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# RELATIONSHIP BETWEEN PRINCIPALS' MANAGERIAL SKILLS AND SCHOOL EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE

**BY**

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## Abstract

Poor Academic performance has been observed in Kwara state secondary schools this result from inappropriate application of principals' managerial skills, lack of school discipline and unfriendly school climate. This study examined the relationship between principals' managerial skills and school effectiveness in public secondary schools in Ilorin metropolis. Descriptive research design of correlational type was adopted for the study. The population of the study comprised 4,067 teachers. Samples of 360 teachers was selected using stratified random sampling techniques. Principals' Managerial Skills Questionnaire (PMSQ) and School Effectiveness Questionnaire (SEQ) was used to collect data for the study. The PMSQ was appropriately validated, while reliability coefficient obtained was 0.92. Mean and standard deviation was used to analyze the research questions while inferential statistics of Pearson Product Movement Coefficient (PPMC) was used to test the hypothesis at a 0.05 level of significance. The findings of this study revealed among others that there was significance relationship between principals' managerial skills and school effectiveness based on school climate and school discipline (r= .393; p= 0.000<0.05; significant).. The study concluded that managing educational systems demands that school principals should possess

adequate managerial skills. It was recommended that school principals who are not professional teachers should be encouraged by the policy-makers to get at least a certificate in education in order to understand and master require managerial skills.
**Keywords:** Conceptual Skills, Human Relation Skills and School Effectiveness

## Introduction

School is an organization where a child grows up with the development of both personal and social aspects. It provides an optimum learning environment where the cognitive, emotional, psychomotor, social, and aesthetic developments of a child take place. An effective school is mostly dedicated to the development of students in all aspects and doing so is responsible for the improvement of society and the Nation. Today, discussions and studies on what constitutes school effectiveness are continuing. School effectiveness can be expressed as the degree to which the educational, organizational, and administrative goals of the school are achieved. Although school effectiveness is in the field of education administration and is the subject of research, the uncertainty of the factors that affect school effectiveness and the uncertainty caused by continuous change still necessitate researching school effectiveness because, as an indicator of the success of education systems, school outcomes are taken as criteria (Emmanuel, 2021).

Furthermore, school effectiveness is the extent to which a school's set goals or objectives are accomplished. A school would be regarded as effective if school processes result in observable positive outcomes among its students, consistently over some time. The extent to which the school system can accomplish its stated objectives determines its level of effectiveness. Effectiveness in this context transcends beyond students passing an examination. It encompasses students' attainment in other domains of learning namely the affective and the psychomotor domains. Bandele (2020) posited that the combination of the three domains of learning makes the recipients of education live a fulfilled life and

contribute meaningfully to the society they live in. It has however been observed that the schools are not doing well in these domains of learning, and this seems to make society lose confidence in the system.

Meanwhile, several factors have been attributed to the perceived ineffectiveness of secondary schools among which are the teacher factor, parental factor, economic factor, societal factor, and principals' leadership behaviours but this study was limited to the principals' managerial skills. It has been observed by the researchers that many secondary school principals do not involve their subordinates in their daily routine administrative duties and as a result, do a lot of things themselves. Personal experience has shown that many principals of secondary schools do not demonstrate good leadership in the school system. Some do not motivate their teachers very well; some do not even relate very well with the teachers let alone students. It appears some members of the teaching staff do not feel comfortable with the ways their principals behave in schools. This appears to be the reason why most teachers put up a careless attitude toward their job, consequently leading to the ineffectiveness of the schools.

School effectiveness is not only the achievement of students in their subject. It depends on other variables including academic achievement. The responsiveness of the school to the community, the school environment, and the activity of staff must be considered. School effectiveness is the level of contemporary goal attainment of a school. The concept of effectiveness refers to an organisation accomplishing its specific objectives (Cheng, 2020). School effectiveness, therefore, refers to the schools accomplishing its objectives. School effectiveness can therefore be regarded as a distinct characteristic of an effective school. According to Sun et. al, (2017), asserted that studies on school effectiveness have two distinctive aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in schools. The choice and use of outcome measures have been

open to debate in many areas of education research (Sun, 2017).

