

MANAGEMENT COMPETENCY NEEDS OF PRINCIPALS FOR EFFECTIVE ADMINISTRATION IN ANAMBRA STATE PUBLIC SECONDARY SCHOOLS

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Abstract

The study investigated management competency needs of Principals for effective administration in Anambra State public secondary schools. Four research questions and four null hypotheses guided this study. Descriptive survey design was adopted for the study. Total population of the study was 262 principals in public secondary schools in Anambra State. The sample for the study comprised 262 principals of Anambra State public secondary schools. There was no need for sampling technique because the whole population was used. The 57 items structured management competency questionnaire was developed by researcher and used for the study. Three experts validated the instrument. The data collected were analyzed using mean and standard deviation to answer the research questions, while the null hypotheses were tested at .05 level of significance using t-test statistics of non-correlated or independent data. The study focused on four aspects of management competency strategies: the instructional leadership, personnel, financial and human capacity building. The study sought for the effect of urban and rural setting in the administrative effectiveness of principals. Thus, the mean ratings of urban and rural principals as it affects the four aspects of management competency stated above were sought out.

The study found out that some instructional leadership and personnel management competency are needed tools for effective administration in Anambra State public secondary schools. Likewise, all financial and capacity building management competency are highly needed for effective administration in the public secondary schools in Anambra State. More so, there is no significant difference between the mean rating of urban and rural principals. Thus, the study recommended that government should make available instructional leadership materials to enable the principals perform well in their administrative work, organize workshops and seminars for them. Meanwhile, the various levels of government and non- governmental agencies should make education their top priority. For the principals, teamwork, motivation and effective communication should be their guiding principles in discharging their jobs.

Keywords: Efficient Managers, Educational goals, Objectives, Creativity, Empowerment and Innovation.

Introduction

The success of any organisation be it educational institution or production industry largely depends on the ability to manage the organization efficiently by those in charge, that are usually experienced, capable and competent in organizational management. Management competency is dear to all employers of labour in both government and private institutions. It is also very paramount and should be part and parcel of principals of public secondary schools. Thus, the full realisation and targeted goals and objectives of education cannot be possible without experienced, capable and competent managers who are at home with the whole gamut of management

competency techniques. Thus, principals' management competency is essential for effective administration in public secondary schools in Nigeria and that is the desire and longing of the government and all stakeholders to see competent managers overseeing the teaching and learning processes.

The study therefore, focused on management competency skills as practiced and implemented by the present day principals of secondary schools in Nigeria, to see the possibility of achieving the targeted goals and objectives of secondary school education. Management competency involves systematic thinking, emotional intelligence and requisite skills in influencing and negotiation. It is all about maximisation of desired and requisite skills in order to achieve efficiency in any human endeavour, particularly in school administration. Meanwhile, administration is a systematic ordering of affairs and the calculated use of resources. For Onyejekwe, Nwose, Ajie and Ezeolisa, (2016), administration is the mechanics employed which might be in form of planning, organizing, leading, directing and controlling the human activities and material resources to achieve stated organizational goals. Moreover, at helm of affair on school administration is the principal, coordinating other staff and monitoring their activities. With collaborative endeavour and effort creates vision and set the direction and inspires staff and students to attain the vision thereby moving the organization towards its ideal future. Thus, motivates it to overcome its numerous challenges and achievement of its desired goals and objectives. The managerial competency of principals were investigated in this study to find out the extent to which principals are competent in effective management and administration in public secondary schools in Nigeria.

Education in this modern and digital age has become complex, it has gone beyond facilitating learning, or acquisition of knowledge, skills, values, beliefs and habits and incorporates mentoring, entrepreneurship and coaching. It is more of guiding others to discover their talents, develop professional skills and take important intellectual, social and political responsibilities (Education Today and Tomorrow, 2014). The focus of this work is on the secondary education, which is defined as the education that children receive after primary and before tertiary education (FRN, 2009). For Oshuniyi (2011), secondary education is the formal education given to children and adolescence which bridges the gap between the primary and tertiary education and has two broad goals; the preparation of an individual for useful living within the society and for higher education. Meanwhile, Nweke (2009), categorized the secondary schools in Nigeria into four; Federal Government Colleges managed by the Federal Ministry of Education; Government Secondary Schools managed by State Governments; Mission secondary schools owned and managed by the Church; and Private secondary schools owned and managed by individuals and organizations. This study is focused on government secondary schools now called Public secondary managed by the State Ministry of Education. The Principal is at the helm of affairs and is responsible for effecting and realising the targeted goals and objectives. Thus, he ensures that necessary values are inculcated in the students through proper guidance, appropriate supervision and monitoring of all the school activities. The Principal, according to Egwu (2016), is a leader who must plan, coordinate and supervise the affairs of the school, so that they run smoothly. Oboegbulem and Onwurah (2011) referred to Principals as the executive heads of secondary schools in Nigeria. They develop and implement the educational programmes of the school, provide facilities, keep school records including records of school funds as well as create conducive teaching and learning atmosphere in schools. This brings into focus the unique responsibilities of principals in managing human and material resources in schools to achieve the specific goals. That was why Ikediugwu (2016) considered principals as agent of personal, human and societal development. Therefore, an effective principal schooled in competency management is highly needed and desired in the

