



## Principals' Professional Development needs for Enhancing the Administration of Public Secondary Schools in Anambra State

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### Abstract

The study determined principals' professional development needs for enhancing the administration of public secondary schools in Anambra State. Three research questions guided the study and three hypotheses were tested at the 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of the study comprised 269 principals in the 269 public secondary schools in Anambra State. A census sampling technique was used to ensure all 269 principals participated in the study due to the relatively small size. The instrument for data collection was researchers-developed questionnaire titled "Professional Development Needs for enhancing School Administration Questionnaire (PDNSAQ)". The instrument was validated by three experts comprising two lecturers from the Department of Educational Management and Policy, and the other a specialist in Measurement and Evaluation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach's alpha was used to determine the reliability of the instrument, which yielded reliability coefficients of 0.79, 0.83 and 0.81 for clusters I, II and III, respectively, with an overall coefficient of 0.81. The researchers, together with three research assistants, collected data for the study using the direct approach method and a 98% return was recorded. Mean and standard deviation were used to answer the research questions, while the t-test was used to test the hypotheses. The findings of the study revealed, among others, that principals require professional development needs regarding human resource, financial and record management for enhancing the administration of public secondary schools in Anambra State. It was also found that there is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State. Based on the findings, it was recommended among others that the Ministry of Education should organize an annual seminar for principals to upgrade their skills and knowledge of human resource management for enhancing the administration of secondary schools.

**Keywords:** Principals, Professional Development, Needs, Human Resource, Financial Management, Record Management School Administration

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### Introduction

Education facilitates the acquisition of knowledge and skills for a useful livelihood. It is also an indispensable instrument for value-orientation and development of one's attitude, character and potentials in accordance with the societal norms and beliefs. Nnebedum and Ugwuogo (2020)<sup>[17]</sup> opined that education is very crucial in the inculcation of the right values, skills and attitude to individuals. Nnebedum and Ugwuogo added that it enables individuals to acquire the requisite literacy, build their confidence and develop their potential to promote active participation in the development of society. Also, Duru and Osegbue (2025)<sup>[7]</sup>

opined that education an important instrument for the development of the individual and society, as it serves as a weapon against poverty, illiteracy, and disease. The education system in Nigeria is structured into different levels, among them secondary education.

Secondary education serves as an inevitable bridge between the primary school and higher institutions. Ughamadu and Uba (2025)<sup>[25]</sup> noted that secondary schools are saddled with the onerous responsibility of preparing the youth for useful living in society through the appropriate arrangement and implementation of the school curriculum. Secondary education offers learning experiences and opportunities that contribute to the academic, social and personal development of students. The secondary stage of education provides a platform for students to explore their interests and potential that serve as a stepping stone for a brighter future. Okorji and Nwodo (2024)<sup>[20]</sup> opined that the secondary stage of education could effectively impart fundamental knowledge and requisite skills to students to prepare them for tertiary institutions of learning and live a useful life in society through the smooth management of daily activities by the principal.

The principal is the head of secondary school who is entrusted with the responsibilities of managing the activities, programmes and behaviour of staff and students in the school. Principal is described by Nnebedum, Oshia and Nwanne (2022)<sup>[13]</sup> as the chief administrator and leader who plans, coordinates, controls and motivates staff to ensure smooth operation of secondary schools. It is also the responsibility of the principal to plan, organize, coordinate, control and utilize the available human, material and financial resources toward the attainment of predetermined goals and objectives of the school. Amuta and Aja (2024)<sup>[2]</sup> averred that a school principal is one who is in charge of the day-to-day activities and programmes of the school. The principal as the custodian of the secondary school is saddled with administrative responsibility of planning, organizing, coordinating and controlling the available resources to attain predetermined educational goals and objectives. Madubueze and Nwankwo (2025)<sup>[9]</sup> maintained that it is the duty of the principal to exercise formal authority in leading members of staff and controlling other resources in a secondary school. The ability of the principals to effectively manage the available resources is likely to create a conducive environment that promotes teaching and learning. Any formal effort geared towards the realization of set goals using human, material and financial resources is termed administration.

