Indonesian Journal of Multidisciplinary Research

Relevance of Staff Development in School Administration in Selected Senior Secondary Schools

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A B S T R A C T

The efficient and effective performance of the workforce, in turn, rests on the richness of the knowledge, skills, and abilities possessed by the workforce. Staff development both physically, socially, intellectually, and mentally is very essential in facilitating not only the level of productivity but also the development of personnel in any organization the study investigates the relevance of staff development in school administration in Education District VI, Lagos State. The study aimed to examine the relationship between satisfaction with in-service training, mentoring, workshop/seminar, principal attendance at conferences, and school administration in Education District VI, Lagos State. Five research questions were answered and five hypotheses were tested. The descriptive survey research design was adopted for the study. The sample size of the study comprised 308 teachers selected from 12 public secondaries in Education District VI of Lagos State using a stratified random sampling technique. The research instrument adopted for this study was a self-structured questionnaire which was tagged "Staff Development and School Administration Questionnaire (EATJPQ)" It was designed using the four-point Likert Scale type. Data collected were analyzed using descriptive statistics of percentage to analyze participants' bio-data and percentage and mean were used to answer the research questions, while Pearson Product Moment Correlation and regression statistical tools were used to test the hypotheses.

A R T I C L E I N F O

1. INTRODUCTION

The fundamental objective of any organization is the accomplishment of its goals. This could be achieved and realized when human, material and financial resources within and outside the organization are well harnessed and judiciously used by the management (Glushchenko, 2022). Organizational effectiveness rests on the efficient and effective performance of the workforce that makes up the organization. The efficient and effective performance of the workforce, in turn, rests on the richness of the knowledge, skills, and abilities possessed by the workforce. Staff development both 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 contact relevant to school administrators (Glushchenko, 2022).

The incessant revision of curricula and development of new and unusual academic programs demands a system to train and retrain instructors and academic leaders on continuous bases. To this end, staff and professional development programs become a foreseeable strategy that education institutions should build in their system to survive in the current changing demands and accountability. To be successful, professional development programs need to be taken into account both for the benefit of the staff and the institution.

One reason that seems to always be adduced for poor results in schools is that principals are not appropriately skilled and trained for school management and leadership, and as a result, some call for professional development of school principals. Professional development may take different forms such as training, mentoring, on-site processes, networks, and professional development schools. As a human resource manager, a principal need to set up mechanisms for nurturing and unfolding educators' potential to enhance effective teaching and learning.

Mentoring covers the activities often designed and encouraged by management to develop its personnel and ensure that they improve and maintain the organization's competitive advantage (Mundia & Iravo, 2014). Mentoring is among the few tools used/needed for preparing tomorrow's skilled employees and is also used to strengthen organizational capabilities, and intelligence, build organizational knowledge and sustain the organization's competitive advantage (Adeyemi, 2013).

Networking on the other hand is a method of applied research, collecting information from individuals who are most likely delighted to share their knowledge and experience, and offer advice if they have the time. It's quite rare for someone to be anything but flattered to be asked to do this. Networking is not just researching career interests by meeting and talking with contacts. It's also building from one contact to another, and maintaining relationships with them throughout your career. Concluded that networking affects employees' productivity by increasing their knowledge, abilities, motivational level, and close association with the organization.

Training is another tool that management uses to develop the effectiveness of human resources in many organizations. It is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. Training of staff enhances organizational effectiveness for it enables employees to perform their duties and responsibilities effectively. The efficiency of an educational system lies in its ability to convert all resources employed in the teaching and learning process to produce useful products with long-term benefits. Therefore, adequate training and retraining of teachers are very important.

Participation in staff development programs ensures that principals perform well in their leadership roles to teachers and students. Section 9 sub-section 133 of the National Policy of Education states that leadership building for education managers is the strengthening of the leaders' skills in effective resource mobilization and management (human, material, financial, and time) as well as adequate work practices. There shall, therefore, be mandatory continuous training before and during the period of service for all planners, managers, and administrators in the educational system. Participation in staff development enables the principals to develop the knowledge and skills needed to address teachers' work and students' learning challenges. Stated that staff development is intended to bring about certain relatively permanent changes in the employee's behavior, skills, knowledge, and attitudes to improve performance in his or her current job or future job.

