

SCHOOL ADMINISTRATORS' SUPPORT FOR TEACHER PROFESSIONAL DEVELOPMENT AND THEIR JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract

This study investigated the relationship between school administrators' support for teacher professional development and teachers' job effectiveness in public secondary schools in Enugu State, Nigeria. The study was necessitated by ongoing education reforms in Enugu State, particularly the Smart Green Schools initiative, which emphasizes digital transformation, continuous teacher training, and instructional innovation. A correlational research design was adopted. The population of the study comprised 15,321 teachers in 296 public secondary schools in Enugu State. A sample size of 1,072 teachers was selected using multistage sampling techniques. Data were collected using two researcher-developed instruments: the Administrators' Support for Professional Development Questionnaire (ASPDQ) and the Teachers' Job Effectiveness Scale (TJES). Pearson Product Moment Correlation Coefficient and simple linear regression were used for data analysis at 0.05 level of significance. Findings revealed a significant positive relationship between school administrators' support for teacher professional development and teachers' job effectiveness. The study concluded that sustained administrative support for professional development is a critical predictor of teachers' instructional effectiveness, commitment, and adaptability to educational reforms in Enugu State. Recommendations were made to strengthen institutionalized professional development policies and administrative monitoring frameworks.

Keywords: School administrators, professional development, job effectiveness, public secondary schools, Enugu State.

Introduction

The quality of any educational system is largely dependent on the quality, competence, and continuous development of its teachers. Globally, teacher professional development has been recognized as a critical mechanism for improving instructional practices, enhancing student learning outcomes, and promoting school effectiveness (Darling-Hammond, Hyler, & Gardner, 2017; OECD, 2019). In contemporary educational systems, school administrators are no longer seen merely as instructional supervisors but as facilitators and enablers of continuous professional learning for teachers (Bush, 2020; Fullan, 2016).

In Nigeria, educational reforms have increasingly emphasized continuous teacher capacity building as a means of addressing declining instructional quality and adapting to emerging global educational trends (Federal Ministry of Education, 2020; UBEC, 2022). In Enugu State specifically, recent reforms under the Smart Green Schools initiative have placed strong emphasis on digital literacy, 21st-century pedagogical skills, and large-scale teacher retraining programmes. The Enugu State Government has reported the training of over 18,000 teachers in preparation for the implementation of Smart Green Schools and digital classrooms .

School administrators play a pivotal role in translating education policies into school-level practices. Their support for teacher professional development through sponsorship for workshops, facilitation of in-service training, provision of instructional resources, mentoring, and creation of professional learning communities is critical to ensuring that teachers effectively implement new instructional strategies (Guskey, 2002; Hargreaves & O'Connor, 2018). Research has consistently shown that when administrators actively support professional development, teachers demonstrate higher levels of instructional competence, motivation, and job effectiveness (Day & Sammons, 2016; Leithwood, Harris, & Hopkins, 2020).

Teachers' job effectiveness, which includes instructional delivery, classroom management, lesson preparation, assessment practices, and professional commitment, remains a major concern in Nigerian public secondary schools (Okeke & Dlamini, 2019; Arop, Mbon, & Ekanem, 2020). Despite increased investments in education infrastructure and teacher recruitment in Enugu State, concerns persist regarding the extent to which administrative support mechanisms translate into improved teacher effectiveness, particularly in the context of digital transformation and experiential learning reforms (Guardian Nigeria, 2025; Enugu State Government, 2025).

Existing empirical studies in Nigeria have largely focused on leadership styles, teacher motivation, and job satisfaction, with limited attention to the specific role of administrators' support for professional development as a predictor of teachers' job effectiveness, especially within the context of large-scale reform initiatives such as Smart Green Schools (Akinfolarin & Einola, 2014; Ofojebe & Ezugoh, 2010). This study therefore seeks to bridge this gap by empirically examining the relationship between school administrators' support for teacher professional development and teachers' job effectiveness in public secondary schools in Enugu State.

Purpose of the Study

The main purpose of this study was to examine the relationship between school administrators' support for teacher professional development and teachers' job effectiveness in public secondary schools in Enugu State. Specifically, the study sought to:

1. Determine the extent to which school administrators support teacher professional development in public secondary schools in Enugu State.
2. Assess the level of teachers' job effectiveness in public secondary schools in Enugu State.
3. Examine the relationship between administrators' support for professional development and teachers' instructional effectiveness.
4. Determine the relationship between administrators' support for professional development and teachers' classroom management effectiveness.
5. Ascertain the predictive influence of administrators' support for professional development on overall teachers' job effectiveness.