School administration is the process of planning, coordinating and controlling the available resources in the school towards attainment of predetermined educational goals and objectives. Nnebedum, Abadi and Obasi (2019)<sup>[14]</sup> described school administration as the systematic process of managing the available resources to attain pre-determined goals. Also, Nnebedum, Akinfolarin and Obuegbe (2018)<sup>[15]</sup> defined school administration as the application of stipulated policies, procedures and principles in coordinating the available human, material and financial resources towards the attainment of set goals and objectives of the school. The administration of secondary school seems to be becoming complex. technological advancement and changes in educational programmes seem to make administrative skills and knowledge of secondary school principals in Anambra State obsolete and this makes it imperative for professional

development to cope with changes and innovation. Professional development is a learning programme that widens knowledge and updates the skills of individuals to enable them to cope with change and innovation and also handle challenges brought about by technological advancement. To buttress this, Onwubuya, Amobi and Atah (2025)<sup>[24]</sup> pointed out that professional development encompasses both formal and informal training and experiences, inside and outside of educational institutions, designed to prepare and enhance the abilities of educators. Professional development prevents stagnation and equips principals with competencies to carry out their administrative duties in an organization. Abdullahi and Hauwa (2025)<sup>[11]</sup> noted that professional development programmes include mentoring, professional learning communities, conferences, workshops and seminars, among others. Professional development is the act of updating and increasing the skills and knowledge of a manager to perform administrative tasks in an effective manner.

Professional development expands the horizon of competencies and qualities needed by staff or administrators to execute their professional duties in an organization. Beyer, cited in Kakon, Shantal, Leena and Kanprovio (2014) opined that the content of leadership continuous professional development needs should generally address issues such as management of human and financial resources, curriculum development and planning, decision making, information and communication technology, school-family partnership and record management, among others. This study will focus on principals' professional development needs in the areas of human resource management, financial management and record management. The justification for the choice of four areas is that the items of the instrument covered the areas not adopted and there is also a felt need of the principals in those areas.

Human resource management is concerned with mobilizing, organizing, controlling and utilizing members of staff to achieve predetermined goals of an organization. Nnebedum and Ugwu (2017)<sup>[18]</sup> described human resource management as an administrative function that is concerned with issues related to the utilization of staff in schools. Furthermore, Nnebedum and Ugwu stated that it involves guiding, training, directing, stimulating, motivating and controlling staff in the school. Onyali and Akpunonu (2024)<sup>[23]</sup> asserted that human resource management is the administrative task of mobilizing, controlling and getting things done through the workforce of an organization. Effective human resource management could minimize professional misconduct among staff in secondary schools. Nevertheless, lateness, absenteeism and other forms of professional misconduct among secondary school staff in Anambra state seem to indicate that human resource is not adequately managed by the principals in the state. To buttress this, Obi and Chukwudebelu (2024)<sup>[21]</sup> pointed out that lateness to duty, non-coverage of the scheme of work, truancy, poor record keeping, and irregular attendance to classes among teachers could show incompetence of principals in human resource management in public secondary schools in Anambra State. This seems to suggest that there is a felt need for professional development of the principals in the area of human resource management. The professional development needs in the area of human resource management could include: approaches to motivation of staff, training, performance appraisal, supervision, discipline and developing teamwork, among

others, to enhance human resource management. To support this, Barkwang, Mwenda, Ogembo and Kimanthi (2024)<sup>[4]</sup> maintained that professional development needs that could principals need to acquire requisite human resource management skills, are planning, recruiting, selection, induction, training and development, remuneration, as well as guaranteeing their health and safety. However, the application of information and communication technology is essential in the administration of human resources in this modern era.

