

INFLUENCE OF PRINCIPALS' LEADERSHIP SKILLS ON MANAGEMENT OF RESOURCES IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined the influence of principals' leadership skills on management of resources in public secondary schools in Anambra state. The study aimed to examine principals' leadership skills as they influence the management of resources in public secondary schools in Anambra state and determine what the principals can use to achieve effective management of resources in secondary schools in Anambra state. To achieve this, the study adopted a descriptive survey research design. The sample for the study was 266 public secondary school principals in the six education zones of Anambra state. A structured questionnaire was used for data collection. The research questions were analyzed using mean and standard deviation whereas the hypotheses were tested at 0.05 level of significance using paired samples t-test. The findings of the study showed that principals' leadership skills significantly influence the management of resources in public secondary schools in Anambra state. The study concluded that principals' leadership skills have a very high extent influence on the management of resources in public secondary schools in Anambra state. This indicates that principals' leadership skills significantly influence the management of resources in public secondary schools in Anambra state. Based on the findings, the study recommended that secondary school principals should be familiar with different leadership skills to enhance the management of resources in their schools, the Ministry of Education should organize workshops and seminars at intervals for principals and teachers in secondary schools to keep them abreast with different leadership skills and its relevance for the management of resources in the schools.

INTRODUCTION

Education is a transformational tool in every society and should be held in high esteem. It is the acquisition of knowledge and skills required to sustain individual, groups, and organizational advancement at all levels and spheres of life. Egwu (2016) opined that the principal is a leader who must plan, coordinate, and supervise the affairs of the school, so that they run smoothly. The principal is the chief administrator of a secondary school who is expected to effectively use various resources through the adoption of management principles and practices for the realization of school goals. If the education system must achieve its national policies and goals, the school managers at all levels must ensure optimum management of human, material, financial and time resources.

Management is the arrangement of available human and material resources for the achievement of desired goals and objectives (Nwune *et al.*, 2016). It is the productive use of available resources in an efficient and effective manner geared towards goals' realization. Nkwoh (2021) observed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do.

Management of resources is the outcome of the utilization of the available resources in the school. In the conceptualization of Olorunsola and Belo (2018) management of resources is the ability of the principal to optimally utilize both human and material resources available to school in order to achieve educational goals. Adeyemi (2021) said that management of resources is concerned with ensuring efficiency and

effectiveness in the use of the available human, physical and financial resources together with the ability to combat any constraints that might hamper the achievement of the objectives. Management of human, material, time and financial resources is highly crucial for institutional sustainability and the development of school action plan (Umar, 2019). Aja-okorie (2022) stated that management of resources is an important management function concerned with obtaining, developing, and motivating human resources as required by an organization to achieve its objectives.

School principals need to provide highly valued, insights into their daily skills that foster an environment which is supportive of positive school culture. According to Gardner (2016:31), "leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." It is the manifestation of the dominant pattern of behaviour of a leader. It is also a process through which a school principal influences teachers and students to attain educational goals.

Principals' leadership skills as opined by Carol and Edward (2014) are the successful performance of a task through the use of knowledge, skills, attitude and judgment. It is the ability and required skills to accomplish given tasks. Heller (2022) outlined functions of school principals' as including management of instructional programmes, staff personnel administration, students' personnel administration, finance and physical resource management, and community relationship management. Management of human, material, time and financial resources by principals is highly

crucial for institutional sustainability and the development of school action plan.

Akinola (2023) defined principal's leadership skills as the ability to develop and maintain a productive school organization, promote a positive school culture and foster academic excellence. School Principals should often involve school personnel in decision-making process with constant communication to increase their commitment and dedication to school goals and objectives. Akinfolarin and Rufai (2017) defined principals' leadership skills as the skills and knowledge that enable principals to influence students' achievement including vision, communication, relationships, and strategic planning. There must be a good communication mechanism among teachers, students, and school administrators within and outside the school for goals' achievement at all levels of education. The presence of good information and communication system in school management will help to carry teachers and students along with school aim and objectives which would motivate them for improved teaching and learning process.

