Principal Change Management Processes and Secondary School Goal Attainment in Cross River State, Nigeria

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Abstract:

The study investigated principals' change management processes and secondary school goal attainment in Cross River State, Nigeria. To meet the study's objectives, three research questions were posed, and three null hypotheses were developed to lead the investigation. The literature review was based on the variables and hypotheses that had been developed. For the study, a survey research design was used. The population of the study comprised two hundred and ninety (290) secondary school teachers in Yala Local Government Area in Cross River State. However, the sample size selected for this study comprised one hundred and sixty-two (162) secondary school teachers in the study area who answered the questionnaire. The main instrument used was a research questionnaire titled Principal Change Process and Secondary School Goal Attainment Questionnaire (PCMPSSGAQ), which had been verified by two researchers from the University of Calabar's Department of Vocational Education. Regarding the research questions, the acquired data was evaluated using the standard deviation as well as the mean. The degree of consensus or discord was calculated by taking the mean across the nominal scores assigned to each choice. The mean score of the scale was 2.50 on a 4-point rating scale. Comparably, the hypotheses were assessed using an independent t-test at the 0.05 level of significance. The results of the investigation indicate that staff training, communication of the change process, and change process supervision have a substantial influence on secondary school achievement of objectives. It was recommended that the secondary school board of Cross River State prioritize staff training and retraining programs in the secondary school system for goal achievement.

Keywords: Principals', Change Management, Processes, Secondary School and Goal Attainment

Introduction

The process of regularly renewing a corporation's design, framework, and capabilities to fulfil the ever-changing needs of external and internal customers is known as change. In the words of Burnes (2004), change is a constant throughout the life of an organization, both operationally and strategically. Change management is the systematic use of procedures to guarantee that an organization's change is steered in the desired direction, accomplished cost-effectively, and completed within the time frame and with the desired outcomes (Davis et al., 2002). Change management, according to

Procci, is the process, techniques, and tactics used to manage the people side of change to achieve a desired corporate goal. Based on Markus et al., (2019), change management is a structured, methodical implementation of knowledge, techniques, and resources for change that provides organizations with a vital procedure to meet their organizational goals.

Managing school infrastructure, according to Uko (2001), involves knowledge, skill, and ability with numerous parts of the school system. Capacity of the principal to develop required objectives, supervise facility utilization, develop procedural procedures, and ensure actual management and supervision of available facilities to meet the school system's defined goals. Learning amenities, as described by Mbipom (2002), include the playing field, classrooms, assembly halls, and desks, as well as the tangible representation of the school's curriculum through the construction, internal and external provisions of the buildings, equipment justification, surroundings, and general appearance. According to Asiabaka (2008), school management is crucial to achieving educational goals and objectives by fulfilling physical as well as mental requirements.

A school objective is a future expectation that the school organization is working hard to achieve. Goals, according to Mbipom (2000), are targets to be met, and they serve as a marker for the organization to either attack or defend. Thus, goals are the root of corporate achievement standards. A goal can be used in a broad sense to refer to an organization's overall mission, such as educating and graduating students into the labour market (long-term goals). It can also relate to a more particular intended accomplishment, such as improving student academic performance or instructor morale (a short-term aim).

Aside from functioning as a link between basic and secondary education, the secondary school system allows children to learn more knowledge, abilities, and attributes beyond their elementary school years. A significant reason that necessitates secondary education in Nigeria is that primary education is proving not enough for a child to acquire the lifelong literacy, communication, and mathematical abilities expected of him or her at the end of the course of study (Chinelo, 2011).

Gender distinctions are referred to as gender, whether male or female. It is the syntactical classification of features that distinguish individuals based on their reproductive responsibilities (male and female). The researcher is interested in this demographic factor because she wants to know how gender influences principal management of changes and secondary school achievement of goals. This is because secondary school principals can be both men and women. Gender tries to explain the different reactions of principals and secondary school goal accomplishment to the change management process.

Years of service refer to general experience and conscious experiences, as well as perceptions, practical knowledge, and familiarity that these processes provide. Subjects to which diverse elements are offered comprise experience, which is roughly described as a conscious event. However, in this context, the researcher is interested in the change management process of principals and secondary school goal attainment. Years of service are used to explain the various years of service of principals and secondary school goal attainment in the change management process.

A school's site consists of an educational institution, school property, school operations or trip places of interest, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entry or exit from school property or incidents, and any education-related functional surroundings. The researcher is interested in this school location to examine if there is a difference between the decisions of secondary school teachers in urban areas and those in rural regions when relating the change management process of principals and goal attainment. The diverse sets of actions, beliefs, and thinking they have about the change management process of principals' and secondary school achievement of goals are addressed by school locality.