domain of education and its management in order to bring out the innate characteristics and to lay firm foundation for creativity, sustenance, progressive society and vibrant nation.

The multitasked responsibility imposed on principals requires a special training, experience, mastery, skilfulness and expertise in competency management. It is sacrosanct and beliefs of many educational experts like Ikegbusi and Iheanacho (2016), who made it clear that the quality of administrative service desired in principals should not be belated of competence and skilfulness. In their view, no amount of administrative services provided elsewhere in the school system can make up for its lack at the level of school principalship. The achievement of these loftiness and desired effective administration by principals require management competency. Competency is the combination of observable and measurable knowledge, skills, abilities and personal attributes that enhance employee performance and ultimately results in organisational success (Lincoln, 2017). It is all about successful performance of a task through the use of knowledge, skills, attitude and judgment. It is the state of being functionally adequate in the performance of one's duty. It is the ability to do something successfully or efficiently. It is synonymous with capacity, capability, proficiency, expertise, skilfulness and mastery. Thus, it is something one needs to be able to do well in a specific job role. Hence, competency is the set of demonstrable characteristics and skills that enable and improve the efficiency of performing a task. In order to demonstrate competence, workers must be able to perform certain tasks or skills with a required level of proficiency.

Though there are much management competency to affect efficiency and effectiveness in educational administration as concerned the principals, the present study focused on the four aspects, namely the instructional leadership management competency, financial management competency, personnel management competency and human capacity building management competency. The instructional leadership management competency is the ability of the principals to adequately monitor the activities of the teachers in the classrooms, advising and stimulating the interest of teachers and students through checking the teachers' actual teachings, classroom management and the use of instructional materials. This also involves the use of expert knowledge and experience to manage, evaluate and co-ordinate the process of improving teaching and learning activities in schools. The personnel management competency involves principals' communication, consultations, persuasions, delegations and motivation of staff personnel in the schools to achieve good working relationship. Principals could be competent in staff personnel management through effective inter-personal relationship such as proper communication and motivation, creating atmosphere for development and modelling the behaviour he expects from others. Financial management competency is the ability of principals to manage the schools' funds through planning, budgeting, coordinating, controlling and accounting for all the expenditures in the schools. Management of schools' fund is the duty of principals who are the accounting officers of the schools. Their managerial competencies could be displayed through prudent and effective management of school funds by not spending money meant for a particular vote for another. Human capacity building management competency involves principals' regular participation in both local and international empowerment workshop and seminar and encouragement of their staff and students to do same. Principals could be competent in human capacity through exposure of oneself, staff and students in various human capacity development and competition and initiation of activities and structure that encourages innovation and creativity.

The study sought also the effect of urban and rural setting on the administrative effectiveness of principals as it affects the four aspects of management competency stated above. Since the secondary schools in urban centres are located within the catchment areas like metropolis, mega cities and industrial zones which enjoys the availability of electricity, good roads and constant

water supply and the availability of technical man power and accessibility of human and physical infrastructure for human growth and development. Meanwhile, the secondary schools in the rural areas are the schools domiciled in the hard-to-reach areas, hinterlands and sometimes, riverine areas. They could be described as less fortunate because of obvious lack of basic amenities in those areas. Thus, principals and staff posted to these areas sometimes see it as a punishment in spite of extra bonus given to them by the government, and many a times affected their services negatively. They are less devoted to their job and see themselves and schools as in competition with none. Therefore, the study investigated the competency management of principals on effective administration based on these locations.