Staff development provides opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments. It fosters a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity, and system renewal. Staff development serves the school system's primary goals by enhancing and achieving quality teaching and learning for students.

Staff development programs in education are measures designed to increase knowledge, skill, experience, and attitude and probably release employees' latent potential. Thus, their potential could be increased to meet the present and future job requirements, thus meeting its objectives. Staff development enables principals to be efficient and effective in the performance of their work. Sackney and Walker (2006) emphasized that school principals need skills in group process facilitation, communication, conflict negotiation, inquiry, and data management. Hence, they need staff development to ensure they acquire these traits of good leadership.

There are various approaches to staff professional development such as workshops, seminars, conferences, mentoring, in-service training, role play, and case study method among others. Whichever approach one adopts for staff development, the important thing is for the staff to be professionally equipped. It is incontrovertible that every approach has its own merits and demerits. For instance, the traditional approaches to professional development such as seminars, workshops, and conferences have been criticized by researchers such as Kanai and Kumazawa (2021), for being relatively ineffective because they are usually short-term, typically lasting from one to eight hours; they lack continuity due to inadequate follow-up and on-going feedback from experts; they take a passive approach to training teachers, allowing a little opportunity to learn by doing and reflecting with colleagues.

School administration is the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. We can also define educational administration as a process through which school administrators arrange and coordinate the resources available to education, to achieve the goals of the educational system. Administration, like management, also involves such elements as planning, organizing, programming, staffing, budgeting, coordinating, reporting, and evaluating, but on a smaller scale than management. For effective school administration, the administrator needs to be knowledgeable in the theories, techniques, and principles of school administration as a guide for action when necessary. It is against this background that this study sought to investigate the relevance of staff development in school administration in Education District VI of Lagos State.

School administrators are responsible for developing and preserving the educational experience of teachers and students. Their duties range from selecting appropriate

curriculum models to managing school finances to collaborating with community partners. However, looking at school administration in its assessment asserts that "not all school administrations are effective at what they do. Problems may arise that can lead to a breakdown in the education system and diminish the learning experience of students". In this case, some of the problems of school administration are given as poor leadership, poor management capability, poor coordination, and planning.

Many principals have been involved in the management of public secondary schools without participating in any training or development for managerial competence. Staff development programs are designed to equip principals with knowledge, skills, and attitude, which are essential for effective management. At this point there is a need for analysis of staff development programs for principals, to have a clearer picture of what it is and the specific features and attributes that can influence the effective performance of principals and improve students' learning outcomes.

Additionally, there is a dearth of knowledge on staff development for principals, which this study seeks to address. Principals have been known to have inadequate educational backgrounds mostly in managerial and administrative functions and therefore, require constant staff development programs to meet up with the demands of their jobs in the dynamic educational trends. The acquired knowledge and management skills would enhance the performance of the principals thereby equipping them with current management techniques. This study, therefore, seeks to investigate the relevance of staff development in school administration in educational VI, Lagos State.

The following questions were raised to guide the study:
(i) What is the relevance of principal participation in in-service training on school administration in Education District VI, Lagos State?
(ii) How does principal participation in workshop and seminar relevance to school administration in Education District VI, Lagos State?

The following null hypotheses were postulated to guide the study:
(i) There is no significant relationship between principal participation in in-service training and school administration in Education District VI, Lagos State.
(ii) There is no significant relationship between principal participation in workshop and seminar programs and school administration in Education District VI, Lagos State.