One of the touchstones of effective schools is the impact on learners' education outcomes (for example, test or examination results obtained during formal assessment). Researchers into school effectiveness continuously aim to clarify the dilemma about learners' education outcomes (Mulyani et. al, 2022). A long-standing problem in this regard has been to find ways to measure learner progress or achievement that identifies the school's contribution separately from other factors such as learner ability, background, and socio-economic environment. In parallel with this has been a call for schools to be more accountable, which in many cases leads to school effectiveness being judged on academic results, while other contributing factors are ignored.

Principals' managerial skills are the strategic factors that determine the managerial ability of the principals, including their level of knowledge of managerial functions. Robert Katz (1970) the father of managerial skills theory asked the question 'what makes a good manager?' after studying management theorists before his era, most notably Henri Fayol. Katz concluded that a successful manager had to display and enhance three fundamental skills. These skills were technical, human, and conceptual. Katz found that the importance of such skills depended upon the size of the organisation and the extent of reliance that was placed on managerial responsibility. The first of these elements, technical skills, required a comprehensive understanding and aptitude for a specialised activity, notably one involving “methods, processes, procedures, or techniques”. Second, Human relation skill relates to the ability of a manager to communicate, motivate and understand fellow workers. Katz believed that a successful manager would be sensitive to the needs of those around them with the ability to judge potential reactions and outcomes and then make an educated decision on the correct course of action to carry out. Katz divided human relation skills into two categories, leadership ability within the unit and ability within interpersonal relationships. The third

and final skill that Katz believed essential to a successful manager was conceptual. Conceptual skill refers to the managers' ability to observe the organization as a whole and comprehend how one decision would affect the enterprise, both internally and externally, and impact the industry as a whole. When deducing whether Fayol's functions and Katz's skills are still relevant to modern-day managers, one must first establish the traits and skills that a successful modern manager must possess.

Ross and Cozzen (2016) found transformative leadership skills to be necessary for school effectiveness. According to the researchers, transformative skill is a global skill comprising three skills: the principals being able to identify and sustain a vision of the school which is interpreted as conceptual skills by other researchers; intellectual stimulation of other members of the school using a combination of technical and interpersonal skills; and individual consideration for others; which is the interpersonal or human skills. The use of these skills was discovered to enhance school effectiveness by increasing teacher commitment and motivating them to achieve school goals. Also in South Carolina, Omolo et. al, (2019), in their study on critical leadership skills needed by principals for the achievement of school effectiveness found technical, human relations, conceptual, and transformative leadership skills critical for the achievement of school effectiveness. Lambert (2014) found a link between strategic thinking skills (a component of conceptual skill) and the effectiveness of schools.

Richter et.al, (2014) found transformational, managerial, and behaviour management skills to be essential ingredients needed by principals for the achievement of school effectiveness. In a related study on effective schools in developing countries, Hoppey and Mcleskey (2013), discovered that the principals with interpersonal skills; viewed their primary role as that of providing support for teachers so they could put in their best to teach, and achieve school effectiveness. The study was hinged on the path-

goal theory of leadership which postulated that for leaders to be effective they must have the ability to clarify the path to achievement of goals for followers; they must also, be able to remove obstacles on the path to achievement of organizational goals for the followers.

To clarify the path, the principal must know the processes involved and have a vision of how to achieve the goals of the school. To be able to remove obstacles towards the achievement of school goals from the path of the followers, the principal must have the necessary skills to know when there are obstacles, what to do, and how to do it. Principals' leadership skills are crucial in ensuring the academic achievement of students.

**Research Questions**

The following research questions were raised for the study:

1. What is the level of principals' conceptual skills in public secondary schools in Ilorin metropolis, Kwara State?
2. What is the level of principals' human-relation skills in public secondary schools in Ilorin metropolis, Kwara State?

**Research Hypotheses**

The following hypotheses were formulated and tested at a 0.05 level of significance.

1. There is no significant relationship between principals' demonstration of conceptual skills and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria,
2. There is no significant relationship between principals' demonstration of human relation skills and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria.

## METHODOLOGY

The research design for this study was a descriptive design of correlation type. As noted by Olayiwola (2017), a descriptive design of correlation type measures the patterns of relationships that exist among measured variables. The relevance of the descriptive design of correlational type to this study stems from the fact that this study is an investigation into the relationship between Principals' Managerial Skills (independent variables) and school effectiveness (dependent variable). The population of this study comprised all secondary school teachers in Ilorin metropolis. For the motive of this work, simple random sampling techniques was adopted. The sample for the study comprised of 360 teachers who were randomly selected from three local government that includes Ilorin west, Ilorin East, and Ilorin South in Kwara State. Fifteen senior secondary schools were randomly selected from the three local government areas.