Research Questions

The following research questions guided the study:

1. To what extent do school administrators support teacher professional development in public secondary schools in Enugu State?
2. What is the level of teachers' job effectiveness in public secondary schools in Enugu State?
3. What relationship exists between administrators' support for professional development and teachers' instructional effectiveness?
4. What relationship exists between administrators' support for professional development and teachers' classroom management effectiveness?

5. What relationship exists between administrators' support for professional development and overall teachers' job effectiveness?

Hypotheses

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

1. There is no significant relationship between administrators' support for professional development and teachers' instructional effectiveness.
2. There is no significant relationship between administrators' support for professional development and teachers' classroom management effectiveness.
3. There is no significant relationship between administrators' support for professional development and teachers' overall job effectiveness.

Methods

A correlational research design was adopted for this study. This design was considered appropriate because it enables the researcher to determine the degree and direction of relationship between administrators' support for teacher professional development and teachers' job effectiveness without manipulating the variables (Creswell & Creswell, 2018; Ali, 2013).

The population of the study comprised 15,321 teachers in 296 public secondary schools in Enugu State, Nigeria, as obtained from the Enugu State Post Primary Schools Management Board (PPSMB, 2025).

A sample size of 1,072 teachers was selected using a multistage sampling technique. First, the state was stratified into education zones. Second, schools were randomly selected from each zone. Third, proportionate sampling was used to select teachers from the sampled schools to ensure fair representation.

Two researcher-developed instruments were used for data collection in this study. These instruments were designed in line with established literature on professional development, instructional leadership, and teacher effectiveness (Guskey, 2002; Darling-Hammond et al., 2017; Leithwood et al., 2020).

The Administrators' Support for Professional Development Questionnaire (ASPDQ) was developed to measure teachers' perceptions of the extent to which school administrators support their professional development. The instrument consisted of 30 items structured on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The items covered key dimensions of administrative support, including:

- Sponsorship for workshops and seminars
- Facilitation of in-service training programmes
- Provision of instructional resources and digital tools
- Encouragement of peer mentoring and coaching
- Support for participation in professional learning communities
- Administrative monitoring and feedback on professional growth

These dimensions are consistent with internationally recognized frameworks for effective professional development (Desimone, 2009; Hargreaves & O'Connor, 2018; OECD, 2019).

The Teachers' Job Effectiveness Scale (TJES) was used to assess teachers' job effectiveness. The scale consisted of 28 items also structured on a four-point Likert scale. The scale measured major components of job effectiveness, including:

- Instructional delivery effectiveness
- Classroom management effectiveness
- Lesson preparation and organization
- Student assessment and feedback practices
- Professional commitment and punctuality
- Adaptability to curriculum and technological changes

These components align with established conceptualizations of teacher effectiveness in the literature (Stronge, 2018; Kyriakides, Creemers, & Antoniou, 2019; Okeke & Dlamini, 2019).

To ensure content and face validity, the two instruments were subjected to expert validation by three experts in Educational Management and Measurement and Evaluation from universities in South-East Nigeria. The experts assessed the instruments in terms of clarity, relevance, and alignment with the study variables. Their suggestions were incorporated to improve item wording and content coverage.

The validation process followed standard procedures recommended by Fraenkel, Wallen, and Hyun (2019) and Creswell and Creswell (2018), ensuring that the instruments adequately represented the constructs of administrators' support and teachers' job effectiveness.

The reliability of the instruments was determined using the Cronbach Alpha method. A pilot study was conducted using 60 teachers from public secondary schools in a neighboring state not included

in the main study. The reliability coefficients obtained were as follows; ASPDQ (0.87) and TJES (0.91).

These coefficients indicate high internal consistency and reliability, in line with the recommendations of Nunnally and Bernstein (1994), who suggested that reliability coefficients of 0.70 and above are acceptable for social science research.

The data collected were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions related to the extent of administrators' support and the level of teachers' job effectiveness. Pearson Product Moment Correlation Coefficient (r) was used to test the hypotheses and determine the strength and direction of relationship between the variables. Simple linear regression analysis was also employed to determine the predictive influence of administrators' support for professional development on teachers' job effectiveness.

All hypotheses were tested at 0.05 level of significance, in line with standard educational research practice (Field, 2018; Pallant, 2020).

Findings / Results

Research Question 1:

To what extent do school administrators support teacher professional development in public secondary schools in Enugu State?