2. REVIEW OF RELATED LITERATURE

The term staff development or professional development may be used in a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Participation in staff development programs ensures that principals perform well in their leadership roles to teachers and students. Section 9 sub-section 133 of the National Policy of Education states that leadership building for education managers is the strengthening of the leaders' skills in effective resource mobilization and management (human, material, financial, and time) as well as adequate work practices. There shall, therefore, be mandatory continuous training before and during the period of service for all planners, managers, and administrators in the educational system. Participation in staff development enables the principals to develop the knowledge and skills needed to address teachers' work and students' learning challenges. Stated that staff development is intended to bring about certain relatively permanent changes in the employee's behavior, skills, knowledge, and attitudes to improve performance in his or her current job or future job. Staff development provides opportunities that provide the learning necessary to enable the

employee to perform at the level of competency required in current and future position assignments. It fosters a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity, and system renewal. Staff development serves the school system's primary goals by enhancing and achieving quality teaching and learning for students. Staff Development programs in education are measures designed to increase the knowledge, skill, experience, and attitude and probably release employees' latent potential, so that their potential could be increased to meet the present and future job requirements, thus meeting its objectives. It enables principals to be efficient and effective in the performance of their work. Sackney and Walker (2006) emphasized that school principals need skills in group process facilitation, communication, conflict negotiation, inquiry, and data management. Hence, they need staff development to ensure they acquire these traits of good leadership. Artawati *et al.* (2022) identified four categories of skills that are obtained through training, which include basic literacy, technical, interpersonal, and problem-solving skills. Basic literacy skills include basic reading and mathematics skills, which is necessary for all employees if the educational organization intends to compete globally. The basic skill enables employees to understand numerically controlled equipment, interpret process sheets and communicate orally within teams and the organization. Basic literacy skills facilitate communication and increase confidence. They are acquired through effective speaking courses and report writing courses. Technical is the knowledge and capabilities to perform specialized tasks in education concerning principals. Training human resources in organizations for improved output is essential since an improvement in the quality of human factors is as important as an investment in physical capital. An advancement in knowledge and the diffusion of new ideas and objectives are necessary to remove economic backwardness and instill human abilities and motivation that are favorable to economic advancement. According to Nwite (2017), a workshop is a period of discussion and practical work on a particular subject in which a group of people shares their knowledge and experience. Indeed, it is a large official gathering, usually lasting for a few days at which people with the same work or interests come together to discuss their professional views. Thus, the importance of workshop training is to enable workers to acquire the skills to do what they have not been able to do before on the job and become better at carrying out the responsibilities they have been performing before. However, a workshop that consists of smaller groups of delegates allows facilitators to deliver delegates to engage in practical exercises. This close interaction with other delegates from differing companies generates conversations and allows them to actively participate in the sharing of powerful information. This type of learning process can be very effective when used over short periods for example two to three days. They create an effective learning opportunity for those delegates who learn more effectively from direct interaction.

There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies, and behavior. Organizations that are dedicated to generating profits for their owners (shareholders) providing quality service to their customers and beneficiaries invest in the training of their employees (Wahab *et al.,* 2023).

The more highly motivated a trainee is, the more quickly and systematically a new skill or knowledge is acquired. That is why workshop training should be related to money, job promotion, recognition, etc that is something that the trainee desires (Afshan *et al.,* 2012). There are four prerequisites for learning, motivation comes first. Cue is the second requirement. The learner can recognize related indicators (CUE) and associate them with desired, responses with the help of training. The response comes third. Training should be

immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information that the learner receives and indicates the quality of his responses. This response will be given as quickly as possible to make sure of successful learning. Over time, organizations have been embarking on training and capacity building for their staff to enhance the productivity and overall performance of the organization. This is due to the recognition of the important role of the workshop in the attainment of organizational goals. Attending a workshop is very vital to job productivity and organizational performance since the formal education system does not adequately provide specific job skills for a position in a particular organization, while few individuals may have the requisite skills, knowledge, abilities, and competencies needed to fit into a specific job function. Some others may require extensive training to acquire the necessary skills to be able to fit in specific job functions and also make a significant contribution to the organization.

This study examined some related literature on the research topic of the relevance of staff development in school administration. The study was guided by human capital theory. The concept of professional development was keenly looked into, and different approaches to staff development, the need for professional development, and the importance of professional development were also not left out.