Record management is the application of systematic and scientific methods of identifying, creating, classifying, storing, retrieving, transmitting, retaining and disposing of all data or information relating to proceedings of actions, decisions, events or other school activities. Ughamadu, Obiagwu and Nwanne (2024) averred that record management is the strategy for capturing, classifying, storing and controlling files or documents containing the activities of an organization. Madubueze and Nwankwo (2024) asserted that voluminous records generated in schools tend to be manually kept and unorganized by principals in this innovative era, which makes the management of secondary schools in Anambra State challenging. Sequel to this, Madubueze and Nwankwo noted that some principals appear to waste their time and go through the administrative burden of tracking and retrieving vital records, which can contribute to a shortage of vital information for making decisions that could lead to effective school administration in Anambra State. This seems to indicate that there are felt professional development needs of principals in the area of record management. Essential skills that could enable principals to manage records are the capacities to create, classify, store, retrieve, maintain, utilize and dispose of document.

Financial management is concerned with the planning, sourcing, expending and keeping accurate accounts of funds provided for the implementation of the school programmes. Financial management helps to ensure the prudent use of the school funds. It also helps to minimize financial wastage and fraud in the school. There are reported cases of lack of transparency and accountability in financial practices that foster corruption and embezzlement, which drained resources intended for educational purposes in public secondary schools in Anambra State, Nigeria (Michael, Amaefula & Chukwu, 2024). In the same vein, Chukwuogo and Obi (2023) asserted that mismanagement of school financial resources arising from fraudulent practices and embezzlement of funds is an indicator of financial misappropriation in public secondary schools in Anambra State. Chukwuogo and Obi added that financial indiscipline, irregularities, errors, fraud and misallocation of resources could be explained by poor financial management skills of principals of public secondary schools in Anambra State. This could be that principals need professional development in the area of financial management in order to minimize financial embezzlement and misappropriation. Barkwang, Mwenda, Ogembo and Kimanthi (2024)<sup>[3]</sup> maintained that essential skills that could enable principals to manage financial resources are the ability to implement cost-saving strategies in school expenditures, adhere to procurement regulations in the acquisition of school resources, put in place a mechanism for an effective collection of fees and levies and manage risk. Financial management professional development programmes to improve the abilities to: mobilize school funds, prepare a budget, account for

expanded funds, monitor the implementation of the school budget, audit and carry out computerized financial transactions.

There are many unsatisfactory affairs that suggest that principals require professional development for enhancing the administration of secondary schools in Anambra State. The cases of lateness, absenteeism and other professional misconducts among staff, poor record management, funds embezzlement and inadequate application of information and communication technology in school administration seem to indicate doubt in principals' competency in administration. These unpleasant situations seem to result in a shortage of data for planning and decision making, insufficient funds for the provision of facilities in the school and a low level of staff commitment to instructional delivery. The ugly trend has generated doubt as to whether secondary school principals in Anambra State do actually possess the necessary skills and knowledge for human resources, financial and record management in school administration, irrespective of their job experience.

Job experience is the number of years or period that an individual has spent carrying out certain roles and responsibilities in an organization. In the same vein, Nwofor and Nwafor (2025)<sup>[19]</sup> noted that years of job experience represent the number of years that one has undertaken professional roles and responsibilities in a specific career path. Obi, Ohamobi and Okeke (2025)<sup>[22]</sup> described job experience as the practical knowledge, skills, and expertise acquired by individuals through their employment or participation in various professional activities. Furthermore, Obi et al asserted that job experience is important to principals because it provides them with a practical understanding of the functioning of a school, which helps them to make informed decisions for effective management of learning institutions. Therefore, it is important to consider job experience in this study. In this study, principals with less than 10 years of job experience were considered as less-experienced principals, while those with above 10 years of job experience were considered as more-experienced principals.

