

Staff Development Programmes, Decision-making Styles and Administrative Effectiveness of Public Secondary Schools Principals in Oyo State, Nigeria

Tejumoluwa MESAGAN¹

Adeyemi A. EBO, Ph.D²

Omobola O. GAMBO, Ph.D³

^{1,2,3}Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan , Oyo State, Nigeria

Abstract

The study investigated the influence of Staff Development Programmes and Decision-making Styles on the Administrative Effectiveness of Public Secondary School Principals in Oyo State, Nigeria. A descriptive research design was adopted, and the population comprised 11,732 teachers in the public secondary schools (324) in Oyo State, Nigeria. 2,726 respondents were selected with multistage sampling technique. Three research questions were answered, while six hypotheses were tested. A self-developed questionnaire was used for data collection. The results indicated that the principals in Oyo State engage in moderate administrative effectiveness ($\bar{x} = 2.68$). The most available Staff Development Programme is seminar. Based on the data provided, the frequency, in percentage for the mostly used decision-making styles, it was observed that public secondary school principals tend to adopt directive style most often 39%. There is a significant combined influence of decision-making styles and staff development Programmes on public secondary school principals' administrative effectiveness in Oyo State ($F = 539.376$, $P < 0.05$; $R^2 = 0.439$). Efforts should be made to ensure appropriate decision-making style and staff development Programmes among public secondary school principals in Oyo State.

Keywords: Staff Development Programmes, Decision-making Styles, Administrative Effectiveness.

Introduction

The effectiveness of any organisation appears to rely on efficient management. Management can be defined as the deliberate and systematic arrangement and utilisation of resources (both human and material), circumstances, and opportunities to accomplish the specific objectives of a given organisation. Within any organisation, administrators are responsible for implementing policies and decisions through coordinated activities. Therefore, they are expected to possess the ability to plan, organise, and control available resources to achieve desired outcomes.

Similarly, administrators are accountable for achieving results by harnessing the specialised efforts of other individuals (staff), whether individually or collectively, within the organisation. Considering these factors, administrative effectiveness can be understood as the positive outcome of administrative efforts and actions aimed at accomplishing stated goals (Ekere & Akpan2021) include administrative performance in decision-making, delegation of duties and setting of examples.

Within the secondary school system, the principal assumes the role of the school's leader and serves as the head of the school management. The principal is tasked with overseeing instruction and carrying out administrative duties. It is the principal's responsibility to enforce government policies on education in alignment with established standards. As a result, the principal is expected to possess strong leadership abilities and a clear vision of the objectives that need to be achieved (Boussenna, 2021) principals acquire these skills through their understanding of the school and the necessary actions to enhance education for all students. As administrators, principals have a unique opportunity to lead various groups within the school, necessitating their role in fostering connections with community members as volunteers and ensuring student discipline. Undoubtedly, the services provided by secondary school principals are crucial for both educational and national development.

When examining administrative effectiveness of secondary school principals, several factors come into play.

Discipline involves adhering to societal rules that govern behaviour, and violations are questioned and addressed through disciplinary measures. The current rise in student indiscipline is particularly concerning and necessitates immediate attention from all stakeholders in the education sector. Student indiscipline manifests in various unruly behaviours both within and outside the school premises, such as violence, fighting, hooliganism, truancy, inappropriate dressing (even in uniforms), moral laxity, gambling, and other immoral acts (Baan, Gaikhorst & Volman, 2019).

However, our society cannot be absolved of responsibility either. Indiscipline is a societal issue that stems from the distortion and corruption of our societal values. The type of students we have is a reflection of the demands placed on them by society. There is a prevalent culture of indiscipline in our society, and it inevitably influences students. Indiscipline has had detrimental effects on education in the country, outweighing any positive outcomes (Adriani, Sulaiman & Rizalie, 2022) result of indiscipline, many students have neglected their studies, this makes them to be involved in examination malpractice and other academics and social vice (West, Supiansyah & Suriansyah, 2020).

The supervision of instruction entails overseeing and ensuring the effective implementation of the curriculum while supporting those responsible for carrying it out. This process involves both inspection, which involves gathering factual information, and assistance, which focuses on establishing a constructive relationship between supervisors and subordinates. The emphasis is on specialisation and optimising the use of available human and material resources to achieve organisational objectives (Jarminto, Aslamiah, & Suhartono, 2022)⁹. Supervision as a phase of school administration is a function, because it values (results)

depends upon the values of other quantities (Jarminto, Aslamiah & . Suhartono, 2022).