Hence strict adaptation of basic instructional leadership needs, financial management needs, personnel management needs and human capacity building needs of principals in both urban and rural areas would be re-strategized, renewed and repositioned. Thus, the realisation of goals and objectives of secondary education are assured and by extension affect the quality production of teachers and students' overall empowerment and development positively. It is referred as 'three quality action principles'; quality empowerment, quality delivery and quality outcome. The researcher embarked on this study due to a number of different indices but more importantly as a throwback into history, love for perfection and a clarion call for global modern dynamics which hinges on innovation and entrepreneurship. A throwback to memory lane during the administration of Mbadinuju Chinweoke (1999 – 2003) seems as a dark age in the history of Anambra State especially in educational enterprise with long closure of public schools due to non-payment of staff, withdrawal of students by parents from public schools especially secondary schools, mass movement of both parents and students to other states and low performance of state both in internal and external examinations. It continued in the administration of Mr. Peter Obi (2006 – 2013), but an air of breeze was brown with the returning back of schools to the missions, the original owners whose attestation of competencies and managerial capability are not in doubt. However, more work was needed on the part of provision of instructional material and arming and reworking on the personnel of education provider, especially the principals' personnel management competency and capacity and human building management competency and utilization of limited resources. It is no doubt that the management competency and managerial competencies is the soul of educational processes, therefore there is need to assess, reassess and be updated. Thus, the principals' management competencies become paramount and need to reflect the modern time and its challenges. Meanwhile, a careful observation of the global world and trend for survival and sustainability depends more on creativity, empowerment, innovation and entrepreneurship, therefore, the issue-base is for principals to focus on human growth and capacity development, personnel development, proper allocation of funds and instructional leadership capacity. These are the main focus of this study.

Statement of the Problem

Management competency and administrative mastery have been shown to foster improvement and achievement of educational goals in the secondary system of education. However, lack of such competencies pose stumbling blocks towards effective administration of principals who are laced with multifaceted responsibilities in keeping with instruction in the school personnel management, financial tasks and human capacity building. Hence, the need to be equipped with these attributes are highly underscored for effective administration in Anambra State. The studies so far done to address the management competency of Principals in Anambra State seem to be sparse, hence, the research investigated the management competency skills of Principals

in Anambra State with a view to addressing their effectiveness and by extension promote achievement of educational goals.

Purpose of the Study

The main purpose of this study is to examine the management competency needs of Principals for effective administration in Anambra State public secondary schools. The study specifically sought to:

1. Identify the instructional leadership management competency needs of principals for effective administration in the public secondary schools in Anambra State.
2. Ascertain the personnel management competency as a tool for principals' for effective administration in the public secondary schools in Anambra State.
3. Investigate the management competency needs of principals for effective administration in the public secondary schools in Anambra State.
4. Determine the human capacity building management competency needs of principals for effective administration in the public secondary schools in Anambra State.

Research Questions

1. What are the mean responses of urban and rural principals on the instructional leadership management competency needs of principals for effective administration in Anambra State public secondary schools?
2. What are the mean responses of urban and rural principals on the personnel management competency needs of principals for effective administration in Anambra State public secondary schools?
3. What are the mean responses of urban and rural principals on the financial management competency needs of principals for effective administration in Anambra State public secondary schools?
4. What are the mean responses of urban and rural principals on the human capacity building management competency needs of principals for effective administration in Anambra State public secondary schools?

Research Hypotheses

In line with the above research questions, the following null hypotheses were formulated and tested at .05 level of significance:

- Ho₁. There is no significant difference between the mean ratings of urban and rural principals on the instructional leadership management competency needs of principals for effective administration in Anambra State public secondary schools.
- Ho₂. There is no significant difference between the mean ratings of urban and rural principals on the personnel management competency needs of principals for effective administration in Anambra State public secondary schools.
- Ho₃. There is no significant difference between the mean ratings of urban and rural principals on the financial management competency needs of principals for effective administration in Anambra State public secondary schools.
- Ho₄. There is no significant difference between the mean ratings of urban and rural principals on the human capacity building management competency needs of principals for effective administration in Anambra State public secondary schools.

Significance of the Study

This study has both theoretical and practical significance. Theoretically, the study is anchored on the classical bureaucratic theory of Max Weber propounded 1920 and classical administrative theory of Henry Fayol propounded in 1925 which emphasizes value orientation and affective action in workers. Weber developed a set of principles for an ideal bureaucracy as follows; objectives, specialization, coordination, authority and responsibility. Henry Fayol administrative theory focuses mainly on the personal discharge of duties of management in accordance with the given level as directed by the management hierarchy. Fayol proposed five basic management principles; forecasting and planning, organizing, commanding, coordination and control. In assessing the competencies of principals, these principles are very important and needed to be adopted and adapted. Foregoing, the principals are leader with group of people under them with varieties of orientation and behaviour thus, needed the basic assumptions of behaviourist school of thought of Elton Mayo, Douglas McGregor and Chester Bernard that focused on objectives, specialization, coordination, authority and responsibility and opined that the best approach to facilitate work and productivity in an organization is through mutual understanding among workers and workers knowing their specified job content and environment.