Regardless of secondary education's importance, Ajayi (2002) noted that it is riddled with crises and changes in the system, including the implementation of Universal Basic Education (UBE) and the addition of new topics such as Basic Science. Computer and basic technology studies Internet access, among other things, information and communication technology (ICT). If the goals are to be met, effective management of these changes is critical. Change management is the practice of assisting individuals and organizations in transitioning from one state to another (Anderson & Anderson, 2001). The main objective of the process for change management is guaranteeing that uniform techniques and processes are used to stay efficient and promptly manage all changes to reduce the consequences of change-related incidents regarding service quality and, as a result, improve the operation of the organization daily. The purpose of change management is to guarantee that all changes are examined, authorized carried out, and reviewed in an organized way. Staff training, efficient communication, and regular supervision are some change management tactics that could be implemented. As a result, the purpose of this research is to look into the principals' change management process and secondary school target attainment in Cross River State, Nigeria.

Statement of the Problem

The secondary school system has experienced several structural, curriculum, and practice modifications, with no matching improvement in the product. To try to ameliorate the situation, the government has refurbished certain secondary schools, paid teachers on time, and supplied some instructional resources, but none of this has been successful. However, may this problem be attributed to the principal's poor management of the change process? The purpose of this research is to investigate the change management process of principals and secondary school goal achievement.

Aims of the study

The major aims of this study were to investigate the principals" change management process and secondary school goal attainment in Cross River State, Nigeria. Specially, the study sought to ascertain:

1. Staff training on the change process influences the secondary school goal attainment
2. Communication of the change process influences secondary school goal attainment
3. Supervision of the change process influences secondary school goal attainment

Research questions

To guide the study, the following research questions were formulated:

1. What is the relationship between staff training on the change process and secondary school goal attainment?
2. What is the relationship between communication on the change process and secondary school goal attainment?
3. What is the relationship between supervision on the change process and secondary school goal attainment?

Statement of hypotheses

Three hypotheses were formulated and tested at a 0.05 level of significant

1. There exists no statistically significant distinction between genders in the mean assessment of staff training on the transformation procedure and secondary education goal attainment.
2. There exists no statistically significant variance in the mean rating of change process communications and secondary educational objective attainment depending on years of service.
3. There is no statistically significant difference in the mean rating of change process supervision and secondary school achievement of goals based on school location.

Methodology

This study employed a survey research design. The respondents of the study consisted of all the secondary school teachers in the public secondary schools in Yala Local Government Area. **Yala** is a local government area in Cross River State, Nigeria. The respondents of the study consisted of all the secondary school teachers in the public secondary schools in Yala Local Government Area. The total population was two hundred and ninety (290) secondary school teachers, one hundred and forty-three (143) males, and one hundred and forty-seven (147) females. Simple random sampling techniques were used to select both schools. A list of all public secondary schools in the Yala Local Government Area was collected from the state secondary education zonal office, and the four papers were picked from a container. After the balloting, the names of the schools picked in the process were used for the study. The sample size selected for this study comprised one hundred and sixty-two (162) secondary school teachers in the study area. The sample size was determined using the Krejcie and Morgan sample size tables. For a population size of about 290, a sample size of 165 should be used. Therefore, the sample consisted of one hundred and sixty-five male and female secondary school teachers in Yala Local Government Area in Cross River State, Nigeria. A 15-item structured questionnaire tagged "Principal Change Process and Secondary School Goal Attainment Questionnaire (PCMPSSGAQ)" was used to generate data on the opinions of the respondents. The instrument was made up of two sections. Section "A" consisted of the bio-data of the respondents, such as gender, age, education qualification, and work experience, while Section "B" consisted of items meant to generate data that was used to answer the research questions and test the research hypotheses. All fifteen (15) items were measured using a scale ranging from "strongly agree" (S.A.) 4 points to "agree" (A.) 3 points to "disagree" (D.) 2 points to "strongly disagree" (S.D.) 1 point, respectively. To validate the research instrument, two researchers from measurement and evaluation and business education at the University of Calabar, Nigeria, validated it. Collection of the completed questionnaire. With the assistance of research personal assistants and researchers distribute one hundred and sixty-five (165) copies of the survey questionnaire to the responses. To achieve a high rate of return, the questionnaire instruments were administered and retrieved using a direct distribution and retrieval approach. Nevertheless, out of the 165 copies of the questionnaire distributed to the participants, 162 had been correctly filled out and returned, indicating an 88.18% return percentage. Regarding the research inquiries, the acquired data were analyzed utilizing both the standard deviation and the mean. The average of the nominal amounts assigned to each option was used to calculate the degree of agreement or disagreement. The average score on the scale was 2.50 on a 4-point grading scale. As a result, 2.50 was chosen as the decision rule's benchmark. Every variable in the questionnaire with a mean score of 2.50 or higher was deemed to have a high influence (HI) on business education students' social media usage and academic achievement. Every item with a mean score of less than 2.50 is unfavourable. Comparably the hypotheses were assessed using an independent t-test at the 0.05 level of significance. The choice was made based on the use of p-values. The hypothesis is rejected provided the significance level is less than 0.05; otherwise, it is not. Independent t-test statistics were used to test hypotheses 1, 2, and 3, respectively.

