Educational Management and Staff Development Programmes: Mainspring for Achieving Goals in Secondary Schools in Nigeria.

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Abstract
The paper examines 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 is highly depends on effective instructional teachers as well as the adoption of appropriate quality management skill 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 programme 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 programme in Nigeria secondary schools so as their techniques and students' achievement can be positively influenced.
Keywords: Education, Educational management, secondary school education, staff development programme,

I. Introduction

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world. Many studies on human capital development agree that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The Principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nzegbulem, 2015).Since education is an investment; there is a significant positive correlation between education and socio-economic productivity.

Education therefore refers to the acquisition of knowledge, skill and social desirable values of the society. Every nation or society, no matter its size, designs an education system which it purses for common interest of all. No education system is established without the aim of building human capacity for societal development for the present and future generations (Akomolafe, 2011). Education according (Nwankwo, 2011) is a process of teaching, training and learning offered in schools to improve knowledge and develop skills. The invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasized.

Many countries including Nigeria, take education as an instrument for the promotion of national development as well as effecting desirable social change (FRN, 2013). However, the foundation of every great nation is the education of its citizens. That is why Onwuka (2002) defines education as the process of imparting knowledge, skills, values and desirable attitudes to learners to enable them contribute positively to the development of the society. It is the basic activity of mankind by which human beings acquire effective knowledge and skills (Jimoh, 2007). Education is the fulcrum that propels meaningful development to any nation. Osaat (2011) agrees that education is a process of learning which aids in the provision of skills, preparation of youths for economic, social and political function, transmission and transformation of social, cultural structures from generation to another through the instruction given in the school. Secondary education is one of the stages in Nigerian education system targeted towards preparing learners for higher education (FRN, 2004). Secondary education is the education children receive after primary level of education.

Quality educational management is instructional techniques that integrate the teaching of literacy, skills and job content to move learners more successfully and adequately towards their educational and employment

goal. The term quality management is defined by Uzoechina & Nwankwo (2016) as a process that involves the dedication of all aspects of managerial tasks towards achieving the highest standards of education needed by beneficiaries of education including secondary education, parents, employers and society at large. Quality management is a different way to organize the efforts of people (Dike, 2013). The objective is to harmonize their efforts in such a way that not only do people approach their assigned tasks with enthusiasm, but they also participate in the improvement of how the work gets done. Quality management introduces a significant change in the relationship between those who manage and those who actually do the work (Ofojebe, & Nnebedum, 2016).

Quality educational management cannot be over emphasized without teachers. The hallmarks of every educational system are the teachers. They interpret and implements educational curriculum. The success or failure of every educational programme depends largely on the quality and commitment of teachers. Okeke (2010) opines that educational institutions can claim to be stronger with the quality of teaching staff. She further lamented that teaching service should be stimulating and rewarding so as to attract a substantial part of the cream of the products of the education systems. Teachers are systematically organizers, processors, and also transmitters of knowledge, attitudes and skills in accordance with professional principles. It is universally acknowledged that improvement in educational systems is significantly depends on effective teacher. The validity of any educational system naturally depends on the quality of the teacher and availability of competent teacher. Teachers are the spark and a key person in the mainspring to progress in our educational exploit. Therefore, teachers should be adequately prepared to square up an ever expanding stock of knowledge as well as innovations, circumstances and aspirations. The attainment of these noble goals and objectives of secondary education is highly depends on effective instructional teachers as well as the adoption of appropriate quality management skill by educational managers.

Conceptual Clarifications
Five concepts are prominent in this discourse, namely, Management, Educational management, Secondary School Education, Staff development and Staff development programme

Management
Different experts have defined the term "Management". Some of these definitions are given below:- "To manage is to forecast and plan, to organize, to co-ordinate and to control." – Henry Fayol. Management is a universal human activity in domestic, social and political settings, as well as in organizations (Boddy 2017, p. 11). Indeed, the term management is broadly used in everyday language and even in the organizational world and is applied to fields as different as data or anger management. As stated by Koontz et al (2001, p. 183), writers and experts call almost everything under the sun management. In an institutional sense, the term refers to managers, i.e. the people responsible for managing. In a functional sense it refers to the practice of managing.

Management is a distinct process consisting of planning, organizing, activating and controlling to determine and accomplish the objectives by the use of people and resources. G.R. Terry. Management is simply the process of decision making and control over the action of human beings for the express purpose of attaining pre-determined goals."- Stanley Vance. Different experts have classified functions of management. According to George & Terry, "There are four fundamental functions of management i.e. planning, organizing, actuating and controlling". According to Henry Fayol. "To manage is to forecast and plan, to organize, to command, & to control". Whereas, Luther Gullick has given a keyword ' POSDCORB' where 'P' stands for Planning, 'O' for Organizing, 'S' for Staffing, 'D' for Directing, 'C' for Co-ordination, 'R' for reporting & 'B' for Budgeting. But the most widely accepted are functions of management given by Koontz and O'Donnell i.e. Planning, Organizing, Staffing, Directing and Controlling.