Equally, the concept of school administration was adequately discussed. The relevance of in-service training on school administration, the relevance of mentoring on school administration, and the relevance of conferences on school administration and cluster programs were adequately reviewed. Various related work from different authors and researchers on staff development and its impact on school administration both from local and from studies was adequately reviewed. Previously available records reviewed showed that staff development has a positive influence on effective school administration. However, there were no specific records on the relevance of staff development on school administration in Lagos State and this served as the main gap to be filled by this study.

3. METHODS

A descriptive survey research design was adopted in carrying out the study. A descriptive survey research design was employed to describe the relevance of staff development on school administration in Educational District VI of Lagos State. This descriptive survey research design, according to Nworgu (2006), focuses on a group of people or items studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Descriptive survey design is used when a researcher decides to collect information on certain phenomena or examine a situation by describing relevant factors relating to attitudes, behaviors, experiences, and knowledge to establish specific parameters in a population as well as describe their collections. It uses a questionnaire to determine the opinions, preferences, attitudes, and perceptions of people about issues that concern them. A descriptive survey design is suitable for this research because the researcher made use of a questionnaire to elicit information from the participants.

Stratified random sampling was used. Since the researcher cannot cover the entire population in Education District VI. However, to ensure good representativeness of the research subjects, Education District VI was divided into three (3) zones (Ikeja, Mushin, and Oshodi/Isolo). Two (2) public junior secondary schools and two (2) public senior secondary schools were selected from each zone making a total of four (4) secondary schools from each zone and 12 secondary schools across the education district VI. In each of the 12 selected schools, 30 teachers were selected making a total of 360 participants across Education District

VI. A self-developed questionnaire titled Staff Development and School Administration Questionnaire (EATJPQ) was used to collect the needed information from the respondents. The questionnaire was divided into sections A and B. Section A elicited information relating to the demographic data of the respondents while section B consist of items that sought answers to research questions raised. The instrument was designed on a Likert-type scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D).

4. RESULTS AND DISCUSSION
4.1. Research Question 1: What is the relevance of principal participation in in-service training on school administration in Education District VI, Lagos State?

Table 1 shows that the respondents agreed that school principal participation in the in-service program will enhance their knowledge and managerial skills; principal participation in the in-service program will improve principal management of school financial and physical resources.

Table 1. Relevance of in-service training on school administration.

S/N.	Items	Agree (SA+A)	Disagree (SD+D)	Mean	Remark
1.	School principal's participation in the in-service program will enhance their knowledge and managerial skills	297 (96.4%)	11 (3.6%)	3.77	Agree
2.	Principal participation in the in-service program will improve principal management of school financial and physical resources	297 (96.4%)	11 (3.6%)	3.15	Agree
3.	In-service training will boost principal management of students and indiscipline in school	250 (81.2%)	58 (18.8%)	3.10	Agree
4.	In-service training will increase the principal capability to manage staff put under his care effectively	276 (89.6%)	32 (10.4%)	3.46	Agree
5.	Principal attendance at in-service training will improve principal understanding and management of scarce resources	281 (91.2%)	27 (8.8%)	3.25	Agree
6.	Principal participation in in-service training will improve principal management of instructional supervision and curriculum implementation	270 (87.6%)	38 (12.3%)	3.17	Agree
7.	In-service training will increase principal understanding and manage stakeholders and community relations	288 (93.5%)	20 (6.5%)	3.20	Agree
	Grand Total/ Mean	**1959(91%)**	**197(9%)**	**3.30**	

With the use of a 4-point Likert scale type, the expected average (mean) response per item should be 2.50 (either in favor or disfavor of what is being measured.

In-service training will boost principal management of students and indiscipline in school with their mean scores 3.77, 3.15 and 3.10 respectively above the statistical benchmark set. The participants agreed that in-service training will increase the principal capability to manage staff put under his care effectively; principal attendance at in-service training will improve the principal understanding and management of scarce resources; Principal participation in in-service training will improve principal management of instructional supervision and curriculum implementation with their mean value 3.46, 3.25 and 3.17 respectively exceeding

the statistical benchmark set. Finally, **table 2** reveals that the majority of the participants agreed that in-service training will increase principal understanding and managing stakeholders and community relations with the mean response 3.20 above the benchmark set.