Findings of the Study

Research question 1

What effect does staff training have on the transformation process and secondary school target achievement?

Table 1: shows the mean evaluations of respondents on the impact of staff training on the transition process and secondary school goal attainment.

S/No.	Items on training and change process for goal attainment	N	X	SD	Decision
1	Workshops helped update school management to achieve goals.	162	3.03	1.33	Agree
2	Attending conferences has not helped school management achieve its goals.	162	2.77	1.13	Agree
3	New ideas are rarely shared during seminars for effective goal attainment.	162	2.86	98	Agree
4	The training helped me become knowledgeable about effective goal attainment.	162	3.11	1.22	Agree
5	Attending programs had no positive impact on effective goal attainment.	162	2.9	1.28	Agree
	Grand Mean	162	2.94	1.19	Agree

Table 1 shows that all of the questions had mean scores ranging from 2.77 to 3.11, with an overall average of 2.94. This implies that participants in Cross River State, which is located in Nigeria, agreed that staff training on the turnaround process influences post-secondary goal attainment. The standard deviation values ranged from 0.98 to 1.33. This indicated that respondents' opinions did not deviate significantly from the overall mean. Figure 1 shows the final result in a stacked graph.


Fig. 1: Stacked graph respondents decision
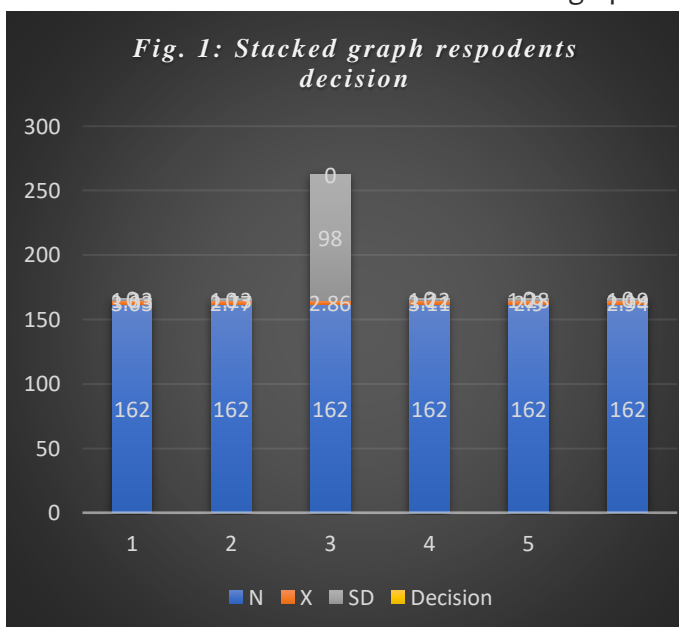
Research Question 2

What influence does communication have on the transition process and secondary school goal attainment?

Table 2 shows the mean evaluations of respondents on the impact of communication on the transformation process and secondary school goal attainment.

S/No.	Items on communication and goal attainment	N	Mean	SD	Decision
6	Staff is always kept up to date by the school administration.	162	2.89	95	Agree
7	Management always keeps the school staff informed of new developments.	162	2.71	0.94	Agree
8	For goal attainment, information on the school curriculum is always given.	162	3.01	1.24	Agree
9	school administration always holds emergency staff meetings to discuss issues.	162	3.16	1.15	Agree
10	Any changes to the school are always communicated to the personnel.	162	2.83	1.01	Agree
	Grand mean	162	2.92	1.06	Agree

Table 2 shows that all of the assessments had mean scores ranging from 2.71 to 3.16, with an overall mean of 2.92. This suggests that respondents in Cross River State, in northern Nigeria, agreed that communication about the change process influences secondary school goal attainment. The standard deviation values ranged from -94 to 1.24. This indicated that respondents' opinions did not deviate significantly from the central mean. Figure two demonstrates the findings using a stacked graph.

