

Training Assessment as Determinant of Senior Secondary School Principals Job Performance in Lagos State

**¹Onome Peace AVURAKOGHENE, ²Olabanke Aduke YUSUF
and ³Afolakemi O. OREDEIN**

¹avuraonome@gmail.com; onome.peace@lcu.edu.ng;

<https://orcid.org/0009-0008-4128-4122>: +234 810 048 9777

²yusufolabanke@gmail.com; +234 805 140 9106

³opefolake1@yahoo.com; a.oredein@lcu.edu.ng; <https://orcid.org/0000-0003-2051-4730>: +234 805 514 5060

^{1,2 & 3}Department of Educational Management Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

Abstract

In recent years, it appears that the job performance of principals in public senior secondary schools in Lagos State seems to be deteriorating. Despite the efforts of educational stakeholders, the situation appeared to remain unchanged. Previous studies had identified various factors contributing to principals' poor job performance in other states, but limited research had specifically addressed this issue within the context of public senior secondary schools in Lagos State. To address this gap, the study investigated training assessment as a determinant of principals' job performance in Lagos State. A descriptive research design, using a survey approach, guided the study. The population consisted of all 323 principals in public senior secondary schools in Lagos State. A total enumeration sampling technique was employed, and a self-developed questionnaire for principals, with a reliability coefficient of $\alpha = 0.821$, was used. The findings indicated that the job performance level

of principals in Lagos State was high ($\bar{x}=3.19$), the level of training assessment was also high ($\bar{x}=3.07$), and training assessment had a significant influence on principals' job performance ($\beta = 0.403$, $t = 7.674$, $p < 0.05$). The study concluded that effective training assessment was crucial for enhancing principals' leadership functions and improving overall school performance. Based on these findings, the study recommended strengthening post-training evaluations, institutionalising comprehensive professional development programs, and ensuring consistent training quality across all schools.

Keywords: Training Assessment, Job Performance, Principals and Senior Secondary Schools in Lagos State

Word Count: 224

Introduction

The performance of school principals plays a critical role in shaping the overall effectiveness of secondary schools, as their ability to manage administrative tasks, foster a conducive learning environment, and motivate staff and students significantly impacts the achievement of educational goals. However, studies have indicated that certain principals in Lagos State have struggled to fulfill these critical responsibilities effectively. For example, Orunbon and Ibikunle (2023), identified instances of toxic leadership behaviours among some principals, including derogatory treatment of staff, inadequate collaboration, and exclusionary decision-making practices. These behaviours have been associated with workplace incivility and diminished teacher morale, eroding the professional climate and adversely affecting teacher engagement and student outcomes.

Administrative shortcomings have also been a significant area of concern. Kanyip and Ogon (2022) highlighted those deficiencies in principals' administrative competencies, such as insufficient instructional

supervision and ineffective planning, have been linked to poor teacher performance. These inadequacies manifest in issues like absenteeism, lack of preparedness for lessons, and general indiscipline among teachers, all of which hinder their effectiveness and compromise student learning outcomes. Moreover, the underutilisation of quality control mechanisms by some principals exacerbates these challenges. Ogbo, Anyanwu, Emengini, Okeke-James, and Umeozor (2021), observed that the absence of systematic evaluations and targeted improvements leads to stagnation in teaching quality, thereby impeding student achievement. Without consistent monitoring and constructive feedback, opportunities for teachers to refine their practices are limited, further detracting from the school's overall success. Also, communication styles employed by principals also significantly impact school dynamics. According to Okoye and Ogwurumba (2023), the use of aggressive or ineffective communication strategies by certain principals fosters a hostile work environment, undermining teamwork and negatively affecting administrative efficiency. Such approaches diminish teacher engagement and job satisfaction, creating barriers to effective collaboration and institutional progress. These findings necessitate the urgency to look into the job performance of principals in public secondary schools in Lagos State, Nigeria.

According to Ridholina, Miyono and Murniati (2022), principal job performance encompasses management and leadership roles, including resource control, strategic planning, and empowering teachers and staff to achieve educational goals, while fostering character development within the school community. Atstsaury, Hadiyanto, and Supian (2024), also defined principal job performance by their leadership role and the implementation of strategies to enhance teacher competence through activities such as regular meetings, motivation, training, and resource provision. Thus, this study measured principals' job performance in Lagos State, using time management and team collaboration.