Lack or inadequate supervision may result into inadequate preparation staff, negative attitude of students toward school climate.

The issue of inadequate supervision of instruction by school principals in public secondary schools is a widely neglected problem. It appears that principals generally prioritize other administrative tasks over the crucial role of supervising instruction and school programmes. Insufficient efforts have been made by the Ministry of Education, education stakeholders, and school principals themselves to address this issue. Reports and media coverage highlighting the declining standards of education in public secondary schools indicate that instructional supervision may not be effectively carried out by school principals in Nigeria, including Oyo State. This situation has raised doubts about whether school principals are fully engaged in effective instructional supervision within their schools, leading to lower student performance levels.

In this study, the delegation of duties is the third factor to be examined in relation to administrative effectiveness. Delegation refers to the managerial process in which school principals transfer some or all of their authority to subordinates for the execution of specific tasks and responsibilities. Given the intricate nature of schools as complex organizations, delegation of duties becomes inevitable. By assigning tasks to be carried out by subordinates on their behalf, principals facilitate the decentralisation of authority and office functions, promote the sharing of responsibilities within the school, and organise duties into departments with designated group leaders for more efficient management (Jarminto, Aslamiah, & Suhartono, 2022).

Development of any kind is designed to expose principals to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing the efficiency, effectiveness and improved

performance (Gunes, 2022). Also, the need for principals to be regularly updated and develop continually to better their capabilities as regarding instructional supervision, discipline and delegation of duties necessitates development programmes. Development of principals can be done in the following ways: in service training, conferences, workshops and seminars. For the purpose of this study, in-service training, seminar and workshops will be considered (Umosen Aloysius & Ogon Patricia, 2020).

Decision-making is not a singular and straightforward event, but rather a complex social process that often takes a significant amount of time. It is a subjective attribute that reflects an individual's definition and perception of a problem, as well as their selection of an alternative solution for it. The process of decision-making involves identifying a stimulus for action and concludes with a specific commitment to take action. The objective of decision-making is to bring about changes within schools or organizations, in order to prevent or resolve issues that have an impact on the personnel (Awati & Nikolova, 2022).

Statement of the Problem

Principals have considerable high responsibilities including effective administration such as maintaining student and staff discipline, supervision of instruction and delegation of duties and so on. Secondary school principals in Oyo State seem to have been bedeviled with many teething problems which consequently appear to be affecting their effectiveness. Factors such as poor working environment, bad government policy, poor cooperation on the part of teachers, inadequate staff, poor funding and so on, have been identified by studies as the problems faced by principals in administering secondary schools effectively^{1, 2, 3, 4, 5}. Further to the foregoing, a thorough literature search by the researcher indicated factors such as availability and relevance development programmes and principal's decision-making styles have not been sufficiently researched as they influence principal's administrative effectiveness. Furthermore, it appears that principal's

administrative effectiveness is closely tied to the style adopted by the principal in making decisions, to this end, this study intends to investigate the influence of staff development programmes and decision-making styles on administrative effectiveness of public secondary school principals in Oyo State, Nigeria.

Objectives of the Study

- i. Identify the relative influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals administrative effectiveness in Oyo State;
- ii. Determine the combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State;
- iii. Ascertain the relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State;
- iv. Determine the combined influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State; and
- v. Determine the relative influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State.

Hypotheses

H₀₁: There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) on

public secondary school principals' administrative effectiveness in Oyo State.

H₀₂: There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals' administrative effectiveness in Oyo State.

H₀₃: There will be no significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

H₀₄: There will be no significant relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

H₀₅: There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

H₀₆: There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State.

Methodology

A quantitative approach was adopted to guide this study. It entailed the process of collection of data from a representative sample of population to produce a result that was generalised to the whole population. The population of the study comprised all teachers in the public secondary schools in Oyo State, Nigeria. As at the time of the study, the total

number of public secondary schools in Oyo State was three hundred and twenty four (324)¹.

Multi-stage sampling procedure was used to select the respondents for this study. At the first stage, Simple Random Sampling Technique, was used to select four (4) schools in each local government. This was because the local government that had the least number of school had four, hence four was used as benchmark to achieve uniformity hence. Secondly, Slovin's formula $n = N / (1 + Ne^2)$ Where n is the sample size, N is the population size, and e is the level of significance (0.05) was used to determine sample size from each of the sampled schools. After the calculations, the study arrived at two thousand seven hundred and twenty six (2,726) for the study.