Fig. 2: stached graph shows the respondents opinion
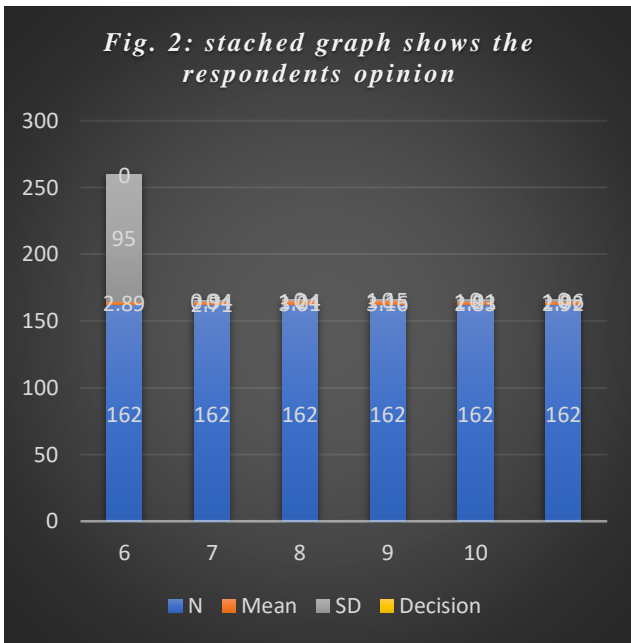
Grand mean	162	2.83	1.12	Agree

The third table shows that every single one of the items was assigned mean scores ranging from 2.65 to 3.04, with an overall average of 2.83. This suggests that respondents in Cross River State, Nigeria, agreed that supervision of the reform process enhances secondary education goal attainment. The mean and standard deviation values ranged from -94 to 1.24. This indicated that respondents' opinions did not deviate significantly from the essential mean. The findings are also displayed in Figure three using a stacked graph

Research Question 3

what influence does supervision have on the change process and secondary school goal attainment?

Table 3 shows the mean appraisals of respondents on the impact of supervision on the transformation process and secondary school goal attainment.

Fig. 3: stacked graph shows respondents decision
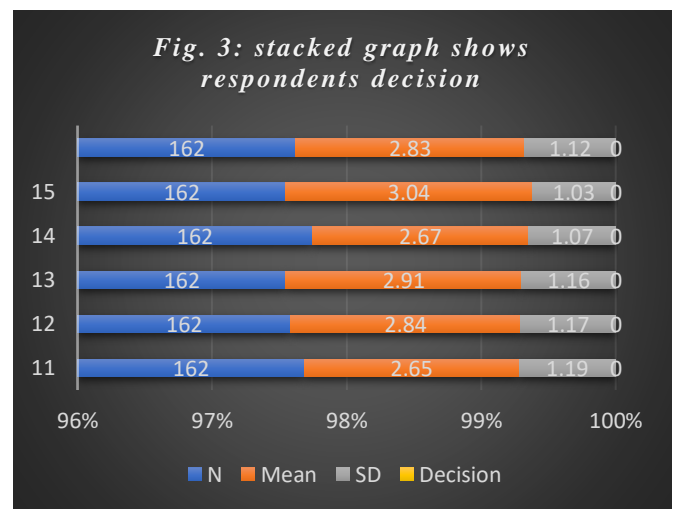
S/No.	Items Supervision and secondary school goal attainment	N	Mean	SD	Decision
11	Teachers are supervised by the school administration to ensure optimal output.	162	2.65	1.19	Agree
12	The school administration is well-versed in staff monitoring.	162	2.84	1.17	Agree
13	The execution of the school curriculum is overseen by the school administration.	162	2.91	1.16	Agree
14	The supervision of school innovations is a priority for school administration.	162	2.67	1.07	Agree
15	Teachers are supervised by the school administration when it comes to new curriculum difficulties.	162	3.04	1.03	Agree

Research hypotheses 1

There is no statistically significant difference between genders in the mean rating of staff training on the change process and secondary school goal attainment.

Table 4: Independent t-test statistic of mean ratings of staff training on the change process and secondary

school goal attainment based on gender

Items	Category of Respondents	N	Mean	SD	Df	t-cal	Alpha	P-value	Decision
1	Male teachers	92	3.0543	1.33724	160	.189	0.05	.749	NS
	Female teachers	70	3.0143	1.33507					
2	Male teachers	92	2.8152	1.10870	160	.563	0.05	.439	NS
	Female teachers	70	2.7143	1.15649					
3	Male teachers	92	2.8913	.98847	160	.402	0.05	.965	NS
	Female teachers	70	2.8286	.97760					
4	Male teachers	92	3.1196	1.21205	160	.100	0.05	.398	NS
	Female teachers	70	3.1000	1.25282					
5	Male teachers	92	2.9022	1.26717	160	.011	0.05	.407	NS
	Female teachers	70	2.9000	1.30939					
	Male teachers	**92**	**14.7826**	**5.91363**		**0.253**	**0.05**	**0.592**	**NS**
	Female teachers	**70**	**14.5571**	**6.03136**					

The t-test statistical analyses reported in Table 4 above revealed that there is no significant gender difference in the mean rating of staff training on the transition process and secondary school target attainment. This is because the p-value of 0.592 in Table 4 is greater than 0.05. Because the p-values for all of the items are greater than 0.05, the null hypothesis that there is no significant difference in the mean rating of staff training on the change process and secondary school target accomplishments based on gender is retained. The findings are equally represented in a clustered column in Figure 4.