### **Purpose of the Study**

The main purpose of the study is to ascertain the principals' professional development needs for enhancing the administration of secondary schools in Anambra State. Specifically, this study sought to find out:

1. Principals' professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State.
2. Principals' professional development needs regarding financial management for enhancing the administration of secondary schools in Anambra State.
3. Principals' professional development needs regarding record management for enhancing the administration of secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What are the principals' professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State?
2. What are the principals' professional development needs regarding financial management for enhancing the

- administration of secondary schools in Anambra State?
3. What are the principals' professional development needs regarding record management for enhancing the administration of secondary schools in Anambra State?

### Hypotheses

The following hypotheses were tested at the 0.05 level of significance.

1. There is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding financial management for enhancing the administration of secondary schools in Anambra State.
3. There is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding record management for enhancing the administration of secondary schools in Anambra State.

### Method

A descriptive survey research design was adopted for the study. The study was carried out in Anambra State, Nigeria. Ebonyi State is one of the 36 states in Nigeria. A descriptive survey research design was adopted for the study. The population of the study comprised 269 principals in the 269 public secondary schools in Anambra State. A census sampling technique was used to ensure all 269 principals participated in the study due to the relatively small size.

A structured instrument containing 26 items and titled "Professional Development Needs for enhancing School Administration Questionnaire (PDNSAQ)" was used for data collection. The instrument was developed by the researcher from a literature review and consultation with experts in the field. PDNSAQ has cluster I, II and III. These clusters were based on the three aspects of professional development needs covered in the study. Cluster 1 had 13 items on professional development needs regarding human resource management, Cluster II, which focused on

professional development needs regarding financial management, contained six items and Cluster III had seven items on professional development needs regarding record management. All the items in the instrument are structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted 4, 3, 2 and 1, respectively.

The instrument was face validated by three experts who are lecturers, two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The suggestions and inputs of the experts were reflected in the final draft of the instrument. Awka. Cronbach's alpha method was used to determine the reliability of the instrument, which yielded reliability coefficients of 0.79, 0.83 and 0.81 for clusters I, II and III, respectively, with an overall coefficient of 0.81.

The researchers, together with three research assistants who are secondary school teachers in Anambra State, collected data for the study. A total of 269 copies of the questionnaire were distributed and 264 were properly filled and successfully retrieved, indicating a 98 percent return rate. The copies of the questionnaire that were properly completed and retrieved were used for data analysis. The data were analyzed using mean and standard deviation for answering the research questions and a t-test for testing the hypotheses. The decision rule for the research questions is that mean ratings of 2.50 or above were taken as agreement and any mean rating that falls below 2.50 was taken to indicate disagreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents' mean ratings. For the decision on the hypotheses, where p-value is equal to or less than the level of significance value of 0.05 ( $P \leq 0.05$ ), the null hypothesis was rejected, but where p-value is greater than the level of significance value of 0.05 ( $P > 0.05$ ), the null hypothesis was accepted.

### Results

**Research Question 1:** What are the principals' professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State?

**Table 1:** Mean Ratings and Standard Deviation Scores on the Principals' Professional Development Needs regarding Human Resource Management for enhancing School Administration

S/N	Items	More-Experienced Principals (n =97)			Less-Experienced Principals (n =167)		
		Mean	SD	Decision	Mean	SD	Decision
1	Approaches to team building so as to promote cohesiveness in the school	2.67	1.07	Agree	2.84	1.06	Agree
2	Supervisory techniques to help staff improve on instructional delivery	2.83	1.11	Agree	2.93	1.02	Agree
3	Motivational practices to boost staff morale in performing their job	2.70	1.01	Agree	2.75	1.09	Agree
4	Decision making procedures to plan programmes in an efficient manner	2.57	1.02	Agree	2.52	1.11	Agree
5	Disciplinary measures to maintain orderliness in the school	2.44	1.08	Disagree	2.51	1.03	Agree
6	Conflict management styles to resolve disputes in the school	2.60	1.03	Agree	2.64	1.04	Agree
7	Orientation practices to provide information in teachers job schedules	2.37	1.11	Disagree	2.35	1.06	Disagree
8	Measures for delegating tasks to enhance staff effectiveness	2.40	0.96	Disagree	2.37	1.00	Disagree
9	Staff performance appraisal approaches to monitor their work	2.67	1.05	Agree	2.70	1.05	Agree
10	Gender diversity management strategies to create conducive work environment	2.81	1.10	Agree	2.80	1.07	Agree
11	Approaches to enhancing communication in the school	2.35	1.05	Disagree	2.41	1.05	Disagree