A self-developed questionnaire was used as method of data collection for the study. The questionnaire was designed to collect data from the sampled teachers on the theme of the study. A pilot testing of the instrument was carried out by random selection of twenty (20) teachers from five schools outside the study area. The pilot study enabled the researcher to ascertain the reliability of the instruments. The retrieved instruments were analyzed and coefficient $r = 0.87$ was generated. Inferential statistics such as Multiple Regression (ANOVA) will be used to test hypotheses at 0.05 level of significance.

Results

Test of Hypotheses

H₀₁: There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals' administrative effectiveness in Oyo State.

Table 4.8 Summary of Regression Analysis Showing Combined Influence of Decision-making Styles (Directive, Analytical, Conceptual and Behavioural) on Public Secondary School Principals Administrative Effectiveness in Oyo State.

Model Summary						
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	R Square Change	F Change
1	.743 ^a	.553	.551	2.575	.553	424.310
a. Predictors: (Constant), Decision-making styles (directive, analytical, conceptual and behavioural)						
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11253.539	4	2813.385	424.310	.000 ^b
	Residual	9110.297	1374	6.630		
	Total	20363.836	1378			

a. Dependent Variable: **Administrative Effectiveness**

b. Predictors: (Constant), Predictors: (Constant), **Decision-making styles (directive, analytical, conceptual and behavioural)**

Source, Field Survey, 2023

Based on the information provided in the table, we can see that the model summary indicates an R-squared value of 0.553, which means that 55.3% of the variation in administrative effectiveness can be explained by the combined influence of the decision-making styles included in the model. The adjusted R-squared value is 0.551, indicating

that the model is a good fit for the data. The ANOVA table shows that the regression model is significant, with an F-value of 424.310 and a p-value of .000, which less than the conventional significance level of .05 is. This means that we can reject the null hypothesis.

H₀₂: There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals' administrative effectiveness in Oyo State.

Table 4.9: Summary of Regression Analysis Relative Influence of Decision-Making Styles (Directive, Analytical, Conceptual and Behavioural) on Public Secondary School Principals Administrative Effectiveness in Oyo State.

Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	B	Std. Error			
1 (Constant)	47.334	.989		47.872	.000
Directive Decision-making	.388	.097	.492	3.990	.000
Analytical Decision-making	.683	.046	1.111	14.770	.000
Conceptual Decision-making	.106	.041	.492	2.568	.010
Behavioural Decision-making	1.039	.040		25.686	.000

a. Dependent Variable: Administrative Effectiveness
Source, Field Survey, 2023

all the decision-making styles (i.e., directive, analytical, conceptual, and behavioural) have significant coefficients ($p < .05$) indicating that they all have a relative influence on administrative effectiveness.

H₀₃: There will be no significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

Table 4.10: Summary of Regression Analysis Showing Combined Influence of Staff Development Programmes (Workshops, Seminars, In-Service Training) on Public Secondary School Principals Administrative Effectiveness in Oyo State.

Model Summary						
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Change of R Square	F Change
1	.612 ^a	.375	.373	3.043	.375	274.557

a. Predictors: (Constant), Staff Development Programmes (workshops, Seminars, In-service Training)

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7628.741	3	2542.914	274.557	.000
	Residual	12735.095	1375	9.262		
	Total	20363.836	1378			

Source, Field Survey, 2023

The model summary shows that the multiple correlation coefficient (R) is 0.612, indicating a moderate positive correlation between the predictor variables and the dependent variable. The coefficient of

determination (R square) is 0.375, which means that 37.5% of the variation in administrative effectiveness can be explained by the Staff Development Programmes (workshops, Seminars, In-service Training) predictors. The adjusted R square is also 0.373, which suggests that the model is a good fit. The ANOVA table shows that the regression model is significant ($F=274.557$, $p<.05$), indicating that Staff Development Programmes (workshops, Seminars, In-service Training) have a combined significant influence on administrative effectiveness.

H₀₄: There will be no significant relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

Table 4.11: Summary of Regression Analysis Showing Relative Influence of Staff Development Programmes (Workshops, Seminars, In-Service Training) on Public Secondary School Principals Administrative Effectiveness in Oyo State.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	30.554	.564		54.171	.000
	Seminar	.1128	.069	.399	16.237	.000
	In-service Training	.599	.120	.123	4.988	.000
	Workshops	2.887	.154	.413	18.807	.010

a. Dependent Variable: Administrative Effectiveness

Source, Field Survey, 2023

The regression model is significant ($F=18.807$, $p<.05$), indicating that the Staff Development Programmes predictors (Seminars, In-service Training, and Workshops) have a relative significant influence on administrative effectiveness.