Fig. 4: Clustered Column shows respodents decison
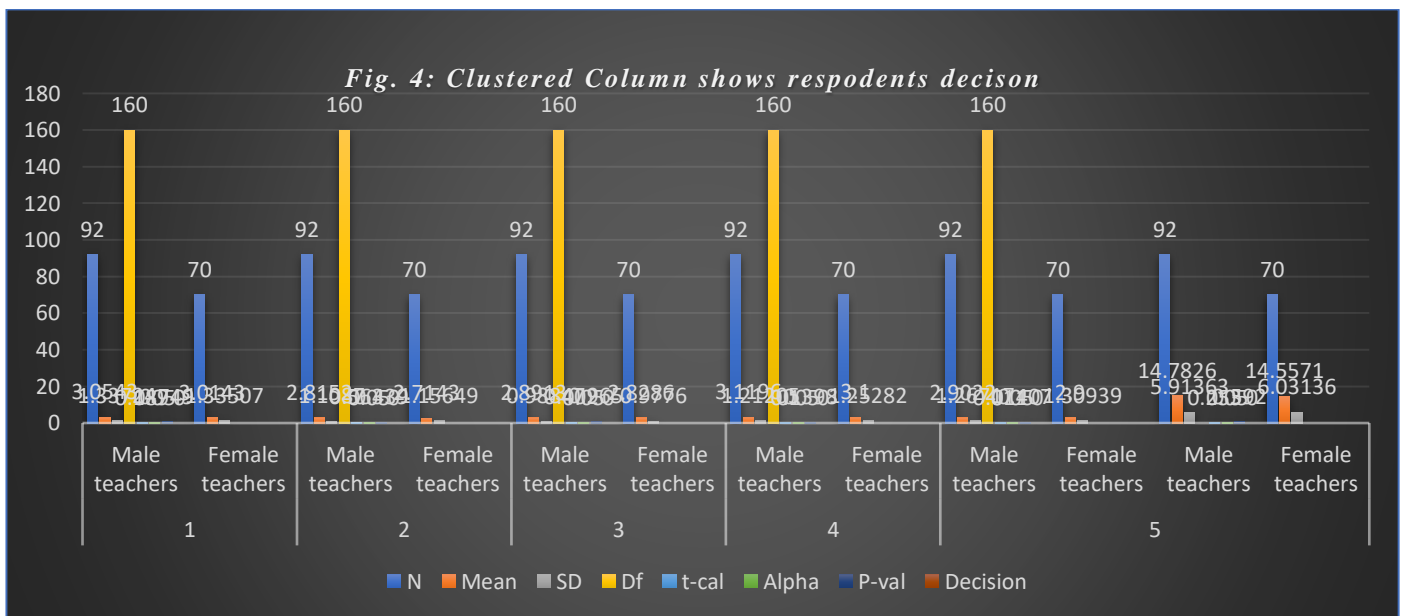
Research hypotheses 2

There's not a significant disparity in the mean rating of communication of the change process and secondary school goal attainment based on years of service.
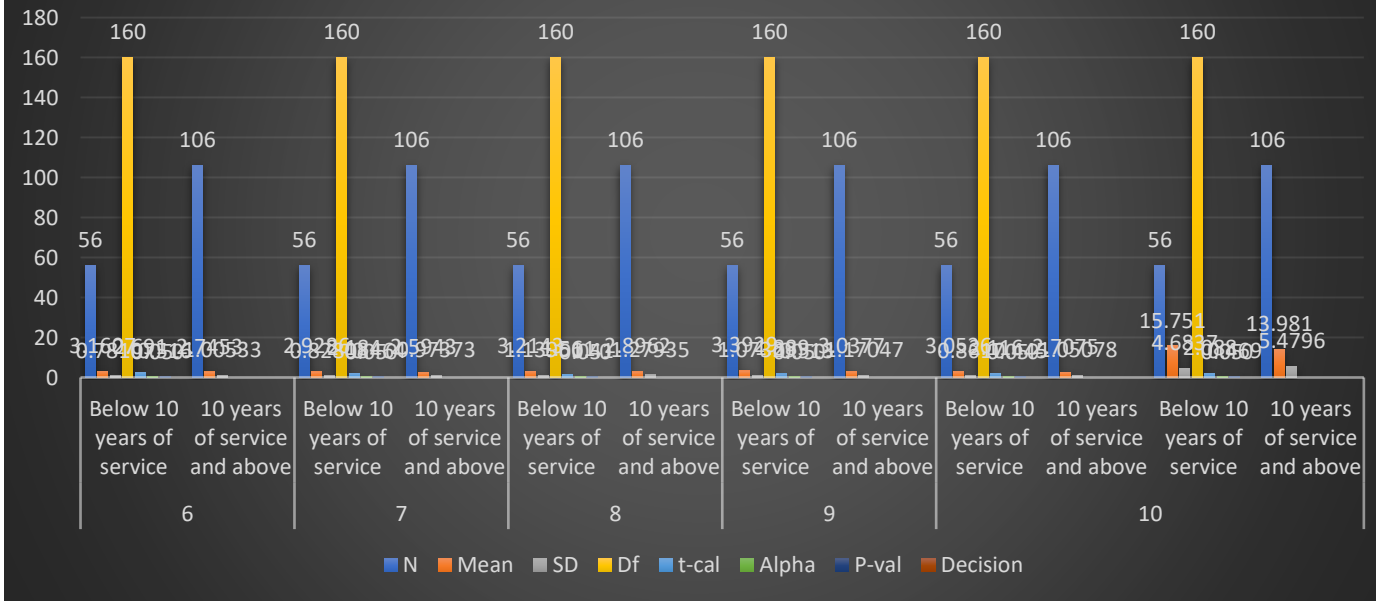
Table 5: Independent t-test of mean ratings of communication of the change process and secondary school goal attainment based on years of service