Time management involves a principal's capacity to prioritize tasks, delegate responsibilities, and ensure timely execution of school operations and programs. Efficient time management enables principals to balance administrative duties, teacher supervision, and student-related responsibilities, contributing to the overall productivity of the school (Attsaury et al., 2024). By organising and allocating time effectively, principals can address pressing issues while fostering a structured environment conducive to achieving academic goals. Team collaboration, on the other hand, signifies the principal's ability to foster cooperation among staff, promote open communication, and build a unified school culture. Collaborative leadership encourages teachers and staff to work cohesively towards shared objectives, enhancing morale and collective problem-solving capabilities (Ridholina et al., 2022).

There are several factors that influence the job performance of principals as noted by several scholars. These include work environment, workload, work ethics, managerial competence, training, job satisfaction, amongst others (Rahman & Musa, 2023; Hambali, Zainuddin & Darwin 2020; Hochbein, 2023; Muhadi, Lian & Mulyadi, 2021). Nevertheless, there seems to be a dearth in literature on the empirical evidence of training assessment as determinant of senior secondary school principals' job performance in Lagos State. To add to existing literature, this study therefore focused on training assessment as determinant of senior secondary school principals' job performance in Lagos State.

Training assessment is broadly defined as the evaluation process aimed at determining the effectiveness of training programs in achieving their intended goals and improving participants' competencies in knowledge, skills, and attitudes (Amalia, 2021). This study considered post-training assessment and duration of training as indices to measure training assessment. Post-training assessment evaluates the knowledge and skills participants gain after completing a training program. It often involves the use of methods like pre-tests and post-tests, surveys, and

performance evaluations to measure learning outcomes and behavioural changes. For instance, studies have demonstrated the use of post-training evaluations to assess skill improvement and long-term retention of learned competencies, such as communication skills or dynamic balance in specific contexts (Iflah, Sedarmayanti & Listiani, 2022; Akyuz & Camliguney, 2020). On the other hand, duration of training refers to the length of time over which a training programme or learning experience is conducted (Rivaldo & Nabella, 2023). It encompasses the total period during which participants engage in structured activities designed to enhance their knowledge, skills, or competencies in a particular subject area or job function. This study therefore investigated training assessment as determinant of senior secondary school principals job performance in Lagos State.

Statement of the Problem

In Lagos State, assessing the job performance of senior secondary school principals remains a significant concern, especially given the growing expectations for effective school leadership. Observations, by the researcher, along with feedback from educational stakeholders, reveal that many principals encountered difficulties in achieving high job performance. These challenges manifest as inefficient school management, inconsistent staff motivation, and less-than-optimal student outcomes, often linked to poor administrative decision-making, low teacher satisfaction, and diminished overall school effectiveness. If not addressed, these issues could jeopardize the quality of education, hinder institutional objectives, and undermine the broader goals of secondary education. Contributing factors may include insufficient training, ineffective evaluation systems, and limited structured professional development programmes (Konovalov, 2023; Holmes, 2020; Wibowo, Setiawan & Ningrum, 2022). Although previous research has examined the influence of training on educational leadership in various settings, limited attention has been paid to the role of training

assessment in influencing principals' job performance in Lagos State. This study aims to address this gap by investigating training assessment as determinant of job performance of senior secondary school principals in Lagos State.

Aim and Objectives of the Study

The aim of the study was to investigate training assessment as determinant of job performance of senior secondary school principals in Lagos State. The objectives of the study were to:

- i. identify the level of principals' job performance (time management and team collaboration) in public senior secondary schools in Lagos State.
- ii. assess the level of training assessment (post-training assessment and duration of training) among principals in public senior secondary schools in Lagos State.
- iii. examine the influence of training assessment on public senior secondary school principals job performance in Lagos State.

Research Questions

1. What is the level of principals' job performance (time management and team collaboration) in public senior secondary schools in Lagos State?
2. What is the level of training assessment (post-training assessment and duration of training) among principals in public senior secondary schools in Lagos State?

Hypothesis

H_{01} : There will be no significant influence of training assessment on public senior secondary school principals job performance (time management and team collaboration) in Lagos State.