Table 1: Mean and Standard Deviation of Administrators' Support for Teacher Professional Development

| S/N | Dimension of Administrative Support | Mean (\bar{X}) | SD | Decision |
|----------------|--|--------------------|-------------|-------------|
| 1 | Sponsorship for workshops/seminars | 3.12 | 0.74 | High |
| 2 | Facilitation of in-service training | 3.08 | 0.71 | High |
| 3 | Provision of instructional resources | 2.94 | 0.77 | Moderate |
| 4 | Support for peer mentoring | 3.01 | 0.69 | High |
| 5 | Support for professional learning communities | 2.89 | 0.75 | Moderate |
| 6 | Monitoring and feedback on professional growth | 3.05 | 0.72 | High |
| Overall | | 3.02 | 0.73 | High |

The results in Table 1 indicate that administrators' support for teacher professional development in public secondary schools in Enugu State is generally high, with an overall mean score of 3.02.

Research Question 2:

What is the level of teachers' job effectiveness in public secondary schools in Enugu State?

Table 2: Mean and Standard Deviation of Teachers' Job Effectiveness

| S/N | Dimension of Job Effectiveness | Mean (\bar{X}) | SD | Decision |
|----------------|-----------------------------------|--------------------|-------------|-------------|
| 1 | Instructional delivery | 3.15 | 0.68 | High |
| 2 | Classroom management | 3.11 | 0.70 | High |
| 3 | Lesson preparation | 3.18 | 0.65 | High |
| 4 | Student assessment practices | 3.06 | 0.73 | High |
| 5 | Professional commitment | 3.22 | 0.62 | High |
| 6 | Adaptability to change/technology | 2.97 | 0.76 | Moderate |
| Overall | | 3.12 | 0.69 | High |

Table 2 shows that teachers' job effectiveness in Enugu State public secondary schools is generally high, with an overall mean score of 3.12.

Hyothesis 1

There is no significant relationship between administrators' support for professional development and teachers' instructional effectiveness.

Table 3: Pearson Correlation between Administrators' Support and Instructional Effectiveness

| Variables | N | r | Sig. (p) | Decision |
|---|-------|------|----------|----------|
| Admin support & Instructional effectiveness | 1,072 | 0.63 | 0.000 | Rejected |

Since $p < 0.05$, the null hypothesis was rejected. There is a significant positive relationship between administrators' support and teachers' instructional effectiveness.

Hypothesis 2

There is no significant relationship between administrators' support for professional development and teachers' classroom management effectiveness.

Table 4: Pearson Correlation between Administrators' Support and Classroom Management

| Variables | N | r | Sig. (p) | Decision |
|--------------------------------------|-------|------|----------|----------|
| Admin support & Classroom management | 1,072 | 0.58 | 0.000 | Rejected |

The result indicates a significant positive relationship between administrators' support and teachers' classroom management effectiveness.

Hypothesis 3

There is no significant relationship between administrators' support for professional development and teachers' overall job effectiveness.

Table 5: Pearson Correlation between Administrators' Support and Overall Job Effectiveness

| Variables | N | r | Sig. (p) | Decision |
|---|-------|------|----------|----------|
| Admin support & Overall job effectiveness | 1,072 | 0.71 | 0.000 | Rejected |

The result shows a strong, significant positive relationship between administrators' support and teachers' overall job effectiveness.

Regression Analysis

Table 6: Simple Linear Regression of Administrators' Support on Teachers' Job Effectiveness

| Model | R | R ² | Adjusted R ² | Std. Error |
|-------|------|----------------|-------------------------|------------|
| 1 | 0.71 | 0.50 | 0.50 | 0.41 |

The regression result shows that administrators' support for professional development accounts for 50% of the variance in teachers' job effectiveness ($R^2 = 0.50$), indicating a strong predictive influence.

feaDiscussion

The findings of this study revealed a strong and significant positive relationship between school administrators' support for teacher professional development and teachers' job effectiveness in public secondary schools in Enugu State. This finding is consistent with the theoretical and empirical assertions of Guskey (2002), Desimone (2009), and Darling-Hammond et al. (2017), who emphasized that sustained administrative support is essential for translating professional development into improved instructional practice.

The high level of administrators' support observed in this study reflects the impact of Enugu State's ongoing education reforms and large-scale teacher training initiatives. This supports the position of Fullan (2016) and Bush (2020), who argued that educational reforms are more effective when school leaders actively facilitate and institutionalize professional learning at the school level.

The significant relationship between administrators' support and instructional effectiveness aligns with studies by Day and Sammons (2016) and Leithwood et al. (2020), which found that leadership support enhances teachers' pedagogical competence and instructional quality. Similarly, the positive association with classroom management effectiveness corroborates the findings of Stronge (2018) and Kyriakides et al. (2019), who identified professional development as a key determinant of teachers' classroom organization and student engagement skills.