Two research instrumentswere used to collect data for this study. They were Principals' Managerial Skills Questionnaire (PMSQ) and School Effectiveness Questionnaire (SEQ). The PMSQ and SEQ were used to elicit information about the Principals' Managerial Skills and School Effectiveness respectively. The questionnaires were administered to respondents. The respondents had been requested to fill in their demographic important points and tick the picks that first-class signify their opinions. The instruments were validated by experts in of the Department of Educational Management Kwara State University, Malete, and an expert in Test and Measurement. The reliability of the instruments was determined through test re-test reliability method and a coefficient of 0.92 was obtained.

### Results

Research Question One: What is the level of principals' conceptual skills in public secondary schools in Ilorin metropolis, Kwara State?

**Table 1: Level of Principals' Conceptual Skills Items**

| Items | Mean | SD | REMARK |
|---|---|---|---|
| 1. My principal seeks information about my strengths from others as a basis for self - improvement. | 2.99 | 0.68 | High level |
| 2. My principal is willing to be self -disclosing to others (That is, his shares beliefs and feelings). | 2.83 | 0.76 | High level |
| 3. Principals of school have a good sense of how they cope with situations that are ambiguous and uncertain. | 3.04 | 0.77 | Very High level |
| 4. My principal seeks information about my weakness from others as a basis for self-improvement. | 2.99 | 0.95 | High level |
| 5. My principal asks lots of questions about the nature of problems before considering ways to solve them. | 3.11 | 0.80 | Very High level |
| **Weighted average** | **2.99** | **0.79** | **High** |

Decision Rule: Very Low: 0.00-0.99, Low: 1.00-1.99, High: 2.00-.2.99, Very High: Above 3.00

Source: Field Survey, 2023

The level of principals' conceptual skills in public secondary schools in Kwara State as displayed in the table 1 above showed that majority of the teachers concurred that principal asks lots of questions about the nature of problems before considering ways to solving them (Mean=3.11). Principals of school have a good sense of how they cope with situations that are ambiguous and uncertain (Mean=3.04), principal seeks information about my strengths from others as a basis for self-improvement and principal seeks

information about my weakness from others as a basis for self-improvement (Mean=2.99). The weighted mean is 2.99 which indicated that the level of principals' conceptual skills in public secondary schools in Ilorin metropolis, Kwara State is high.

Research Question Two: What is the level of principals of human-relation skills in public secondary schools in Ilorin metropolis, Kwara State?

Table 2: Level of Principals' Human Relation Skills Items

| S/N | Items | Mean | SD | Remark |
|---|---|---|---|---|
| 6 | Principals involve teaching in decision making in school | 2.77 | 0.78 | High levl |
| 7. | The opinions of teachers are welcome and utilize by the principal | 2.91 | 0.74 | High level |
| 8. | Principals induce teachers with opportunities for study leave. | 2.85 | 0.89 | High level |
| 9. | Effective interaction exist between the principal and the teachers | 3.07 | 0.79 | Very High level |
| 10. | Principal of my school delegates tasks regularly. | 2.84 | 0.76 | High level |
| Weighted average | | 2.89 | 0.79 | High |

Decision Rule: Very Low: 0.00-0.99, Low: 1.00-1.99, High: 2.00-.2.99, Very High: Above 3.00

Source: Field Survey, 2023

The level of principals' human relation skills in public secondary schools in Kwara State as displayed in the table 2 above revealed that majority of the teachers concurred that effective interaction exist between the principal and the teachers (Mean=3.04), The opinions of teachers are welcome and utilize by the principal (Mean=2.91), Principals induce teachers with opportunities for study leave (Mean=2.85) Principal of my school delegates tasks regularly (Mean=2.84) The weighted mean is 2.99 which indicated that the level of principals' human relation skills in public secondary schools in Ilorin metropolis Kwara State was high.

Hypothesis one: There is no significant relationship between principals' conceptual skills and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State.