12	Staff empowerment approaches to enhance their commitment to their job	2.54	1.01	Agree	2.52	0.96	Agree
13	Guidance and counselling techniques to help staff over-come their on-the-job problems	2.63	1.03	Agree	2.60	1.07	Agree
	Cluster Mean	2.58	1.05	Agree	2.61	1.05	Agree

Table 1 shows that the mean scores of more-experienced and less-experienced principals for items 1, 2, 3, 6, 9, 10, 12 and 13 are above the cut-off mean of 2.50, which indicates their agreement with the items as the professional development needs regarding human resource management for enhancing school administration. On the other hand, both more-experienced and less-experienced principals indicated disagreement with items 7, 8 and 11 as shown by their mean ratings, which are below 2.50. The mean score of below 2.50 recorded by more-experienced principals for item 5 indicated disagreement, while that of their less-experienced counterparts, which is above 2.50, indicated agreement. The overall standard deviation scores of 1.05 for more-experienced principals and 1.05 for less-experienced

principals, respectively, indicate convergence of their responses and thus their responses were little clustered around the mean. The cluster mean values of 2.58 for more-experienced principals and 2.61 for less-experienced principals, which are above 2.50, indicate that principals require professional development regarding human resource management for enhancing the administration of secondary schools in Anambra State.

**Research Question 2:** What are the principals' professional development needs regarding financial management for enhancing the administration of secondary schools in Anambra State?

**Table 2:** Mean Ratings and Standard Deviation Scores on the Principals' Professional Development Needs regarding Financial Management for enhancing School Administration

S/N	Items	More-Experienced Principals (n =97)			Less-Experienced Principals (n =167)		
		Mean	SD	Decision	Mean	SD	Decision
14	Accounting procedures to ensure proper record of financial transactions in the school	2.56	1.06	Agree	2.65	1.03	Agree
15	Approaches to school budgeting to enhance accurate estimate of income and expenditure in the school	2.70	1.07	Agree	2.60	1.04	Agree
16	Auditing practices to minimise financial fraud in the school	2.83	1.05	Agree	2.74	1.09	Agree
17	School plant procurement procedures to minimize embezzlement of funds	2.76	1.14	Agree	2.70	1.07	Agree
18	Fund allocation mechanism to ensure judicious disbursement of school funds	2.68	1.09	Agree	2.60	1.08	Agree
19	Alternative sourcing for funds to increase the availability of money in the school account	2.65	1.06	Agree	2.58	1.10	Agree
	Cluster Mean	2.70	1.08	Agree	2.65	1.07	Agree

As shown in Table 2, the mean scores of more-experienced and less-experienced principals for all items are above the cut-off mean of 2.50, which indicates their agreement with the items as the professional development needs regarding financial management for enhancing school administration. The overall standard deviation scores of 1.08 for more-experienced principals and 1.07 for less-experienced principals, respectively, indicate that their responses are close to the mean, implying that the respondents are homogenous in their responses within the cluster. The cluster mean values

of 2.70 for more-experienced principals and 2.65 for less-experienced principals, which are above 2.50, indicate that principals require professional development regarding financial management for enhancing the administration of secondary schools in Anambra State.

**Research Question 3:** What are the principals' professional development needs regarding record management for enhancing the administration of secondary schools in Anambra State?

