff but the facilities to meet the overall objectives of the school system. The unsatisfactory performance often experienced in schools by students and educational programs is always attributed to a lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work. School management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever-changing phenomenon of education to meet contemporary societal challenges.

Consequentially, there must be a continuous increase in adequate funding for enhanced staff development. Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised. In conclusion, the study revealed that:

- Staff development policy significantly predicts principal management efficiency in Calabar education zone of CRS, Nigeria.
- Funding system significantly predicts the principal management efficiency of principals in Calabar education zone of CRS, Nigeria.

### *Recommendation*

Based on the findings emanating from the data analysis, the following findings were made

- Adequate funds should be provided for the proper management of the departments. While the HODs should also source funds through Education Trust Fund (ETF) donations, endowment funds, grants and international

agencies such as World Health Organization, United Nations Education and Science Cultural Organization, International Monetary Fund etc.

- The government should formulate training and professional development program for the aspirant heads of secondary schools; the program will allow teachers to grow with school administration and management skills that will be very useful after being appointed as heads of schools. Induction and in-service training on leadership behaviour, management skills, instructional leadership and professional development for the newly appointed heads of school should also be provided.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest.

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