



## PRINCIPALS ADMINISTRATIVE SKILLS AND SCHOOL COMMUNITY RELATIONS IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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**Abstract:** The study examined principals' administrative skills and school – community relations in public senior secondary schools in Rivers State. Correlation survey design was adopted for this study and the population consisted of one hundred and forty two (142) respondents cutting across principals, vice principals and Community Development Committee Chairmen of the thirty eight (38) public senior secondary schools and twenty eight (28) communities in Emohua and Ikwerre Local Government Areas of Rivers State respectively. Census sampling was adopted for this study because the entire population was used. Two (2) objectives were stated for the study, two (2) research questions were answered and two (2) null hypotheses were formulated and tested at 0.05 level of significance. Two (2) sets of instrument titled 'Principals' Administrative Skills' Questionnaire (PrAdSkQ)' and 'School – Community Relations' Questionnaire (ScCoReQ)' were used for data collection, which were validated by two experts in the Department of Educational Management and Measurement and Evaluation and a reliability index of 0.77 and 0.84 were obtained respectively using test-retest method. Research questions were analyzed using Pearson Product Moment Correlation Coefficient. The hypotheses were tested with the same statistical tool, and also a t- transformation test was conducted to ascertain if the null hypotheses were significant or not. One of the findings reveals that, there is a strong, positive and significant relationship between principals' decision making skills and school – community relations of public senior secondary schools in Rivers State, Nigeria. It was therefore recommended that the principal should be objective in his decision making to maintain effective school – community relations. Finally, the principal should create a conducive environment for Parents Teachers Associations (PTA) to effectively operate in their schools and where they are not in existence, they should find ways of bringing them together for the benefit of the school and the community in general.

**Keywords:** Principals Administrative Skills, Decision Making Skills, Public Relation Skills, School–Community Relations

### Introduction

The level of mutual respect and understanding that exists between the school and the community can be used to define the relationship between the two. It means that a strong sense of mutual understanding between a school and its staff, students, and other resources fosters a supportive learning environment that facilitates the effective and speedy completion of academic objectives. This can be

done by showcasing the principal's managerial skills. The administrative skills of the principal are traits that aid them in administering an efficient school and maintaining good community relations. If correctly utilized, such tasks as personnel management skills, financial management skills, decision-making skills, communication skills, public relations skills, and those used in this study can go a long way toward improving the school-community relationship.

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Owabie and Osuji (2019) asserted that the principal is the administrative head of a secondary school, he is saddled with the task of coordinating all the activities of the school, manage the human resources of both academic and non-academic staff, oversee the distribution and utilization of materials, liaise with community stakeholder such as Parent Teacher Association (PTA), report to government (school inspectors) and also interact with the students as well as to attend to their individual needs.

There is a lengthy history of research into leadership and decision-making. When considering good leadership, one would wonder, by whose standards? The idea of leadership using scientific methods is still relatively new, and according to Orozco (2019), school leadership can be seen from the perspectives of teachers, students, supervisors, parents, and the community, just like in other organizations. This could make it more difficult to confirm the most crucial characteristics of leadership. Based on this, the principal is the heart of the secondary school system. He is in charge of organizing the school's activities to improve the ratio of demand to supply in the workforce and to pave the road for students to pursue further education (Owabie & Osuji, 2019).

More specifically, the degree to which educational goals are realized depends on the principal's administrative ability. The bond between the school and the community is more significant. To achieve the aim target set for the educational system as a whole, Okoye (2017) defined administrative skills as the capacity to plan, control, coordinate, and direct the operations of an educational organization. The administration of the school should engage both those who attend it and other members of the community because it is an essential component of the society in which it is located. As a result, the study adequately captures the requirement for effective communication between school leaders and their administrative success. An efficient school administrator strives to explain the educational programs to the school-community through this role, which is known as the chief

public relations officer of the schools. By playing this function, the principals build a connection of mutual respect between the community school and the public school community and inform them about the educational programs. However, it is held that effective communication, like mutual understanding, brings the family, the school, and the community together.