Educational Management
Educational management is the art of being able to handle carefully without being wasteful of what goes on in the process of educating people so that nothing is out of hands. Babalola (2006) opines that, it is synonymous with strategizing, planning, organizing, running governance and supervision of the entire process of teaching and learning that takes place at all levels of the formal education system. One of the obvious impediments to educational management is associated with long tradition of resistance to change or in the desire to maintain the status quo. Educational management and administration should utilize human and material resources effectively and efficiently to accomplish teaching and learning to achieve educational goals. Educational managers plan, equip and provide staff in the right quality and quantity to implement those curriculum innovations in secondary schools to achieve secondary educational goals. curriculum innovation in this context are creative ideas, getting implemented, better solutions that met new requirements, unarticulated needs or existing market needs. Educational managers provide these innovations to the benefit of the

educational system involved. Educational management acts across a wide range of activities that occur within a formal educational system, aimed at improving the conduct of teaching and learning.

Secondary Education
In Nigeria, secondary education is in two segments namely, Junior and senior secondary education. Junior secondary education is an upper basic education a child receives immediately after primary school (FRN, 2013). It is for a period of three years. The goals of junior secondary education as expressed by the Federal Republic of Nigeria (2013) are to:
i.   Develop chauvinistic young people prepared to come up with social development and the performance of their civic responsibilities.
ii.   Provide the child with diverse knowledge and skills for entrepreneurship and educational advancement.
iii.   Ingrain values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour.
iv.   Inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, ethnic and socio-economic context.
The senior secondary education is the bridge between basic education and tertiary education. A cursory look at the objectives of (FRN) junior secondary education reveals that if these aims are achieved, Nigeria will be at the verge of achieving the developmental goals in education.

Staff Development
        Staff development is all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual and the institution. It is the arrangement that is intended to assist the workforce of an organization such as school, to acquire relevant, desirable and expertise knowledge, ideas, skills, and competencies that will enhance effective, and efficient performance in achieving organizational goals (Oguechuba & Nwabueze, 2013). The training and development make them to be of value in life of the organization and at the same time meet individual needs. Staff development (Amaechi et al, 2017) is a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. It helps staff in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants. Training and development physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a contact relevant to school managers and administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently. Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power. Nwabueze (2017) submitted that: Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization. Rouse (2010) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic approach to training which encases the main elements of training. The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. Alhassan (2014) posited that no amount spent on the professional development of teachers should be deemed to be too much having in mind that education remaining an investment into the future. In appreciation of this fact, organization like educational institution, conduct final training and development programmes for the different levels of their manpower.

Staff Development Programme
        Staff development programmes are all the strategies, approaches, methods, and techniques that enhance employees to carry out their responsibilities effectively. These techniques are all activities intended to increase the skills and capabilities of teaching personnel (Temitayo et al, 2013). Teachers' skills, competencies and pedagogy should be upgraded in this ever-changing society to be able to deliver quality service needed in schools. Teaching according to Madumere-Obike, Nwabueze, & Ukala, (2013) is an act of impacting knowledge; teachers within the most suitable environment are encouraged by equipping them to attain the goals of education expected of them by the society. Teachers' need to embrace the technological and innovative techniques in teaching as didactic method of teaching is obsolete in the present era. Agi et al (2013) pointed out the need to always improve their knowledge and skills for ensuring students learning. Anho(2014) highlighted that on the job training is one of the best training techniques because it is organized, conducted and planned at

the employees worksite. He further opines that staff development programme is crucial in any career for improving the quality of workforce and coping with the innovative changes in technology such as e-learning, Information and communication Technology (ICT).

REASONS WHY STAFF DEVELOPMENT IN THE WORKPLACE IS IMPORTANT
Staff training and development isn't just important to any company, it is vital.
1.　　　Efficiency Professional development can help to ensure that you and your staff maintain and enhance the knowledge and skills needed to deliver a professional service to your colleagues, customer and the community. Enabling staff to advance in their career and move into new positions where you can lead, manage, influence, and mentor others.
2.　　　Consistency structured training and development programme can help to ensure all employees have a consistent level of experience and knowledge, and allows you the confidence of knowing your staff all has the same set of skills required. Allowing you flexibility with your workforce planning.
3.　　　Compliant Training and development can help to ensure that your knowledge is relevant and up to date. Ensuring that you and your staff are compliant with the latest regulations.
4.　　　Address weaknesses Even the best of staff have some weaknesses when it comes to their workplace skills. An ongoing training and development program allows you to find and address any weaknesses, helping your staff to be more all-rounded and better skilled at every factor of their job.
5.　　　Confidence Training and development can help to increase staff confidence within their role. Investment in training and development helps to show staff they are appreciated which can help them to feel a greater level of job satisfaction
Educational managers want competent and successful staff, and training is vital to achieving a successful team of staff. The terms "training" and "development" are two words educational managers hear regularly, and the difference between them is crucial to developing a solid and reliable workforce that is competitive and prepared to do its jobs.

Training
　　　Managers identify gaps in their staff knowledge and experience when they hire them. They can do this through observation or testing. Gaps in knowledge and experience affect how well a staff does her job. Training helps a staff do his/her job better. Training on procedures and policies is essential to integrating the new staff into the workplace.