Above all, participants agreed with all seven items raised on the relevance of principal participation in in-service training on school administration, also with 91% of the respondents and only 9% of the respondents disagreed with the statement raised on the relevance of principal participation in in-service training on school administration and with the grand mean value 3.30 exceeded the statistical benchmark 2.50 set. It can be concluded that principal participation in in-service training is of great relevance to school administration in Education District VI, Lagos State.

4.2. Research Question 2: How does principal participation in workshops and seminars relevant to school administration in Education District VI, Lagos State?

Table 2 shows that the respondents agreed school principal participation in workshops and seminars is of no relevance to their knowledge and administrative skills and that principal participation in workshops and seminars.

Table 2. Relevance of workshop and seminar on school administration.

S/N.	Items	Agree (SA+A)	Disagree (SD+D)	Mean	Remark
1.	School principal's participation in workshops and seminars is of no relevance to their knowledge and administrative skills	212 (68.8%)	96 (31.1%)	2.86	Agree
2.	Principal participation in workshops and seminars on school administration will boost principal knowledge of the management of school financial and physical resources	302 (98%)	6 (1.9%)	3.32	Agree
3.	Principal attendance at workshops and seminars will not improve their management of students and indiscipline in school	114 (37%)	194 (63%)	2.38	Disagree
4.	workshop and seminars will increase the principal capability to manage staff put under his care effectively	293 (95.2%)	15 (4.9%)	3.35	Agree
5.	Principal attendance in workshops and seminars will not increase principal understanding and management of scarce resources	124 (40.3%)	184 (49.7%)	2.42	Disagree
6.	Principal participation in workshops and seminars on school supervision will improve principal management of instructional supervision and curriculum implementation	288 (93.5%)	20 (6.5%)	3.20	Agree
7.	Workshop and seminar on school administration will increase principal understanding and management of stakeholders and community relations	284 (92.2%)	24 (7.7%)	3.21	Agree
	Grand Total/ Mean	**1757 (81%)**	**399 (19%)**	**3.55**	

With the use of a 4-point Likert scale type, the expected average (mean) response per item should be 2.50 (either in favor or disfavor of what is being measured.

On school administration will boost principal knowledge on the management of school financial and physical resources with the mean value 2.86 and 3.32. However, participants

disagreed that principal attendance in workshops and seminars will not improve their management of students and indiscipline in school and that principal attendance in workshops and seminars will not increase principal understanding and management of scarce resources with the mean values of 2.38 and 2.42 respectively lesser than the statistical benchmark set. **Table 3** also reveals that the respondents agreed that workshops and seminars will increase the principal capability to manage staff put under his care effectively; principal participation in workshops and seminars on school supervision will improve principal management of instructional supervision and curriculum implementation with the mean response 3.35 and 3.20 respectively higher than the benchmark set. Finally, the respondents agreed that workshops and seminars on school administration will increase principal understanding and management of stakeholders and community relations with a mean score of 3.21 above the benchmark set.

On a general note, with participants agreed with five items out of seven items raise on how principal participation in workshops and seminars relevant to school administration, also with 81% of the respondents and only 1 9% of the respondents disagreed with the statement raised on how principal participation in workshop and seminar relevance to school administration. It can be can deduce that principals' participation in workshops and seminars is relevant to the school administration to a great extent.

4.3. Hypothesis One: There is no significant relationship between principal participation in in-service training and school administration in Education District VI, Lagos State

Table 3 reveals that the calculated 'r-value (r-cal. = 0.43) is greater than the 'r' critical (crit 'r' = 0.113) given at 306 degrees of freedom and 0.05 level of significance, hence, the null hypothesis which says that There is no significant relationship between principal participation in-service training and school administration in Education District VI, Lagos State is rejected. It then means that there is a significant relationship between principal participation in in-service training and school administration in Education District VI, Lagos State.