n	Teachers' Years of Experience	N	Mean	SD	Df	t-cal	Alpha	P-value	Decision
6	Below 10 years of service	56	3.1607	.78107	160	2.691	0.05	.516	NS
	10 years of service and above	106	2.7453	1.00533					
7	Below 10 years of service	56	2.9286	.82808	160	2.184	0.05	.464	NS
	10 years of service and above	106	2.5943	.97373					
8	Below 10 years of service	56	3.2143	1.13961	160	1.561	0.05	.410	NS
	10 years of service and above	106	2.8962	1.27935					
9	Below 10 years of service	56	3.3929	1.07329	160	1.889	0.05	.513	NS
	10 years of service and above	106	3.0377	1.17047					
10	Below 10 years of service	56	3.0536	.86170	160	2.116	0.05	.445	NS
	10 years of service and above	106	2.7075	1.05078					
	Below 10 years of service	**56**	15.751	4.6837	**160**	**2.088**	**0.05**	**0.469**	**NS**
	10 years of service and above	**106**	13.981	5.4796					

The t-test statistical analyses reported in Table 5 above revealed that there is no significant difference in the mean rating of communication of the change process and secondary school objective accomplishments depending on years of service. This is because the p-value of 0.469 in Table 4 is greater than 0.05. Because the p-values for all of the items are greater than 0.05, the null hypothesis that there is no significant difference in the mean rating of communication of the change process and secondary school goal attainment depending on years of service is retained. The result is also demonstrated in Figure 4 using a clustered column.

Fig. 5: clustered column showing respondents decision

Research hypotheses 3

There is not a statistically significant variance in the standard deviation of the score of change process supervision and secondary educational goal attainment based on school location.

Table 6: **Independent t-test of mean ratings of supervision of the change process and secondary school goal attainment based on school location**

Items	Category of Respondents	N	Mean	SD	Df	t-cal	Alpha	P-val	Decision
11	Schools in Urban Area	97	2.6049	1.19037	160	-.529	0.05	.570	NS
	Schools in Rural Area	65	2.7037	1.18790					
12	Schools in Urban Area	97	2.6753	1.05683	160	-1.791	0.05	.532	NS
	Schools in Rural Area	65	3.0137	1.25270					
13	Schools in Urban Area	97	2.8272	1.14881	160	-.943	0.05	.727	NS
	Schools in Rural Area	65	3.0000	1.18322					
14	Schools in Urban Area	97	2.6420	1.13257	160	-.438	0.05	.553	NS
	Schools in Rural Area	65	2.7160	1.01531					
15	Schools in Urban Area	97	2.8025	1.10022	160	-3.126	0.05	.420	NS
	Schools in Rural Area	65	3.2963	.90062					
	Schools in Urban Area	97	13.552	5.62879	160	-1.365	0.05	0.560	NS
	Schools in Rural Area	65	14.73	5.53975					

The t-test results reported in Table 6 above revealed that there is no significant distinction between the mean rating of communication of the change process and secondary school objective accomplishments depending on years of service. This is because the data in Table 6 revealed that the p-value of 0.560 is greater than 0.05. Because the p-values for every single one of the items are greater than 0.05, the null hypothesis that there is no statistically significant variance in the mean rating of communication of the change process and secondary school goal attainment depending on years of service is retained. The respondent's opinion is equally demonstrated in Fig. 6 using a clustered column.