**Table 3:** Mean Ratings and Standard Deviation Scores on the Principals' Professional Development Needs regarding Record Management for enhancing School Administration

S/N	Items	More-Experienced Principals (n =97)			Less-Experienced Principals (n =167)		
		Mean	SD	Decision	Mean	SD	Decision
20	Approaches to file maintenance to minimize wear and loss of school records	2.67	1.02	Agree	2.65	1.02	Agree
21	File classification procedures for ease identification	2.64	1.04	Agree	2.58	1.08	Agree
22	File storage practices to promote record keeping	2.74	1.03	Agree	2.70	1.04	Agree
23	File disposal techniques to ensure efficiency in record management	2.85	1.05	Agree	2.67	1.08	Agree
24	Approaches to entry of records to minimise errors	2.63	1.00	Agree	2.65	1.07	Agree
25	Record retrieval techniques for quick access to information	2.62	1.01	Agree	2.68	1.01	Agree
26	Application of ICT in record management	2.54	1.04	Agree	2.65	1.02	Agree
	Cluster Mean	2.67	1.03	Agree	2.65	1.05	Agree

Result in Table 3, the mean scores of both more-experienced and less-experienced principals for all items are above the cut-off mean of 2.50, which indicates their agreement with the items as the professional development needs regarding record management for enhancing school administration. The overall standard deviation scores of 1.03 for more-experienced principals and 1.05 for less-experienced principals, respectively, indicate that their responses are close to the mean, implying that the respondents are homogenous in their responses within the cluster. The cluster mean values of 2.67 for more-experienced principals and 2.65 for less-

experienced principals, which are above 2.50, indicated that principals require professional development regarding record management for enhancing the administration of secondary schools in Anambra State.

**Ho1:** There is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State.

**Table 4:** The Summary of t-test Analysis no Significant Difference in the Mean Rating of More-Experienced and Less-Experienced Principals on their Professional Development Needs Regarding Human Resource Management for enhancing School Administration

Group	n	X	SD	p-value	Df	$\infty$	Remark
More-Experienced Principals	97	2.58	1.05	0.27	262	0.05	Not Significant
Less-Experienced Principals	167	2.61	1.05				

Table 4 revealed that the p-value of 0.27 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State.

**Ho2:** There is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding financial management for enhancing the administration of secondary schools in Anambra State.

**Table 5:** The Summary of t-test Analysis no Significant Difference in the Mean Rating of More-Experienced and Less-Experienced Principals on their Professional Development Needs Regarding Financial Management for enhancing School Administration

Group	n	X	SD	p-value	Df	$\infty$	Remark
More-Experienced Principals	97	2.70	1.08	0.19	262	0.05	Not Significant
Less-Experienced Principals	167	2.65	1.07				

As shown in Table 5, the p-value of 0.19 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding financial management for enhancing the administration of secondary schools in Anambra State.

**Ho3:** There is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding record management for enhancing the administration of secondary schools in Anambra State.

**Table 6:** The Summary of t-test Analysis no Significant Difference in the Mean Rating of More-Experienced and Less-Experienced Principals on their Professional Development Needs Regarding Record Management for enhancing School Administration

Group	n	X	SD	p-value	Df	$\infty$	Remark
More-Experienced Principals	97	2.67	1.03	0.15	262	0.05	Not Significant
Less-Experienced Principals	167	2.65	1.05				

Result in Table 6, the p-value of 0.15 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding record management for enhancing the administration of secondary schools in Anambra State.

### Discussion of the Finding

The finding of the study indicated that principals require professional development regarding human resource management for enhancing the administration of secondary schools in Anambra State. Principals professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State are approaches to team building so as to promote cohesiveness in the school, supervisory techniques

to help staff improve on instructional delivery, motivational practices to boost staff morale in performing their job, decision making procedures to plan programmes in an efficient manner, conflict management styles to resolve disputes in the school, staff performance appraisal approaches to monitor their work, gender diversity management strategies to create conducive work environment, staff empowerment approaches to enhance their commitment to their job and guidance and counselling techniques to help staff over-come their on-the-job problems. This is in line with the finding of Nnebedum and Ofojebe (2019) <sup>[16]</sup> which revealed that capacity building needs of principals for personnel management in federal unity schools include; supervision of staff activities, accurate record keeping, discipline of misbehaved personnel, communication networks for timely dissemination of information, formulation of rules and regulation to guide the conduct of