The principal (Chief Executive) of the school is obligated under the concepts of human relations and interpersonal interactions in administration to maintain an approachable yet respected distance from the student body. Any member of the school community should be able to quickly contact him or her because of his or her administration's open door policy. For instance, the principal should treat everyone fairly and make more friends because too much familiarity with someone may impact their decision-making and, as a result, may lead to disdain or disagreement (Ayeeni, 2014). According to Nakpodia (2016), a community could learn about the school's strengths and weaknesses and find ways to strengthen the areas where the school is deficient for the achievement of educational objectives through a positive working relationship with the school principal and the entire school community.

The school needs to have solid relationships with nearby and distant communities in order to function effectively as a social institution and socialization agent. The success of the school and the community is always a result of their symbiotic relationship. According to Bakwai (2013), the relationship between the school and the community is a two-way symbiotic one in which they work together to achieve both the community's and the school's goals. According to Aminu (2006), the school and the community in which the school is located share a mutual duty for influencing and forming the behavior of young people. It is vital for the school and the community to exchange ideas on educational strategies, policies, programs, means, and ends if accomplishment of educational goals is to be possible.



In order to successfully accomplish the general and specialized objectives of the school, the principal's administrative abilities and those of the staff must be in place. The process through which a school and a community come together in mutual cooperation and work together to provide some reciprocal services to one another is known as a school-community partnership. Ogbonna (2003) defines the school-community relationship as a set of pre-planned activities and media that the school uses to understand its community, inform it about its goals, programs, issues, and needs, and interpret them when necessary. It also involves the community in the development of school policies and in assessing its performance.

The school's public relations representative is the principal. Whether the parents are educated or not, the school administrator needs to interact with them amicably and maintain open lines of communication. The administration of the school should engage both those who attend it and other members of the community because it is an essential component of the society in which it is located. As a result, the study adequately captures the requirement for effective communication between school leaders and their administrative success. The top public relations officers of the schools are known as the principals; in this capacity, a competent school administrator attempts to explain the educational programs to the school-community. By playing this function, the principals build a connection of mutual respect between the community school and the public school community and inform them about the educational programs. It is in the light of the above, that this study is aimed at examining the principal's administrative skills and school – community relations in public senior secondary schools in Rivers State.

#### **Statement of the Problem**

A healthy relationship with the community is essential for the functioning of the school, which is a miniature society. On the other side, the neighborhood depends on the school for its existence and development. According to

Madumere (2014), the school is an integral part of society because it is a social system. According to Madumere (2014), a sociologist sees the school as a part of the neighborhood that helped to create it. In accordance with Oniyangi (2018), schools that are tasked with developing, bringing up, and forming responsible members of society do not exist in a vacuum and might not function well without the host community. In order to successfully accomplish the general and specialized goals of the school, the head of the school and staff must establish a positive working connection with the community. The researcher observed that, the extent of community involvement in secondary school management in Rivers state appears to have declined. The issues of the schools in their communities are treated with disdain and disregard by some community leaders. In order to effectively contribute to the growth of their children's schools, parents in the majority of communities also do not want to attend Parents Teachers Association (P.T.A.) meetings. Instead, they only pay the P.T.A. levy when compelled to do so, and then they complain that the school administration extorts money from them without providing their children with quality education. Pev (2014) ascribed this to a shift in the state's priorities from security to education. This has the effect of continuing to undermine Nigeria's educational system.

It is also important to note that while a positive relationship between the school and community can be seen as a requirement for achieving a meaningful educational goal in our community and Nigeria generally, the majority of schools within the study area do not function with a school PTA, old students' associations do not function, and school heads are constantly working alone without the help of school committees. To make matters worse, there are rumors that the majority of school boards of governors, which would have been active in establishing rules and regulations and managing the schools, are only there in name. The management of secondary schools is impacted by a variety of factors, including the nature of the relationships between schools and the local communities



where they are located, the availability of school facilities, teacher quality and quantity, and student discipline.

Furthermore, there are instances where certain members of the community pass legislation that are unfriendly to schools, trespass on school property, and negatively affect how the school is run on a daily basis. Furthermore, it is believed that in some schools, older pupils in the neighborhood pay little attention to the issues and advancements of the schools they previously attended. Cultism, kidnapping, classroom vandalism, and other manifestations of young restlessness all play a role in the strained connection between the school and the community. These observations by the researcher are threatening the citadel of learning from the cradle and indeed detrimental to child development. It is against this backdrop, that the study investigated the principals' administrative skills and school-community relations in public senior secondary schools in Rivers State.