Fig. 6: clustered column showing respondents' decision
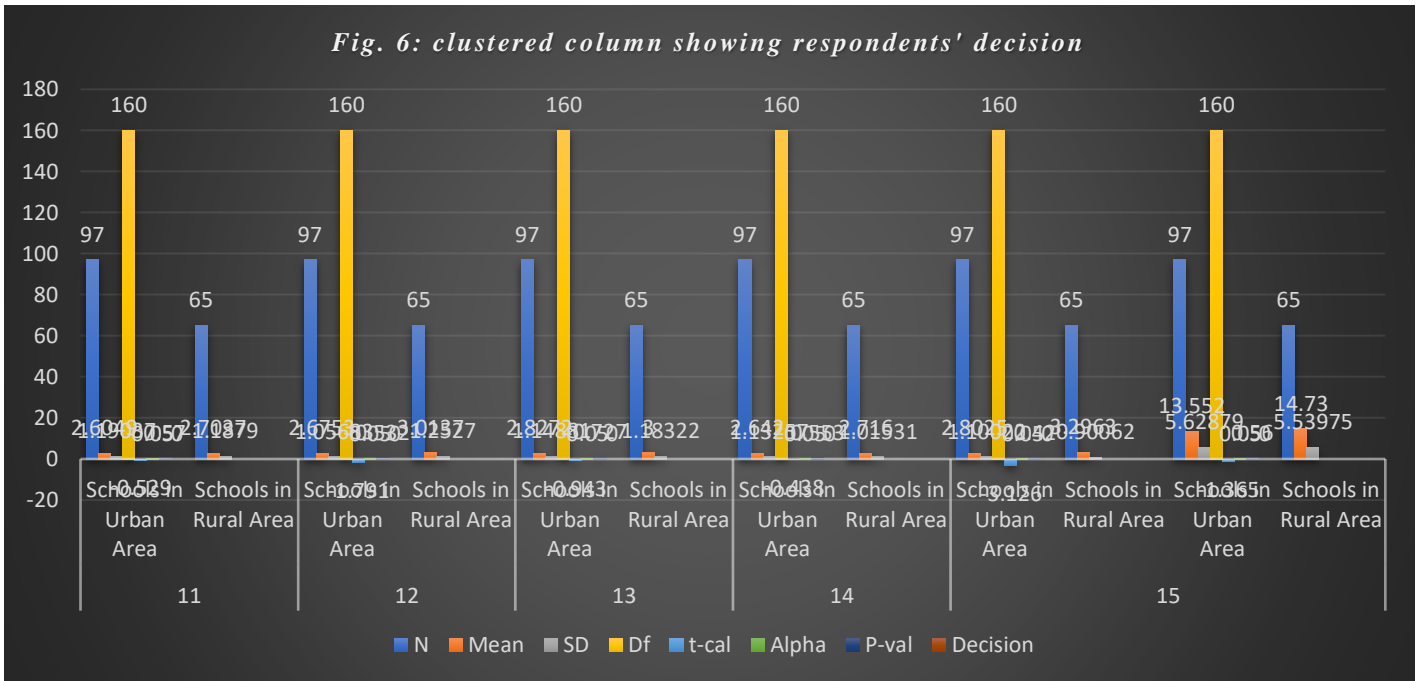
Discussion

Influence of staff training on the change process and secondary school goal attainment

The results of Hypothesis 1 revealed that there is no significant difference in the mean rating of staff training on the transition process and secondary school target accomplishments depending on gender. The findings are consistent with those of Ekpoh, et al., (2013), who evaluated the impact of staff training programs on the work performance of secondary school teachers in Lagos State, Nigeria. The study was guided by a single hypothesis, and data were gathered through the use of two sets of questionnaires: the "Staff Training Programme Questionnaire (SDPQ)" and the "Teachers' Job Performance Questionnaire (TJPQ)." SDPQ was given to 450 teachers, while TJPP was given to 1,800 students to assess teachers' job performance. Mayatsi (2006) discovered comparable outcomes in research on the school-based workshop approach to staff training in secondary schools. The study's 400 secondary school teachers were chosen from eight school clusters in Botswana's south and south-central areas. The findings revealed a beneficial relationship between school-based seminars and staff development. Workshops, according to Soludo (2004), are a gathering of people for conversation, practical work, and the sharing of ideas and experiences on a specific topic. This is because businesses always conduct workshops for their employees to inculcate new ideas or problem-solving abilities in them so that they are familiar with the challenges at hand and how to address them. Workshops can help teachers be more successful in carrying out their key responsibilities; efficiency improves one's attitude about work, skills, and work performance, and it also brings about innovations for the participants.

This finding is consistent since exposing instructors to numerous training programs will familiarize them with any modifications made to the system, simplifying their implementation. According to Ogunu (2001), conferences allow teachers to exchange ideas, foster a good spirit, familiarize teachers with new and special problems confronting the educational sector, and provide a good avenue for discussing possible solutions to these problems; teacher attendance at conferences adds knowledge to the teacher, reduces or eliminates obsolescence in the teacher, changes their attitude toward work, and improves their work performance. Improvements in teachers' work performance make it easier to achieve the secondary school goal of preparing competent people to handle the demands of higher education. The findings are also consistent with Nakpodia's (2001) observation that professionals or personnel in organizations are often supplied with staff training to keep them adequately aware of current improvements in the teaching profession.