H₀₅: There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

Table 4.12: Summary of Regression Analysis Showing Combined Influence of Decision-making Styles and Staff Development Programmes on Public Secondary School Principals Administrative Effectiveness in Oyo State

Model Summary						
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	R Square Change	F Change
1	.663	.439	.439	2.880	.439	539.376
a. Predictors: (Constant), Decision-making styles , Staff Development Programmes						
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8948.979	2	4474.489	539.376	.000
	Residual	11414.857	1376	8.296		
	Total	20363.836	1378			

Source, Field Survey, 2023

The R-squared value of .439 indicates that the model explains 43.9% of the variance in administrative effectiveness. The F-statistic of 539.376 is significant ($p < .05$), indicating that the model is a good fit for the data.

The coefficients table shows the standardised coefficients (Beta values) for each predictor variable. The results suggest that decision-making

styles and staff development programmes both have a significant positive influence on administrative effectiveness.

H₀₆: There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

Table 4.13: Summary of Regression Analysis Showing Relative Influence of Staff Development Programmes (Workshops, Seminars, In-Service Training) on Public Secondary School Principals Administrative Effectiveness in Oyo State.

Coefficients		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	49.787	.835		59.607	.000
	Decision-making Style	.467	.018	.568	26.229	.000
	Staff Development Programmes	.604	.068	.192	8.863	.000

a. Dependent Variable: Administrative Effectiveness

Source, Field Survey, 2023

The regression analysis yielded the following coefficients: The constant is 49.787 with a standard error of 0.835, which means that when all other variables are held constant, the predicted value of administrative effectiveness is 49.787. The coefficient for decision-making style is 0.467 with a standard error of 0.018 and a p-value of 0.000, indicating that there is a significant positive relationship between decision-making style and administrative effectiveness.

Discussion of Findings

Hypothesis one indicate that decision-making styles have a significant combined influence on the administrative effectiveness of public secondary school principals in Oyo State. The null hypothesis was rejected in favour of the alternative hypothesis that there will be a significant combined influence. These findings align with previous research on the topic. For instance, a study investigated the relationship between decision-making styles and school principals' effectiveness in and found that decision-making styles significantly predicted school principals' effectiveness.⁸

Test of hypothesis two indicated that decision-making styles have a significant relative influence on the administrative effectiveness of public secondary school principals in Oyo State.

Test of hypothesis three showed significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State, based on the results presented.

Test of hypothesis four indicate that decision-making styles and staff development programmes are important predictors of administrative effectiveness in Public Secondary Schools in Oyo State.

Test of hypothesis five indicate that both decision-making styles and staff development programmes have significant combined influence on administrative effectiveness for public secondary school principals in Oyo State.

Test of hypothesis six indicate that both decision-making styles and staff development programmes have significant relative influence on administrative effectiveness for public secondary school principals in Oyo State. The finding that decision-making styles have a stronger influence on administrative effectiveness than staff development programmes is also consistent with some previous research.

Conclusion

In conclusion, the study reveals that the level of administrative effectiveness indices of principals in public secondary schools in Oyo State is moderate. Moreover, the study finds that the availability of professional development programmes for principals is limited, and decision-making styles significantly influence administrative effectiveness. The study also demonstrates that both decision-making styles and staff development programmes significantly predict administrative effectiveness for public secondary school principals in Oyo State.

Recommendations

Based on the study's findings, the following recommendations are proposed:

1. The availability of staff development programmes should be improved, especially for in-service training. The provision of these programmes will enhance the professional development of school principals, thereby improving their administrative effectiveness.
2. Decision-making styles should be taken into account when designing professional development programmes for school principals. Behavioural and analytical decision-making styles should be prioritised as critical predictors of administrative effectiveness.
3. The combined influence of decision-making styles and staff development programmes on administrative effectiveness should be considered when designing policies and practices that enhance the quality of education in public secondary schools in Oyo State.
4. Professional development programmes should be designed to target areas that require improvement, such as disciplinary practices, instructional leadership, and delegation. These programmes should be made available to school principals in public secondary schools in Oyo State.

5. Policymakers and educational administrators should prioritise the provision of in-service training for school principals. This training is critical for enhancing their knowledge and skills, which will contribute to the delivery of high-quality education to students in Oyo State.

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