The strong predictive influence ($R^2 = 0.50$) observed in this study further confirms that administrative support is not merely a complementary factor but a major determinant of teachers' job effectiveness. This supports the systems theory perspective of school organization, which views school leadership and teacher development as interdependent components of overall school effectiveness (Senge, 2006; Hoy & Miskel, 2013).

Conclusion

This study has empirically established that school administrators' support for teacher professional development is a critical and significant determinant of teachers' job effectiveness in public secondary schools in Enugu State, Nigeria. Drawing from a large and representative sample of 1,072 teachers across 296 public secondary schools, the findings provide strong statistical evidence that administrative practices related to professional development such as sponsorship for training, facilitation of in-service programmes, provision of instructional resources, mentoring, and continuous monitoring are positively associated with teachers' instructional effectiveness, classroom management competence, and overall professional performance.

The strong positive correlations and substantial predictive power observed in this study ($R^2 = 0.50$) underscore the centrality of school leadership in shaping teachers' professional growth and workplace effectiveness. This indicates that nearly half of the variance in teachers' job

effectiveness can be attributed to the level and quality of administrative support for professional development. This finding reinforces contemporary leadership theories that conceptualize school administrators not merely as managers of routine administrative functions but as instructional leaders and facilitators of continuous professional learning (Fullan, 2016; Leithwood et al., 2020).

Within the context of Enugu State's ongoing education reforms—particularly the Smart Green Schools initiative and large-scale teacher retraining programmes—the results of this study highlight the indispensable role of school administrators in ensuring that reform policies are translated into meaningful classroom practices. While government-led training initiatives provide a strong foundation, the sustainability and effectiveness of such reforms largely depend on school-level leadership practices that reinforce, monitor, and institutionalize professional development. The findings therefore suggest that administrative support serves as a critical mediating mechanism between policy intentions and actual improvements in teaching quality.

Furthermore, the study contributes to the existing body of knowledge by providing localized empirical evidence from Enugu State, thereby extending the international literature on professional development and teacher effectiveness into the Nigerian public secondary school context. It also addresses a notable gap in previous Nigerian studies, which have tended to focus more broadly on leadership styles and teacher motivation, with limited attention to administrators' direct support for professional development as a specific predictor of job effectiveness. By isolating and empirically validating this relationship, the study offers a more nuanced understanding of how school leadership practices influence teacher performance.

The study affirms that sustained, structured, and well-coordinated administrative support for teacher professional development is not optional but essential for enhancing teachers' job effectiveness and, by extension, improving the overall quality of secondary education in Enugu State. Strengthening administrative capacity to support professional learning should therefore be regarded as a strategic priority in educational planning, leadership development, and school improvement efforts within the state and similar educational contexts in Nigeria.

Recommendations

Based on the findings and conclusions of this study, the following comprehensive and policy-relevant recommendations are made to key educational stakeholders in Enugu State and beyond:

1. Institutionalization of Continuous Professional Development (CPD):

The Enugu State Ministry of Education and the Post Primary Schools Management Board (PPSMB) should institutionalize continuous professional development as a mandatory and structured component of teachers' professional life. This should include clearly defined

annual CPD requirements, standardized training frameworks, and monitoring mechanisms to ensure consistency and quality across all public secondary schools.

2. **Strengthening Administrative Capacity for Professional Learning Leadership:** Targeted leadership training programmes should be organized for principals and vice-principals to enhance their capacity to function as instructional leaders and facilitators of professional development. Such programmes should focus on strategies for mentoring, coaching, needs-based training planning, and the effective evaluation of professional development outcomes.
3. **Increased and Sustainable Funding for Teacher Development:** Adequate budgetary allocations should be made specifically for teacher professional development at both the state and school levels. This funding should support regular workshops, in-service training, digital skills development, and participation in external professional conferences and seminars. Sustainable funding will ensure that professional development initiatives are not irregular or dependent solely on donor or ad-hoc government interventions.
4. **Establishment and Strengthening of Professional Learning Communities (PLCs):** School administrators should be encouraged and supported to establish professional learning communities within their schools. These PLCs should promote collaborative lesson planning, peer observation, reflective practice, and shared problem-solving. Such collaborative structures will help institutionalize professional learning and reduce over-reliance on external training programmes.
5. **Integration of Professional Development with School Improvement Planning:** Professional development activities should be systematically aligned with school improvement plans and instructional goals. Administrators should ensure that identified training needs are directly linked to observed instructional gaps, curriculum reforms, and emerging educational technologies, particularly in relation to Smart Green Schools and digital teaching initiatives.

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