Table 3: Relationship between principal participation in-service training and school administration.

Variables	Mean	SD	N	df	r-cal.	r-crit.	Decision
Participation in in-service training	15.32	2.93					
			308	306	0.43	0.113	$H0_1$ Rejected
School administration	29.53	6.81					

$P<0.05$

4.4. Hypothesis 2: There is no significant relationship between principal participation in workshop and seminar programs and school administration in Education District VI, Lagos State

Table 4 reveals that the calculated 'r-value (r-cal. = 0.41) is greater than the 'r' critical (crit 'r' = 0.113) given at 306 degrees of freedom and 0.05 level of significance, hence, the null hypothesis which says that there is no significant relationship between principal participation in workshop and seminar program and school administration in Education District VI, Lagos State is rejected. It then means that there is a significant relationship between principal participation in workshop and seminar programs and school administration in Education District VI, Lagos State.

Table 4. Relationship between teachers' qualification and their competency in using ICT.

Variables	Mean	SD	N	df	r-cal.	r-crit.	Decision
Participation in workshop and seminar	14.06	2.67					
			308	306	0.41	0.113	HO_2 Rejected
School administration	29.53	6.81					

$P<0.05$

This study focused on the relevance of staff development in school administration in Education District VI, Lagos State. The study started by looking at various events or issues that affect the organization's goals and school administration. The study, therefore, proposed a statement of the problem, by identifying those anomalies that may come up as a result of poor staff development and administration of school policy. The objectives, research questions, and hypothesis were raised in line with the problems identified. The research study covers the background of the study, which includes an introduction that gave hints on the subject. The same chapter also established the statement of the problem and objectives of the study.

It also covers the review of different scholarly contributions in the area of inquiry related to the area of study. These scholarly contributions were however sectionalized as follows: an empirical review of related work, theoretical framework, and conceptual framework.

It covers the methodology of the study including the use of a survey design method and self-constructed questionnaire to collect data from the sample respondents using a random sampling method; the selection of a sample size of three hundred and sixty (360) questionnaires was administered to the respondents in public secondary schools in Educational District VI, Lagos State, out of which 308 were returned. Hence the administration of the questionnaire achieved an 85.5% rate of return. Therefore, 308 participants were used to analyze the data.

5. CONCLUSION

This study has reviewed the relevance of staff development in school administration in Education District VI, Lagos State. The study empirically showed that staff development has a great influence on school administration as it increases knowledge, skill, experience, and attitude and probably releases employees' latent potential. Thus, their potential could be increased to meet the present and future job requirements, thus meeting its objectives. The efficient and effective school administration rest on the level of principal updating their knowledge through staff development programs such as in-service training, workshop and seminars, and attendance at seminars and conferences. The study vividly showed that principal attendance at in-service training and attendance at workshops and conferences greatly influence their managerial and administrative capability. Based on the result from the findings of this study, it was concluded that there was a significant relationship between principal participation in in-service training, workshops, and seminar programs principal attendance in conferences, and school administration in Education District VI, Lagos State; there was no significant relationship between mentoring and school administration in Education District VI, Lagos State and that there was a joint contribution of staff development dimension (mentoring, conferences, in-service and workshop) on school administration in Education District VI, Lagos State.

The following recommendations are made concerning the findings of this study:

(i)   Seminars and conferences should be regularly organized for principals to enhance effective administration in the public secondary schools in Lagos State.

(ii) Ministry of Education should have a policy on staff development which should include but not be limited to in-service training, conferences, seminars, and workshop in addition to in-service training.

There is no doubt that this study is not exhaustive as far as staff development in school administration is concerned. Therefore, further studies are suggested as follows:

(i)   This study only focused on staff development in school administration in Education Districts VI of Lagos State. It will be complementary to explore the same in the entire schools in Lagos State.

(ii) The impact of teachers' professional development and job performance in Nigerian secondary schools should also be investigated.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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