Methodology

Research Design

This study adopted a descriptive survey research design, which involves collecting data from a representative sample of the population to draw conclusions applicable to the entire group. The design aims to gather and analyze data without altering or manipulating any variables.

Population of the Study

The study covers a total population of 323 principals from 323 public senior secondary schools located across the six educational districts within the 20 local government areas of Lagos State.

Selection of Participants

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

Instrument and Procedure for Data Analysis

A self-constructed four-point Likert scale questionnaire was used to collect data for this study. The instrument, titled the "Principals' Job Performance Questionnaire" (PJPQ), was carefully designed to gather information from principals of public secondary schools. The questionnaire consisted of five sections, labeled A through D. Section A contained items related to the demographic characteristics of the respondents, such as age, gender, years of professional experience, and training attended. Section B included ten structured items aimed at evaluating the job performance of principals in public secondary schools within the Ibadan metropolis. These items were divided into two domains: time management (items 1–5) and team collaboration (items 6–10). Section C comprised ten items designed to assess the level of training evaluation in Lagos State, categorised into two domains: post-

training assessment (items 1–5) and duration of training (items 6–10).Section D, the final section, consisted of ten structured items intended to examine the influence of training evaluation on principals' job performance. The questionnaire underwent both face and content validity assessments, and its reliability index was determined to be 0.821.

Ethical Consideration

Ethical guideline relating to data collection, analysis and interpretation on research as specified by Lead City University was followed.

Method of Data Analysis

The data gathered from the field were subjected to analysis through descriptive and inferential statistics. Descriptive statistics such as frequency, percentage, mean, and standard deviation were utilised to address the research questions. While, inferential statistics of simple linear regression was used to test the hypotheses at 5% level of significance.

Results

Presentation of Demographic Data

Table 1: Showing the Demographic Data of Respondents

Gender	Frequency	Percentage
Male	162	58.3
Female	116	41.7
Total	278	100.0
Age Range		
31-40 Years	15	5.4
41-50 Years	94	33.8
51-60 Years	169	60.8
Total	278	100.0

Years of Experience		
5-10 Years	9	3.2
11-20 Years	69	24.8
21-30 Years	123	44.2
31-35 Years	77	27.7
Total	278	100.0

Source: Researchers' Field Survey, 2024

Table I presented the demographic data of the respondents, which included gender, age range, and years of experience. Among the 278 participants, there was a notable gender imbalance, with the majority being male, accounting for 58.3% of the respondents, while female respondents made up 41.7%. In terms of age distribution, the majority of respondents were in the 51–60 age range, representing 60.8% of the sample. This was followed by those in the 41–50 years category, which constituted 33.8% of the respondents. The smallest group was those aged 31–40 years, comprising only 5.4% of the total. Regarding professional experience, the largest proportion of respondents, 44.2%, had between 21 and 30 years of experience. This was followed by those with 31–35 years of experience, making up 27.7% of the sample. Respondents with 11–20 years of experience represented 24.8%, while those with 5–10 years of experience were the smallest group, at just 3.2%.

Table 2: Trainings Attended by Principals

Case Summary			
		N	Percent
Principals Training ^a		278	100.0%
Trainings Attended by Principals			
		Responses	
		N	Percent
Trainings Attended as a Principal ^a	5-Day ICT Training	242	20.1%
	School Data Processing and Security Strategies	199	16.5%
	Integrity of Principals and the Profession	165	13.7%
	Development of Information Technology	153	12.7%
	Data Driving Improvement Planning for School Managers	171	14.2%
	Management of Schools in a Dwindling Economy	152	12.6%
	Safe School: The Imperative for 21st Century Manager	124	10.3%
	Total	1206	100.0%

a. Dichotomy group tabulated at value 1.

Source: Researcher's Field Survey, 2024

Table 2 detailed the training programmes attended by the principals. A total of 278 principals participated in the survey, all of whom had attended at least one training. Among the various training programmes, the most commonly attended was the 5-Day ICT Training, which 242 principals (20.1%) had participated in. This was followed by the School Data Processing and Security Strategies programme, attended by 199 principals (16.5%), and the Integrity of Principals and the Profession

training, which 165 principals (13.7%) had attended. Other notable training programmes included the Development of Information Technology (153 principals, or 12.7%), Data Driving Improvement Planning for School Managers (171 principals, 14.2%), and Management of Schools in a Dwindling Economy (152 principals, 12.6%). The least attended programme was the Safe School: The Imperative for 21st Century Manager, with 124 principals (10.3%) participating. In total, the respondents reported attending 1206 training sessions, reflecting a broad engagement in professional development activities.