#### **Purpose of the Study**

The purpose of this study was to determine the relationship between principal's administrative skills and school – community relations in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. examine the relationship between principal's decision making skills and school – community relations in public senior secondary schools in Rivers State.
2. ascertain the relationship between principal's public relations skills and school – community relations in public senior secondary schools in Rivers State.

#### **Research Questions**

The following research questions were formulated for the study.

1. What is the relationship between principal's decision making skills and school – community relations in public senior secondary schools in Rivers State?
2. What is the relationship between principal's public relations skills and school – community relations in public senior secondary schools in Rivers State?

#### **Research Hypotheses**

The following null hypotheses were formulated for the study at 0.05 level of significance.

1. There is no significant relationship between principal's decision making skills and school – community relations in public senior secondary schools in Rivers State.
2. There is no significant relationship between principal's public relations skills and school – community relations in public senior secondary schools in Rivers State.

#### **Theoretical Foundation**

This study is anchored on the System theory formulated by Lud – Van Bertalanffy, 1920. This is because it underpin the objective of the study.

#### **The System Theory - Lud – Van Bertalanffy, 1920**

The System Theory is considered most relevant to this study. This systems theory was formulated in 1920 by Lud – Van Bertalanffy. The system theory was viewed as a collection of interconnected and interdependent pieces, each of which might interact with any other aspect of the system to affect it as a whole. In other words, for a system to work properly, each component depends on and interacts with the others. Since the education system (school) is a system and the idea of interaction and interdependence of components with the education system, like all other social systems, has identical features with the other system, the system theory is applicable to education system (Kelechukwu, 2011). According to the system approach, a system is made up of pieces that differ in some respects from one another but are connected to form the whole through interactions between those parts and with the external environment.

As an open system, the school cannot survive alone. It needs to communicate with and exchange energy with its surroundings. Every system has numerous "loose connections" to other subsystems or subunits. For instance, the following components of the educational system are loosely linked together: teachers and materials, school boards, the administration and classrooms, the process and



results, teachers and teachers, parents and teachers, and teachers and students. An important part of the social structure is represented by the principal as the administrator. This implies that the principle, who serves as the institution's senior executive, constantly interacts with individuals and must get along with them. The principal is supposed to make sure that he demonstrates the qualities necessary for achieving secondary school objectives and goals as specified in the National Policy in order to carry out his administrative position very successfully (FRN, 2013). The ideals around the principal's administrative performance are highlighted by this. It is anticipated that output will be great when extra attention is given and the principals do their duties admirably.

### **Conceptual Review**

#### **Principals' Administrative Skills**

Management, administration of the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff evaluation relationships with the community, use of the practical skills necessary for surviving the organizational policies, such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings, and so forth are all a part of school administration (Ojo, 1999). Planning, organizing, leading, overseeing, and assessing the educational system are the only remaining jobs. The school administrator is responsible for ensuring that these activities are all focused on effective and efficient teaching and learning in the classroom in order to create high-quality results.

Inferentially, a school's principal serves as a director, planner, controller, coordinator, organizer, adviser, and problem-solver (Maduabum, 2002). The head of the school is responsible for making the best use of the resources, including teachers, non-academic staff, classrooms, tables, and chairs, as well as all the school's physical assets, in order to implement activities in a way that will enable the achievement of the desired educational goals (Wey –

Amaehule & Okenema, 2022). The success or failure of the school's administration rests entirely on the shoulders of the principal. The principal determines and establishes the school's aims and objectives, which of course must align with those of the nation, analyzes tasks and divides responsibilities among the personnel in accordance with specialization and expertise (Uyanga, 2017).