Influence of communication on the change process and secondary school goal attainment

According to the findings of Hypothesis 2, there is not a significant disparity in the average score of communication of the change process and secondary school goal attainment based on years of service. The findings are consistent with Hulin et al., (2003), who asserted that superior-subordinate communication has a significant impact on job satisfaction in the workplace. The goals of any change management process include eliminating the distractions that the company has as it transitions from its present state to its intended state. The conclusion is consistent with Mintzerg's (2004) discovery that communication promotes idea exchange. Communication is the process of sending an understood message from one person to another; therefore, for the message to be beneficial to the audience, it must be encoded and conveyed from the sender to the recipient via proper means. This finding is consistent with Mgbekem (2004), who argued that communication is the component that enables organization.

The findings are likewise consistent with Ajibola's (2002) examination of the association between principal supervision approaches and the job efficacy of secondary school teachers. A survey study design was employed. The sample size was 600 instructors selected at random from 40 secondary schools. To obtain data for analysis, the Principals Supervisory Technique and Teachers Job Effectiveness Questionnaire (PISTTJEQ) was used. According to the findings of the data analysis using Pearson's product-moment correlation, teacher job effectiveness was favourably associated with the principal's conferencing technique. Conferencing is face-to-face contact between the principal and the instructors that may include discussions about new teaching methods, classroom management, conflict resolution, continuous assessment, or teaching profession advances.

The findings corroborate Rafferty's (2014) research on the association between school climate and teachers' attitudes regarding communicating information to the principal. The organizational climate, school climate, and organizational communication research literature were reviewed. A questionnaire survey was used to measure the perception of education in a population of 26 high schools. George (2008) asserted that there is a rise in knowledge in practically every aspect of life, particularly with technological changes in the character of civilization. As a result, a teacher must either stay up with these developments or get caught up in the ignorance of the old school, because the teacher is expected to be a qualified professional who is up to date on the profession.

Influence of supervision on the change process and secondary school goal attainment

The results of Hypothesis 3 revealed that there is no significant difference in the mean evaluation of communication of the change process and secondary school goal attainment based on years of service. The findings are congruent with Cresswell et al., (2006), who explored the association between school learning environments and principal leadership conduct as perceived by teachers. The study discovered that the learning environment and principal supervision style had a substantial impact on the job performance of a leader and a teacher. The findings are also consistent with another study conducted by Nakpodia (2011), who explored the extent to which teacher performance in secondary schools is dependent on school principals' capacity to maintain and enforce adequate oversight. The data revealed that effective principal supervision is crucial to secondary school teachers' success.

In line with Agboola's (2006) findings, the researcher concluded that the principals had a positive perception of the role of supervision in achieving the schools' objectives. Despite spending more time on administrative chores than on supervision, principals have a positive impression of their supervision job, according to this study. The goal of this study, according to Ekpoh et al.,(2015), was to investigate the relationship between the principal's supervising tactics and teacher job performance in the Yala education zone of Cross River State. The effectiveness of instructors' jobs, according to the research, is based on management supervision. The supervisory position of the principal is required to be objective, which means that the supervise ethnicity, religion, and economic status should not be used to judge them. As a result, the principal must be fair and friendly to everybody, courageous enough to reprimand when necessary and provide further proposals for the expansion of the educational system.

According to Akintunde's (2000) study, supervision is considered a service to aid teachers in seeing beyond their current performance and improving on it. It is also the process of providing and receiving assistance to improve instruction delivery to boost educational standards and enforce compliance. The work is concentrated on what to teach when to teach it, who to teach it to, and how to teach it. According to the researcher, in the state, faults are quickly recognized and addressed through oversight. This means that if teachers are not appropriately supervised, their ability to offer

teaching suffers and instructional goals may not be attained.

Conclusion

The following conclusion was reached based on the study's findings: staff training, communication of the change process, and supervision of the change process have a substantial influence on secondary school goal accomplishment in Yala Local Government Area, Cross River State, Nigeria. This could mean that the principal is in charge of all parts of secondary school administration programs, and that teacher training, workshops, and conferences could help instructors improve their expertise for efficient curriculum implementation.

Recommendations

The following suggestions were made:

1. To achieve goals, the Cross River State Ministry of Education should prioritize staff training programs in the secondary school system.
2. The school administration should ensure that proper supervision is in place to ensure quality control among teachers for goal attainment.
3. Cross River State's state secondary school board ought to emphasize staff training and retraining programs in the secondary school system for goal achievement.

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