Development
　　　Development is education that focuses on the future. Staff developmental plan focuses on what he doesn't know that he will need to know for a future promotion. Development helps round out staff skills in his current job -- perhaps through cross training -- and prepares him for a different job in the future. It can include classes in management, working with a mentor in another department or another form of preparation for a new position.

Confidence
　　　Staff wants to do their jobs well. Managers' jobs include enabling them to do so. Training and development are key components to employees handling their responsibilities with confidence. When teachers are well mentored, they feel prepared to do their jobs; they are more effective and can teach learners more efficiently. Teachers who are not trained well feel lost on the job and do not want to do their jobs well because management has not demonstrated an interest in expanding and promoting their skills.

Objectives of Training and Development
　　　The main objectives of staff training and development are to improve the qualities of the trainee, formulation of goals for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programmes. Contents of the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, smooth and more effective organization's operations. Training and development are important not only for institutional success, but they are also important parts of maintaining staff satisfaction. They demonstrate that the school invests in staff abilities and potential. Training and development show that the school values staff as individuals and as professionals. When staff feel valued, they are more likely to want to stay in their jobs.

Methods of Training and Development
1. Job training/coaching: This relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills.
2. Induction/orientation: This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.
3. Apprenticeship: A method of training where an unskilled person understudies a skilled person.
4. Demonstration: Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.
5. Vestibule: This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills.
6. Formal Training: A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in-house training. Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes.

Method of Development
1. Under-study:- This is good for succession planning. This allows for smooth transition of work when one officer leaves a schedule or organization.
2. Job-rotation: - It is necessary for all workers to move from one schedule to the other within the same organization, to allow for competence on all spheres of work.
3. Self-development/Self-assessment:- Self development means a personal desire to improve through an individual's attempt to embark on study and practical explosive that are independent of an organization's role and contribution. Self-assessment personal identification of strengths, opportunities, weaknesses and challenges and an attempt to improve and build on current efforts for a more fulfilling corporate movement

Staff Training and Development:
The considerations for training vary in organizations. Some of these considerations are not necessarily based on need. The various influences of training are summed up as follows:
1. Administrative approach: - This is based on establishment of Budget and policies. Officers are therefore sent for training based on the availability of funds.
2. Welfare approach: - This is based on extraneous considerations. Some organizations send staff on training abroad with a view to improving their financial well being or their skills to enable them secure employment elsewhere.
3. Political approach: - Within the ranks of organization are pressure groups, loyalist and favourites of managers, who use their privileged positions to secure training opportunities over and above their colleagues who in most cases merit the training programmes available.
4. Organizational development approach: - This approach uses departmental training needs as consideration for selection.
5. Systematic or need – based training: - This selection process here is based on Identification of training needs. It is used by organizations for growth and development.

Problems Training and Development can solve in an Organization
Training can solve a variety of manpower problems which militate against optimum productivity, included are operating problems having a manpower component. These problems can emerge within any groups: except non-except, line and staff, unskilled, skilled, paraprofessional, professional and lower, middle and upper management. These problems according to Ojimadu (2015) differ in natures and yet all have a common denominator, the solution required individual to their appreciative backgrounds specific identifiable items of additional knowledge skill or understanding. Organization-wide, these problems include needs to
• Increase productivity
• Improve the quality of work and raise morale
• Develop new skills, knowledge, understanding and attitudes.
• Use correctly new tools, machines, processes, methods or modifications thereof.
• Reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs.
• Implement new or changed policies or regulations.
• Fight obsolescence in skills, technologies, methods, products, markets, capital management etc.
• Bring incumbents to that level of performance which meets (100% of the time) the standard of performance for the job.

• Develop replacements, prepare people for advancement, improve manpower deployment and ensure continuity of leadership.
 • Ensure the survival and growth of the organization.

II. Conclusion

It is important for government to look inwardly and establish policies that will engender quality staff development programmes through regular workshop training, conferences, seminars for teachers so that students'' academic performance can be well catered for. Also, teachers should be granted opportunity to enroll in both full-time and part-time training so that the impact can be felt in the methods they use in teaching students and of course this in consequence will lead to positive student academic performance in the classroom in such area like: participation in class discussion, class work performance, and in the examination performance. It is only when the teacher uses the right approach such as the application approach and so on that the students learn best and this is only possible when the teacher himself/herself is properly trained and well sophisticated.

III. Recommendation

1.   Government and educational managers should make sure policies are formulated that promote regular and consistent staff training and development programmes for all the teachers in Nigeria so as their teaching techniques and students academic achievement can be positively influenced.
2.   School Management should encourage their Staff to enroll in full time and part time training programme that are available in the country to foster development and professional skills.
3.   More so, when planning for staff development programmes, educational managers should take into cognizance the general academic performance of students so as to know the required training for the staff.
4.   Educational managers should ensure regular appraisal of schools and their staff to know their professional needs.
5.   Teachers should voluntarily involve themselves in in-service training programmes even when their schools are not ready.

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