Presentation of Answers to Questions

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

Table 3: Level of Principals Job Performance (Time Management and Team Collaboration) in Public Senior Secondary Schools in Lagos State

Items	Always Freq (%)	Sometimes Freq (%)	Rarely Freq (%)	Never Freq (%)	Mean
Time Management	130.4(46.9)	120.8(43.5)	12.8(4.6)	14(5.0)	3.32
Team Collaboration	101.2(36.4)	123.4(44.4)	20.8(7.5)	32.6(11.7)	3.05

Overall Weighted Mean= 3.19High

Source: Researcher's Field Survey, 2024

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low).

Table 3 presented the level of principals' job performance in terms of time management and team collaboration in public senior secondary

schools in Lagos State. For time management, the majority of principals reported performing this task "Always" (46.9%) and "Sometimes" (43.5%), while a smaller percentage indicated they performed it "Rarely" (4.6%) or "Never" (5.0%). The mean score for time management was 3.32, indicating a high level of performance. For team collaboration, most principals reported collaborating "Sometimes" (44.4%) or "Always" (36.4%). A smaller proportion reported "Rarely" (7.5%) or "Never" (11.7%) collaborating. The mean score for team collaboration was 3.05, also reflecting a high level of performance. The overall weighted mean was 3.19, which indicated a high level of job performance across both time management and team collaboration domains.

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

Table 4: Level of Training Assessment (Post-training Assessment and Duration of Training) among Principals in Public Senior Secondary Schools in Lagos State.

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

Overall Weighted Mean= 3.07 High

Source: Researcher's Field Survey, 2024

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low).

Table 4 presented the level of training assessment among principals in public senior secondary schools in Lagos State, focusing on both post-training assessment and the duration of training sessions. The data showed that the post-training assessment received a high mean score of 3.10. This indicated that a significant portion of respondents found the training programmes valuable and effective, with many consistently benefiting from the knowledge and skills acquired during the sessions. The duration of training also received a high score, with a mean of 3.03, suggesting that the training sessions were adequately structured in terms of length and content coverage, accommodating different learning styles and preferences. Overall, the combined weighted mean score for post-training assessment and the duration of training was 3.07, which was classified as high.

Hypothesis

H₀₁: There will be no significant influence of training assessment on public senior secondary school principals job performance (time management and team collaboration) in Lagos State.

Table 5: Summary of Regression Analysis showing the Influence of Training Assessment on Public Senior Secondary School Principals Job Performance in Lagos State.

		Coefficients ^a				
		Unstandardised Coefficients		Standardised Coefficients		
		Std.				
Model		B	Error	Beta	t	Sig.
1	(Constant)	4.001	.203		19.739	.000
	Training Assessment	.369	.048	.403	7.674	.000

a. Dependent Variable: Job Performance.

Source: Researcher's Field Survey, 2024

Table 5 presented a summary of the regression analysis, which examined the influence of training assessment on public senior secondary school principals' job performance in Lagos State. The analysis revealed that the constant coefficient was 4.001 with a standard error of 0.203, and it was statistically significant with a t-value of 19.739 ($p < 0.000$). The coefficient for Training Assessment was 0.369, with a standard error of 0.048, and a standardized beta coefficient of 0.403. The t-value for training assessment was 7.674, with a significance level of 0.000, indicating that training assessment had a statistically significant positive influence on job performance. Overall, the findings demonstrated that training assessment was a significant predictor of job performance among the principals in the study.

Discussion of Findings

Research question one was raised to identify the level of principals' job performance (time management and team collaboration) in public senior secondary schools in Lagos State. The result obtained shows that the level of job performance among principals in public senior secondary schools in Lagos State was high. This suggested that the principals effectively managed their time and collaborated with their teams, likely contributing to the overall success and smooth operation of the schools they oversee. These findings are encouraging, as high job performance in these critical domains can directly influence the quality of leadership and school management.