Table 3: Principals' conceptual skills and school effectiveness based on school climate

| Variable | Mean | SD | Df | N | R | P | Remark |
|---|---|---|---|---|---|---|---|
| Conceptual Skills | 14.97 | 2.41 | | | | | |
| School Effectiveness | 13.15 | 2.26 | 357 | 358 | .393 | .000 | Significant |

Correlation is significant at the 0.01 level (2-tailed).

Table 3 revealed that the computed Pearson Product Moment correlation coefficient r is given as 0.393. This implies there is a highly positive significant relationship between principals' conceptual skills and school effectiveness in public Secondary schools in Ilorin metropolis, Kwara State based on school climate. Meanwhile, the calculated probability value of 0.000 is less than the level of significant at 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between principals' conceptual skill and school effectiveness based on school climate in public secondary schools in Kwara State.

Hypothesis two: There is no significant relationship between principals' human relation skills and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria.

Table 4: Principals' human relations skills and school effectiveness based on school climate

| Variable | Mean | SD | Df | N | R | P | Remark |
|---|---|---|---|---|---|---|---|
| Human Rel. Skills | 14.44 | 1.99 | | | | | |
| School Effectiveness | 13.15 | 2.26 | 357 | 358 | .131 | .013 | Significant |

Correlation is significant at the 0.05 level (2-tailed).

Table 4 revealed that the computed Pearson Product Moment correlation coefficient r is given as 0.131. This implies there is a high positive significant relationship between principals' human relation skills and school effectiveness in public Secondary

schools in Ilorin metropolis, Kwara State based on school climate. Meanwhile, the calculated probability value of 0.013 is less than the level of significant 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between principals human relation skill and school effectiveness base on school climate in public secondary schools in Ilorin metropolis, Kwara State.

**Discussion of Findings**

The study was conducted to investigate the relationship between principals' managerial skills and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State. The discussion was based on two research questions and two null hypotheses. The result of the analysis in Table 1 shows that the level of principals' conceptual skills in public secondary schools in Ilorin metropolis, Kwara State was high as the weighted mean of 2.99 was given. This implies that many school principals in Ilorin metropolis demonstrate appropriate conceptual skill in their schools. Hypothesis one sought to know that conceptual skills do not significantly relate to school effectiveness in public secondary schools in Ilorin metropolis and the finding showed that there was a significant relationship between principal's demonstration of conceptual skill and school effectiveness based on school climate and school discipline of public secondary schools in Ilorin metropolis, Kwara State. This finding is in support of the findings of Obiechina (2019), who examined principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. The findings revealed that there was high positive significant relationship between principals' managerial skills (conceptual, human, and technical) and teachers' job performance in public secondary schools in Rivers State, Nigeria.

Majuoyi's (2021) appraised the effectiveness of principals' practices in secondary school administration in the Onitsha Education zone of Anambra State through the opinions of teachers. The appraisal was delimited to three administrative practices: staff

personnel administration, students' administration, and administration of school-community relationships. The findings of the study indicated that principals performed well in some areas such as student administration, and school-community relationships.

Table two research question two revealed the weighted mean of 2.99 which indicated that the level of principals' human relation skills in public secondary schools in Ilorin Metropolis, Kwara State was high while research hypothesis two sought that there is no significant relationship between principals demonstrate human relations skills and school effectiveness in Ilorin metropolis and the finding showed that there was significant relationship between principals' human relations skills and school effectiveness based on school climate and school discipline of public secondary schools in kwara state. This is in-line with the findings of Kinyua (2016) who carried out a study on factors that influence head teachers managerial effectiveness, in a study of secondary schools in Nakuru Municipality, Kenya. The researcher used a cross-sectional research design, where data was collected from a sample of 10 schools in Nakuru Municipality. The result indicated that there was general effectiveness in the performance of managerial functions among head teachers in secondary schools in Nakuru Municipality.

**Recommendations**

Based on the findings and conclusion of the study, the following recommendations were proffered:

1. Principals who are not professional teachers should be encouraged to get at least a diploma in education to help them understand and master the required managerial skills.
2. Principals should engage in continuous professional development by reading journals, technical reports and participating actively in seminars and workshops to update their skills.

3. Principal could help produce other senior staff to function like them. This can be done by assigning certain responsibilities that can help build up to become effective heads. The school principal should follow them up with such responsibility to correct and tune them up.

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