The administrative responsibilities of principals have been covered in several studies. According to (Iheukwumere, 2006), the principle stands out as the top executive of the school, the school administrator, the instructional leader, and the personnel manager for both the students' (students') and staff members' (staff members') personnel. The manager of the building's physical assets and finances is the principal. The school's principal is responsible for fostering positive ties with the neighborhood and ensuring ongoing communication with the local ministry of education. The educational system has a number of different sorts of administrative duty areas. There are responsibilities related to student personnel, staff personnel, curriculum creation, instruction, school business management, school facilities, and other general tasks. The setting of standards by the principal is crucial in creating an environment where both teachers and students have high expectations for their work. He offers a solid level of quality control by helping the teachers with their issues with developing their approaches, resources, and evaluation techniques. Teachers might get assistance from principals in developing their test-taking strategies and their capacity for data analysis and interpretation. To efficiently carry out his duties, the principal must possess particular administrative skills.

Administrative abilities are crucial for determining the degree of educational aims' actualization. Being skilled at something, like management, denotes having the necessary aptitude for the task at hand. To achieve the objective target set for the educational system as a whole, Okoye (2017) defined managerial abilities as the capacity to plan, control, organize, and direct the operations of an





educational organization. The competencies needed for successful and efficient planning, staffing, organizing, coordinating, managing, and decision-making are referred to as managerial talents by Fullan (2015). The capability, information, and expertise needed to carry out management activities are referred to as managerial competencies. Thus, the ability of school leaders to successfully plan, organize, coordinate, control, make decisions, and start actions to support the efficient management of schools is referred to as their managerial skills.

For many people today who care about schooling, administrative skills are a top concern. Therefore, it is not unexpected that so many authors have offered their perspectives on these skills for school management (Mestry & Grobler, 2015; Monyatsi, 2015). Teamwork with others, communicating objectives, policies, and procedure to staff, modifying practice and school structures to accommodate new policy expectations, providing curriculum leadership opportunities, ensuring a positive Principal-staff relationship, and guiding particular initiatives to improve are among the skills that are included in this list (Carr, 2015; Elmore, 2015; Lezotte, & McKee, 2017).

### **Decision Making Skill**

Secondary schools are formal institutions designed to help students prepare for higher education and practical life through teaching and learning activities (The Federal Republic of Nigeria, 2013). This demonstrates the importance that school administrators and other top management personnel (such as vice principals, heads of departments, subject heads, heads of committees, and class coordinators) place on the decision-making process (Ayeni, 2018). Setting goals, allocating and coordinating human and material resources for efficient curriculum design, putting the curriculum into practice, evaluating it, and reviewing administrative and learning activities are the duties at hand in secondary schools (Ayeni, 2018).

Ayeni (2018) asserts that decision-making in educational practice is crucial because there is a need to raise the level of interaction between the components of teaching and learning resources. This covers interactions between teachers and students as well as interactions between teachers and students, students and other students, teachers and materials, and students and materials in the educational system. In order to improve the teaching-learning process and meet the established educational goals in secondary schools, the interactive actions also call for adjusting and modifying educational programs, activities, and methodologies.

Making decisions involves choosing the best/most favored and practical course of action from among the available options or alternative courses of action, either to solve problems or accomplish a purpose. A single decision or a series of decisions (choices) that stimulate or cause various behaviors are the results of the sequential process of decision-making. Only in a supportive setting where the principle demonstrates a high level of imagination, initiative, vision, and decision-making skills can effective teaching and learning activities take place (Duze, 2018). Since the school is comprised of the principal, teachers, and students, as well as a large number of other stakeholders committed to its advancement, it is important to note that the degree of teachers' participation in decision-making determines how committed they are to the success of their students' academic performance.

Different authors have given different definitions of decision-making, primarily focused on the process of selecting the best option among alternatives. In order to solve problems and accomplish established objectives effectively and efficiently, Duze (2018) defined decision-making as the process by which educational managers (principals) select the best action or most favored course of action from among possible sources of action. In order to coordinate individuals or groups in identifying the nature of a specific problem and selecting among various alternatives in order to solve the problem and achieve the



desired result, the principal who oversees secondary schools should have deep and expert knowledge of decision-making. Problem identification, activity planning, and execution methods are the first steps in decision-making. Participatory planning, implementation, evaluation, and feedback are all parts of the process.