personnel, guidance and counseling services to help them overcome their professional challenges, coordination of co-curricular activities, controlling of work force diversity, motivation of personnel to stimulate their performance, conflict management in school and rendering of health services to personnel. The agreement between the findings could be attributed to the fact that the studies were conducted in the same geographical zone in Nigeria. The possible reason for this finding is that personnel management has undergone several changes that make the skills and knowledge of principals obsolete. Principals who are exposed to professional development on the identified areas of human resource management stay relevant and become more skillful in the administration of secondary schools in Anambra State. It was also found that there is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding human resource management for enhancing the administration of secondary schools in Anambra State.

The result of the study indicated that principals require professional development regarding financial management for enhancing the administration of secondary schools in Anambra State. This aligned with the finding of Giyarni and Asri (2025) <sup>[8]</sup>, which indicated that principals required professional development needs on financial management in secondary schools. Principals' professional development needs regarding financial management for enhancing the administration of secondary schools in Anambra State are accounting procedures to ensure proper record of financial transactions in the school, auditing practices to minimise financial fraud in the school, school plant procurement procedures to minimize embezzlement of funds, fund allocation mechanism to ensure judicious disbursement of school funds and alternative sourcing for funds to increase the availability of money in the school account. This affirmed the finding of Nnebedum and Ofojebe (2019) <sup>[16]</sup> which revealed that capacity building needs of principals for financial management in federal unity schools include: school budget preparation, auditing, accounting, preparation of school annual financial statement, financial investment opportunities for school alternative source of income, quarterly account of school income and expenditure, inspection of receipts for proper recording, supervision of bursary activities, thoroughly inspection of vouchers before endorsement, estimation of the cost of implementation of school budgetary plan and presentation of financial report to the ministry of education. Technology advancement has brought innovation in financial management, in which investing in professional development of principals to make them better prepared to adapt to changes and take advantage of digital devices to judiciously manage school funds. Further result indicated that there is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding financial management for enhancing the administration of secondary schools in Anambra State.

It was indicated that principals require professional development regarding record management for enhancing the administration of secondary schools in Anambra State. This supported the finding of Nhlumayo and Mabeleng (2025) <sup>[12]</sup>, which indicated that principals needed professional development in the aspect of record management in secondary schools. Principals require professional development needs regarding record management for

enhancing the administration of secondary schools in Anambra State are approaches to file maintenance to minimize wear and loss of school records, file classification procedures for ease identification, file storage practices to promote record keeping, approaches to entry of records to minimise errors, record retrieval techniques for quick access to information and application of ICT in record management. The principals require professional development regarding record management, possibly to upgrade their skills to meet the growing demands of handling voluminous records of students and staff in secondary schools. Professional development programmes on the identified areas of record management could ensure the availability of reliable and accurate data for planning and decision-making in secondary schools in Anambra State. It was also discovered that there is no significant difference in the mean ratings of more-experienced and less-experienced principals on their professional development needs regarding record management for enhancing the administration of secondary schools in Anambra State.

### Conclusion

Based on the findings, it was concluded that principals require professional development to enhance the administration of public secondary schools in Anambra State. Principals require professional development in the areas of human resources, financial, and record management for enhancing the administration of public secondary schools in Anambra State.

### Recommendations

Based on the findings of this study, the following recommendations were made:

1. The Ministry of Education should organize an annual seminar for principals to upgrade their skills and knowledge of human resource management for enhancing the administration of secondary schools.
2. Principals should enroll in leadership and professional courses that can improve their capacities in record management for enhancing the administration of secondary schools.
3. All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) should organize an annual workshop for principals to improve their skills in record management for enhancing the administration of secondary schools

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