Instructional leadership skill is the act of influencing, leading and directing teachers to improving teaching and learning. Hayat (2015) defined instructional leadership as the type of leadership that is based on the principle of supporting teachers and giving them the opportunity to learn and grow to meet the different needs of students. Quah (2021) defined instructional leadership skills as leadership roles that are directly related to the teaching process, involving the interaction between teachers, students and the curriculum. It is the responsibility of principals to apply instructional leadership skills to promote teaching and learning. Okeke (2020) stressed the act of influencing

learning outcome through managing curriculum, delegating teaching tasks, supervising and evaluating teachers' classroom instructions, encouraging staff professional development. Instructional leadership skills involve planning of school scheme of work, evaluation and selection of textbooks for school and assisting teachers to improve the teaching methods. Hallinger (2020) averred that the instructional leadership skill requirements of secondary school principals include coordinating, controlling, supervising, and developing curriculum and instruction in the school. Instructional leadership skill focuses on promoting high-quality teaching and learning to ensure that resources are allocated efficiently to support educational goals through financial management.

Financial management skill is the process of planning, sourcing, and ensuring judicious use of school funds. Principals as the chief accounting officers of schools are saddled with the responsibility of ensuring the judicious use of school funds through several financial management competencies. Alia and Iwuoha (2020) opined that principals' financial management skills for effective administration of schools includes prioritizing financial allocation according to needs, ensuring that budgets replicate agreed goals and objectives, delegating the mechanism of financial matters to capable staff, keeping close check on financial matters delegated to staff, working within the constraints of the school budget, planning and sourcing for funds for school development, keeping accurate financial information about the school and giving fair financial position of the school. Ugwu et al., (2020) noted that financial management skills are required of principals to ensure that the desired goals or outcomes of education

are achieved with the least possible resources. The principals demonstrate financial management skills through sourcing and ensuring prudence in the use of school funds. The application of financial management skill ensures proper allocation of the limited funds for effective school management. Financial management involves the prudent allocation and oversight of school funds which leads to supervisory skills that monitor and support teachers' and staff's performance to enhance educational outcomes.

Principals' supervisory skills are critical for effectively leading and managing the staff within their educational institutions. Principals' supervisory skills are essential for promoting a positive and productive work environment, supporting the professional growth of staff members, and ultimately enhancing student learning outcomes within their schools. Principals' supervisory skills includes supporting services to teachers, in that, it helps the teachers to learn what their problems are and then seek the best methods of solving them. Good's Dictionary of Education (2018) defined supervision as all efforts designed to school officials towards providing leadership to the teacher and other educational workers in the improvement of instruction. Ojo (2021) defined supervision in the school context as "a process which are dynamic and on-going in outlook towards realizing the creative ability of children, teacher and the community for the development of the best possible educational programmes. The principals are, however, the overall supervisors of the school programmes and will help to influence the administrative effectiveness of teachers as a whole. The supervising skills of the principals will help in rating teachers, help the teachers to use various measures of self-

evaluation and to a large extent make the principal to provide suitable enabling environment for teaching/learning activities. Principals are in charge of utilizing human and material resources in schools, they must be able to organize these resources in order to achieve the desired results.

Principals' organizational skills are crucial for effectively managing the myriad responsibilities involved in leading a school. Organizational skills enable principals to manage complex responsibilities, promote efficiency and effectiveness, and create a positive and productive learning environment within their schools. Organization skill of the principals emanate from element of management. Organization however is a process, a conversion process. It is the process of arranging and allocating work, authority, and resources among organization membership for the pursuit of the organization. It is the process of engaging two or more people in working relationship in a structural way to achieve specific goals. Oyedeji (2018) defined organizing to relate the grouping of people and activities into specific unit and trying to establish relationship between them. Edem (2022) stated that organizing is the building up of the human and material resources needed for the successful attainment of the goals of an enterprise. In this regard, the internal organization and control of the schools depends largely and solemnly on the principals. The principals, however, make effective use of the organizational skill to put the right person in the right place to do the right thing at the right time for the administrative effectiveness of the school and for the effective and efficient accomplishment of specific goals and objectives of the school.

Education is a vital tool for societal transformation having the school as an institution for the realization of its goals and objectives. The management of resources in public secondary schools in Anambra State, like in many other regions, faces several challenges that impact the quality of education and overall school performance. Do principals' leadership skills affect management of human resources in secondary school? Do schools in Anambra State witness numerous challenges ranging from poor and inadequate infrastructural and instructional facilities? Do shortage and poorly motivated personnel, and mismanagement of funds lead to managerial incompetency of school managers? Institutions of learning need human and financial resources to implement the State policies and goals of education, hence principals' leadership skills on management of resources in public secondary schools in Anambra State.