### **Public Relations Skills**

Organizational success and efficiency depend on how well they work with their surroundings. A social organization, schools have human input and output. After a particular training period, they take the input and return the output to the environment. Because of this, it has a close connection to the environment. Public relations is therefore a useful tool for schools to carry out this duty (Tutkun & Köksal, 2020). In order to encourage students in their environmental concerns, public relations is used in schools. The main goal of public relations is to persuade the general audience by telling and explaining about the school. The development of relationships with the public will guarantee the promotion of the educational institution, adoption of the social environment, and provision of community support. The school administration and the school family association attempt to carry out these initiatives jointly because educational institutions do not have a planned public relations unit.

One of the most significant institutions that indirectly influence the family and have an impact on society's destiny is the school. Relationships among the school, families, and the community are viewed as one of the school's service areas (Gül, 2013). An effective school administrator must be familiar with the characteristics and demands of the academic setting and be able to adapt to those demands (Aslan & Karip, 2014). The principal of the school is more worried about turning the school into a center for culture. The majority of the teacher's duties are restricted to classroom activities and student parents. The school management is intended to turn the school into a cultural hub in this regard (Gül & Aslan, 2016). According to this viewpoint, the principals' ideas and the situation's

perspective are more significant when it comes to the school's public relations strategy. Schools' social relationships have gotten more complicated in contemporary societies. Schools develop complex social networks that are dependent on and complementary to other social institutions because of the unique laws and roles they play in society.

As an open system, schools have relationships with many different social organizations and frequently exchange resources, time, and knowledge with their surrounding community in the context of shared interests. The collaboration, coordination, and communication between schools and other social groups have thus been strengthened through the use of public relations, which has now become a common trend. In this process, the school's reputation is likewise being built and nurtured (Tianping, 2013). Public relations, a relatively modern word, can be defined as the entirety of an institution's efforts to integrate with society, despite the fact that connections with the public are based on extremely ancient concepts (Sabuncuolu, 2017).

An institution and its target group can maintain mutual communication, understanding, acceptance, and cooperation through the use of public relations (BaltaPeltekolu, 2012). Public relations has emerged as a deliberate effort to structure the relationships between institutions and society with the understanding of modern management (KarpatAktulu, 2014). The primary function of public relations in organizations as a management function is to mediate organizational effectiveness. Public relations can be used to promote the environment, making it simpler to successfully accomplish educational objectives. The community must be acknowledged, anticipated, indirectly involved in administration, and convinced that the job done at school is accurate in order for the organization to function effectively. It is necessary for the school to maintain an effective communication process with those residing in the social environment in order to provide this crucial environmental support.



Through public relations initiatives that are carried out by school administrations or the public relations department, this information is communicated to schools (Klç, 2016). A wide range of expertise and experience are reflected in public relations.

However, it is generally believed to be a deliberate two-way exchange of information between the school and the community that supports the academic success of the kids and the social responsibilities of the teachers and parents (Kowalski, 2016). The fundamental tenet is that effective learning settings would prioritize public relations through the use of deliberate, methodical two-way communication methods that promote public participation in schools and garner support from the general public (Kosiczky & Mullen, 2013). Public relations in schools are "a planned, methodical management function aimed to help an educational institution improve its programs and services," according to the National School Public Relations Association (NSPRA). To create a better knowledge of the organization's role, objectives, achievements, and requirements, school public relations rely on a thorough two-way communication process encompassing both internal and external public opinion (NSPRA, 2002).

#### **School – Community Relations**

The process through which a school and a community come together in mutual cooperation and work together to provide some reciprocal services to one another is known as a school-community relations. Ogbonna (2013) defines the school-community relationship as a set of pre-planned activities and media that the school uses to understand its community, inform it about its goals, programs, issues, and needs, and interpret them when necessary. It also involves the community in the development of school policies and in assessing its performance. According to Akpakwu (2017), the level of mutual respect and understanding between the school and the community can be used to define the school-community relationship. Thus, the relationship between the school and its community is defined as the mutual understanding that ties the school's

students, staff, and other resources together and fosters the development of a positive learning environment. This can be done by showcasing the principal's administrative skills