This finding aligns with several studies. For instance, Polega, Neto, Brilowski, and Baker (2019), investigated principals' efforts to enhance teamwork among teachers by introducing schedule adjustments and professional development programmes. Their study supports the idea that strategic leadership initiatives can lead to effective team collaboration, as seen in Lagos State. Similarly, Opatunde and Oredein (2023) found similar outcomes, where principals who managed time well and promoted collaboration achieved higher levels of school

effectiveness. Conversely, some studies presented opposing perspectives. Sebastian, Camburn, and Spillane (2018) highlighted the variability in principals' time management practices, showing that while collaboration is often prioritized, challenges in time allocation persist in certain contexts. This variability questions whether high job performance in time management and collaboration is achievable universally. Similarly, a study in Enugu State revealed that many principals fail to delegate responsibilities effectively (Victor, 2017). Without empowering staff to handle tasks, these leaders struggle to maintain administrative effectiveness, which impacts their overall job performance.

Research question two aimed at identifying the level of training assessment (post-training assessment and duration of training) in public senior secondary schools in Lagos State. The result from the analysis revealed that the level of training assessment is high. This implies that the principals were actively involved in evaluating the effectiveness of the training they received, which reflects a commitment to improving their skills and performance. Additionally, the adequate duration of training sessions likely ensured that the principals received comprehensive and valuable content, which is essential for their professional development. This finding aligns with several studies, for instance, Mukhtar, Hanafi, Ali, Hidayati, Syahwal, Amelia, Putra, Soraya, Rahmawati, Paring, and Burmansah, (2021), found that comprehensive post-training assessments significantly improved the job performance and satisfaction of school leaders. Another study demonstrated that comprehensive post-training evaluations helped identify gaps and improve future training programmes, leading to enhanced performance among school leaders (Mehale, Govender & Mabaso, (2021). However, some studies do not support the findings of this study. Anif, Sutama, Prayitno, and Sukartono (2020), found that training materials, instructor capabilities, and facilities for teacher professional development were substandard, leading to inadequate training outcomes. This highlights the challenges in

maintaining high-quality training assessment systems, contrasting with the positive findings in Lagos State. Additionally, Rahmah and Candradewini (2023), evaluated training for the Merdeka Curriculum and reported ineffective implementation due to a lack of needs analysis and evaluation processes. These findings suggest that high levels of training assessment are not universally achieved, especially where systemic gaps exist.

Hypothesis one was tested to examine the influence of training assessment on public senior secondary school principals job performance in Lagos State. The finding led to the rejection of the null hypothesis (H_0), which stated that there would be no significant influence of training assessment on job performance. Supporting this finding, Saggaf, Sunarsi, Wahid, Ilham, and Rozi, (2021) emphasized that effective training and assessment of school principals enhance their leadership functions, which directly improve teacher performance in secondary schools. This aligns with the Lagos State findings, demonstrating the positive impact of training assessments on educational leadership. Conversely, Sebastian Allensworth, Wiedermann, Hochbein, and Cunningham, (2019) found variability in principals' perceived effectiveness, suggesting that training assessments might not universally translate to improved job performance. They noted differences in principals' organisational management and instructional leadership skills, implying that training outcomes depend heavily on individual and contextual factors.

Conclusion

The study examined training assessment as determinant of job performance of senior secondary school principals in Lagos State. It found that principals exhibit high levels of job performance, particularly in time management and team collaboration, contributing to effective school leadership. The study also revealed that training assessments, including post-training assessment and adequate duration, are high,

reflecting a strong commitment to professional development. The research also revealed that training assessments positively influence principals' job performance, supporting previous studies that link effective training to improved leadership.

Recommendations

1. Enhancement of professional development programmes that focus on time management and team collaboration, ensuring that principals are equipped with tools and strategies to further improve their leadership effectiveness should be encouraged.
2. Government should strengthen and institutionalise comprehensive post-training assessments to ensure that training programmes are continuously evaluated and improved, maximizing their effectiveness and relevance to the principals' evolving needs.
3. Investment in creating tailored training programmes with a focus on leadership skills and managerial competencies, while ensuring that training assessments are integrated as part of the continuous professional development to further improve principals' performance should be encouraged.

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