Statement of the Problem

There are serious challenges in secondary schools in Anambra State ranging from inadequate coverage of scheme of work, teachers' persistent lateness, frequent conflict, truancy among students, inadequate and damaged physical facilities, shortage of fund, and unprecedentedly high fees charged on students among others. This may be as a result of poor managers' competencies in effective and efficient management of the key resources in the school system which are human, material, financial and time resources.

Some school principals experience a lot of challenges in adopting relevant skills in the management of school resources. This can be seen in the areas of autocratic attitude of

some principals, dilapidated structures around and within the school premises, heaps of damaged equipment that are no more in use. In some cases, inadequate funding, inadequate facilities, poor instructional supervision have been noticed in addition with conflict among teachers and administrators among others. As a result of this some teachers have become unserious in execution of their duties and many seeing their job as a waiting place for a better job. Generally, this has affected the outcome of students' results in schools especially in external examinations and if nothing is done may generate into greater problem in the future.

Inadequate management of school resources by principals jeopardize the administrative effectiveness of schools and teachers' commitment in general. Do principals' leadership skills affect management of human resources in secondary school? Are negative attitudes of teachers and poor academic performance of students in secondary schools connected to poor managerial skills and competencies of school principals? Can change take place without effective management of resources? Premised on these challenges, the study was aimed at investigating the influence of principals' leadership skills on management of resources in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to examine the influence of principals' leadership skills on management of resources in public secondary schools in Anambra State. Specially, the study sought to:

1. determine the extent of influence of principals' instructional leadership skills on management of resources in public secondary schools in Anambra State
2. examine the extent of influence of principals' financial management skills on management of resources in public secondary schools in Anambra State
3. determine the extent of influence of principals' supervisory skills on management of resources in public secondary schools in Anambra State

Research Questions

This study was guided by the following research questions:

1. To what extent does principals' instructional leadership skills influence management of resources in public secondary schools in Anambra State?
2. To what extent does principals' financial management skills influence management of resources in public secondary schools in Anambra State?
3. To what extent does principals' supervisory skills influence management of resources in public secondary schools in Anambra State?

Hypotheses

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

1. Principals' instructional leadership skills will not significantly influence

management of resources in public secondary schools in Anambra State.

2. Principals' financial management skills will not significantly influence management of resources in public secondary schools in Anambra State.
3. Principals' supervisory skills will not significantly influence management of resources in public secondary schools in Anambra State.

METHODOLOGY

The study adopted a descriptive survey research design. The population of the study comprised 266 principals in the public secondary schools in six Education Zones in Anambra State. All the six Education Zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were studied (Post Primary Schools Service Commission Awka, (2024). The sample for the study was 266 public secondary school principals in the six Education Zones of Anambra State. Due to the manageable size of the population, the entire population was used for the study. The instruments that were used for data collection were researcher structured questionnaire titled: Principals' leadership skills Questionnaire (PLSQ) and Management of Resources Questionnaire (MRQ). The items were placed on 4 - point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The range of the scores were weighted as 4, 3, 2 and 1 respectively. The test re-test reliability method was used to obtain a reliability index coefficient of 0.70. Data collected in the course of this study were analyzed using mean and standard deviation. Mean was used to analyze the research questions while standard deviation was used to determine the homogeneity of the scores. Hypotheses were tested using paired simple t-test at 0.05 level

of significance. The Statistical Package for Social Sciences (SSPS) version 25 was used.

RESULTS

Hypothesis 1

Principals' instructional leadership skills will not significantly influence management of resources in public secondary schools in Anambra State.

Table 6: Summary of paired sample t-test analysis on principals' instructional leadership skills will not significantly influence management of resources in public secondary schools in Anambra State.

Variable	N	Mean	SD	Df	P-value	Decision
Principals' Instructional Leadership Skills	264	3.23	0.36	262	0.000	Significant

A paired samples t-test was conducted to compute the extent principals' instructional leadership skills influence management of resources in public secondary schools in Anambra State. There was a total number of 264 principal. The data shows that t-value of 8.214 at 262 degree of freedom with a p-value of 0.000 is less than the criterion value of 0.05 ($0.000 < 0.05$) this means that principals' instructional leadership skills significantly influence management of resources in public secondary schools in Anambra State. Hence, the null hypothesis was rejected in relation to this research.