#### **Materials and methods**

This study investigates principals' administrative skills and school – community relations in public senior secondary schools in Rivers State. Correlation survey design was adopted for this study and the population is one hundred and forty two (142) respondents made up of (38 Principals, 76 Vice Principals and 28 Community Development Committee (CDC) Chairmen of the twenty eight (28) communities hosting 38 public senior secondary schools in Emohua and Ikwerre Local Government Areas of Rivers State. The two Local Government Areas have 38 senior secondary schools in 28 Communities as at February 2022. Census sampling was adopted for this study because the entire population was used. Two (2) sets of questionnaire titled 'Principals' Administrative Skills' Questionnaire (PrAdSkQ)' and 'School – Community Relations' Questionnaire (ScCoReQ)' with a four (4) point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagreed (D-2) and Strongly Disagree (SD-1) respectively were adopted and were validated by two experts in the Department of Educational Management and Measurement and Evaluation. In order to establish the reliability of the instrument, the instrument was administered to twenty five (25) respondents which include principals, vice principals and Community Development Chairmen in the public senior secondary schools and communities respectively in Obio/Akpor local government area of Rivers State who were not part of the population. The same instrument was re-administered to the same group after two weeks interval. Specifically, 'Principals' Administrative Skills' Questionnaire (PrAdSkQ) which represented the independent variables computed with Pearson Product Moment Co-efficient indicated a reliability co-efficient of 0.77 while dependent variables representing 'School – Community Relations' Questionnaire (ScCoReQ) was equally computed and 0.84





reliability co-efficient was obtained using test re - test method. This revealed that the instrument was reliable for the study. Research questions were analyzed using Pearson Product Moment Correlation Coefficient. The hypotheses were tested with the same statistical tool, and also a t-transformation test was conducted to ascertain if the null hypotheses were significant or not.

**Table 1: Correlation Coefficient between Principal's Decision Making Skills and Community Relations in Public Senior Secondary Schools**

**School** –

Variables	N	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	r	Remarks
Dec. Making Skills	133	453.9	1562.8			
Sch. Com. Relations	133	392.5	1175.6	1350.8	0.73	Strong/Positive Correlation

*Source: Field Work, 2022*

Table 1 shows that the correlation co-efficient between principal's decision making skills and school – community relations in public senior secondary schools in Rivers State is 0.73. This shows a strong, positive relationship between principal's decision making skills and school – community relations in public senior secondary schools. It implies that if decision making skills as a variable of principal's

## Results and Findings

**Research Question 1:** How does principal's decision making skills relate with school – community relations in public senior secondary schools in Rivers State?

administrative skills increases, school – community relations will be high.

## Research Question 2

To what extent does principal's public relations skills relate with school – community relations in public senior secondary schools in Rivers State?

**Table 2: Correlation Coefficient between Principal's Public Relations Skills and Community Relations in Public Senior Secondary Schools**

**School** –

Variables	N	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	r	Remarks
Pub. Relations Skills	133	460.1	1602.2			
Sch. Com. Relations	133	392.5	1175.6	1363.7	0.44	Moderate/Positive Correlation

*Source: Field Work, 2022*

Table 2 shows that the correlation co-efficient between principal's public relations skills and school – community relations in public senior secondary schools in Rivers State is 0.44. This shows a moderate, positive relationship between principal's public relations skills and school – community relations in public senior secondary schools. It implies that if public relations skills as a variable of

principal's administrative skills increases, school – community relations will be high.

## Test of Hypotheses

**Hypothesis 1:** There is no significant relationship between principal's decision making skills and school community relations in public senior secondary schools in Rivers State.



**Table 3: Test of Correlation of Relationship between Principal's Decision Making Skills and School Community Relations in Public Senior Secondary Schools at 0.05 Level of Significance and t-transformation computation**

Variables	N	Df	r-cal	r-crit	t-cal	t-crit	Decision
Decision Making Skills	133						
Sch. Comm. Relations	133	131	0.73	0.195	12.2	1.96	Rejected

(r-value = 0.73, t-value = 12.2)

Table 3 shows that the calculated r - value of 0.73 is greater than r-critical value of 0.195. However, to confirm the significance or otherwise of r, a post hoc test of t-transformation was conducted and found to be t = 12.2, against a critical t-value of 1.96. Therefore, since the computed t-value is greater than the critical value, the hypothesis which states that, there is no significant

relationship between principal's decision making skills and school community relations in public senior secondary schools is hereby rejected. This implies that, there is a significant relationship between the two (2) variables.

**Hypothesis 2:** There is no significant relationship between principal's public relation skills and school community relations in public senior secondary schools in Rivers State

**Table 4: Test of Correlation of Relationship between Principal's Public Relations Skills and School Community Relations in Public Senior Secondary Schools at 0.05 Level of Significance and t-transformation computation**

Variables	N	Df	r-cal	r-crit	t-cal	t-crit	Decision
Public Relations Skills	133						
Sch. Comm. Relations	133	131	0.44	0.195	5.60	1.96	Rejected

r-value = 0.44, t-value = 5.60)

Table 4 shows that the calculated r-value of 0.44 is greater than r-critical value of 0.195. However, to confirm the significance or otherwise of r, a post hoc test of t-transformation was conducted and found to be t = 5.60, against a critical t-value of 1.96. Therefore, since the computed t-value is greater than the critical value, the hypothesis which states that there is no significant relationship between principal's public relation skills and school community relations in public senior secondary schools is hereby rejected. This implies that, there is a significant relationship between the two (2) variables.

#### Summary of Major Findings

The following are the synopsis of the relationship and significance discoveries of the study:

1. Result from research question one (1) on the relationship between principal's decision making skills and school community relations of public senior secondary

schools in Rivers State showed a strong, positive relationship with a correlation coefficient of 0.73. On testing the hypothesis that, there is no significant relationship between the two (2) variables, the finding indicated that a significant relationship exist between principal's decision making skills and school community relations of public senior secondary schools in Rivers State.

2. Result from research question two (2) on the relationship between principals' public relation skills and school community relations of public senior secondary schools in Rivers State proved a moderate, positive relationship with a correlation coefficient of 0.44. On testing the hypothesis that, there is no significant relationship between the two (2) variables, the finding revealed that a significant relationship exist between principals' public relation skills and school community



relations of public senior secondary schools in Rivers State.

### **Discussion of Findings**

The study findings are discussed below:

#### **Principals' Decision Making Skills and School – Community Relations**

The result analysis in Table 1 shows that, there is a strong, positive relationship between principal's decision making skills and school community relations in public senior secondary schools in Rivers State. Also, the result of the hypothesis shown in Table 3 indicates that, there is a significant relationship between principal's decision making skills and school community relations. This finding is in line with the study of Giami and Obiechina, (2019) who examined principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. The findings revealed that there is a high positive significant relationship between principals' managerial skills namely; conceptual, human and technical and teachers' job performance in public secondary schools in Rivers State, Nigeria.

#### **Principals' Public Relations Skills and School – Community Relations**

The result analysis in Table 2 shows that, there is a strong, positive relationship between principal's public relations skills and school community relations in public senior secondary schools in Rivers State. Also, the result of the hypothesis shown in Table 4 indicates that, there is a significant relationship between principal's public relations skills and school - community relations. This is in conformity with the study of Anthony, Yaro and Pev (2017) who studied Influence of School-Community Relationship on the management of Secondary Schools in Southern Senatorial District of Taraba State, Nigeria. The study found out that Parents' Teachers' Associations, Old Students' Associations, school committees and school board of governors have significant influence on the management of secondary schools.

### **Conclusion**

In order to ensure effective school performance and the supply of facilities in schools, school community relationships are crucial. Senior Secondary Schools in Rivers State can involve their communities in a variety of ways to build strong school-community links and improve academic performance. Agencies may also be involved to assist the growth of educational institutions and the programs they offer. Classes, halls, theaters, libraries, play areas, parks and gardens, school farms, business centers, etc. are some of the resources that are needed by schools to foster community relationships. The difficulties that the school community faces must be addressed or managed carefully if positive relationships are to be sustained. The majority of senior secondary schools in Rivers State employ outdated and inadequate management techniques for school community relations

### **Recommendations**

In view of the findings, the following recommendations were made:

1. The principal should be objective in his decision making to maintain effective school – community relations as principals' decision making skills was seen to have positive relationship with school – community relations .
2. School principals' should create a conducive environment for Parents Teachers Associations (PTA) to effectively operate in their schools and where they are not in existence, the school heads should find ways of bringing them together for the benefit of the school and the community in general.

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