Hypothesis 2

Principals' financial management skills will not significantly influence management of resources in public secondary schools in Anambra State.

Table 7: Summary of paired sample t-test analysis on principals' financial management skills will not significantly influence management of resources in public secondary schools in Anambra State.

Variable	N	Mean	SD	Df	P-value	Decision
Principals' Financial Management Skills	264	2.79	0.88	262	0.000	Significant

In Table 7, a paired samples t-test was performed to assess the extent principals' financial management skills influence management of resources in public secondary schools in Anambra State. The data shows that t-value of 15.764 at 262 degree of freedom with a p-value of 0.000 is

less than the criterion value of 0.05 ($0.000 < 0.05$) this means that principals' financial management skills significantly influence management of resources in public secondary schools in Anambra State. Hence, the null hypothesis was rejected in relation to this research.

Hypothesis 3

Principals' supervisory skills will not significantly influence management of resources in public secondary schools in Anambra State.

Table 8: Summary of paired sample t-test analysis on principals' supervisory skills will not significantly influence management of resources in public secondary schools in Anambra State.

Variable	N	Mean	SD	Df	P-value	Decision
Principals' Supervisory Skills	264	3.15	0.82	262	0.000	Significant

Table 8 depicts a paired samples t-test which was conducted to assess the extent principals' supervisory skills influence management of resources in public secondary schools in Anambra State. The data shows that t-value of 9.968 at 262 degrees of freedom with a p-value of 0.000 is less than the criterion value of 0.05 ($0.000 < 0.05$) this means that principals' supervisory skills significantly influence management of resources in public secondary schools in Anambra State. Hence, the null hypothesis was rejected in relation to this research.

Discussion of the Findings

The findings are discussed in line with the research questions and hypotheses raised in the study. The findings of the study shown on table 1 indicated that principals' instructional leadership skills has a high positive influence value on management of resources in public secondary schools in Anambra state. The result of the alternative hypothesis revealed that principals' instructional leadership skills significantly influence management of resources. The outcome of this study agrees with Ofojebe, and Ugwo, (2020) as they observed that principals' engage instructional leadership practices in public and private secondary schools in Anambra State.

The findings of the study shown on table 2 indicated that principals' financial

management skills has a high extent influence value on management of resources in public secondary schools in Anambra state. The result of the alternative hypothesis revealed that principals' financial management skills significantly influence management of resources. The result of the study agrees with the findings of Egboka and Igbokwe, (2021) who revealed that the aspects of financial management competency are applied by principals for effective management of secondary schools in Awka Education Zone of Anambra State.

The finding of this study as shown in table 3 indicates that principals' supervisory skills has a very high extent influence on management of resources in public secondary schools in Anambra state. The result of the alternative hypothesis revealed that

principals' supervisory skills significantly influence management of resources. The result of the study agrees with the findings of Akinwumi (2022) who reported that supervision has significant impact on productivity of teachers. The contrast between the two studies could be attributed to difference in time in which the two studies were carried out. It appears that principals have improved in terms of their supervisory techniques unlike what is obtained in the past.

Conclusion

The findings of this study showed that principals' instructional leadership skills have a high positive influence value on the management of resources in public secondary schools in Anambra state. This shows that principals' instructional leadership skills significantly influence the management of resources. Principals' financial management skills have a high extent influence value on the management of resources in public secondary schools in Anambra state. This indicated that principals' financial management skills significantly influence the management of resources. Principals' supervisory skills have a very high extent influence on the management of resources in public secondary schools in Anambra state. This shows that principals' supervisory skills significantly influence the management of resources.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The study recommends that Secondary School principals should be familiar with different leadership

skills in order to enhance management of resources in their schools.

2. The Ministry of Education should organize workshops and seminars at intervals for principals and teachers in secondary schools to keep them abreast with different leadership skills and its relevance for management of resources in the schools.
3. The principals must endeavour to keep a high level of professional spirit and good moral standard of the schools. Principal of secondary schools should learn how to adapt their leadership skills to situations prevalent in the school to sustain good working environment for teachers and students in order to achieve the school objectives.

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