This study has also practical significance that is beneficial for the future researchers, policy makers and other numerous agencies in charge of uplifting and maintaining the standard of teaching profession. The outcome of this study would be beneficial to the following categories of people: Government, Principals, Teachers, Students and Society at large. The management competency needs (MCN) deals with professional touch in the area of school administration, thereby proffering three qualities action principle (quality production, quality delivery and quality output) for future researchers and policy makers which the by products are summarized under these three key words; innovation, creativity and empowerment. It proffered the ways of using and utilizing the three key words in raising future administrators in the school system thereby improved the quality of teachers and quality output in students. The other numerous agencies in charge of uplifting and maintaining the standard of teaching profession like Teachers Registration Council of Nigeria (TRCN) are not left out on this.

The outcomes of the study guide the Government in better ways of selection and appointment of principals. It proffered a new template for selection and appointment of principals, thus curbs obvious incompetence of some of principals. The incompetent ones are accommodated by provided an avenue, place and strategy to be updated. The study proffered new strategy, theories and techniques to fill up obvious lacuna and gap in fulfilment of the objectives and goals of secondary schools education. Meanwhile it gives the Government the picture of where we are and where we are supposed to be especially in terms of effective administration of the principals. Furthermore, Government through this study, sees the need to build leadership and development centres and need to make it obligatory for all those heading or those who wish to head any parastatals and other institutions of Government, not only secondary schools principals. It provides an insight and acquisition of right skills for the present principals and the teachers of our schools to be competent and useful in their job and to embrace their numerous challenges with easy. It also create awareness on need for further studies and updating of the knowledge and skills acquisition of the principals and key-in in the budget the study allowances for its personnel.

The outcomes of the study would help to wipe away inadequacy of professional training in educational management and administration of principals and effectively apply the classical

and behavioural theories and techniques in their administrative work. It would help to achieve competency, skilfulness and mastery, thereby lead to quality education for social change, integration and useful living. It would motivate teachers in principals' cadre and other teachers to possess the right skills for the task ahead when appointed and wipe away the syndrome of learning on the job. It would promote inclusive and equitable quality education and promotion of lifelong learning opportunities for skilfulness, innovation and empowerment and increased the sense of belonging in achievement of the objectives and goals of education among the principals and co-workers. The vigorous pursuit of the implementation of four aspects of competency needs for effective administration of principals; the instructional leadership competency need, financial management competency need, personnel management competency need and human capacity building competency need would surely bring out positive results. Thus, empowerment, innovation and creativity would be born and society glory in abundance both in human and material development.

Method

The research design adopted for this study was a descriptive survey designed to determine the management competency needs of principals for effective administration in public secondary schools in Anambra State. Azubike (2012) stated that survey research design examines people's opinions, motivations, interests and perceptions on a subject matter through the use of questionnaire or interview. Based on these criteria, the design was deemed appropriate for the study.

The population of the study consisted of 262 principals in public secondary schools in Anambra State and all were selected for the study covering the six education zones in Anambra State. However, only 243 principals were willing and available to complete the questionnaire given out by the researcher through the assistance of the Secretary of Post Primary Schools Service Commission, Awka and the State Director, Quality Assurance, Awka during the 2019 Principals' Retreat held at Madonna Renewal Centre, Nkpor from 22nd September to 28th September 2019 with the theme, "Updating Administrative Strategies of Principals in Anambra State Education System for Optimal Performance".

A self-developed structured questionnaire for data collection, captioned, 'Principals' Management Competency Questionnaire (PMCQ) was used and consisted of 57 items. Each of the items was on a 4-point scale of Strongly Agree = 4, Agree = 3, Strongly Disagree = 2 and Disagree = 1. The questionnaire items on Principals' Management Competency Questionnaire (PMCQ) were arranged in four clusters to elicit information regarding the needs of principals on leadership, personnel, financial and human capacity building management and competency. It was subjected to face validation by three experts in educational management and one in measurement and evaluation from Chukwuemeka Odumegwu Ojukwu University, Igbariam. Cronbach Alpha technique was used to analyse the data collected for reliability from pilot study done in 20 schools in Owerri Municipal Educational Zone.

Reliability coefficients indicated high consistency of the items of the instrument. Thus, the instruments were reliable for data collection. Hundred percent of 262 copies of questionnaire were administered through the Secretary of Post Primary Schools Service Commission, Awka and the State Director, Quality Assurance, Awka were retrieved and only 243 were properly completed. The data analysis was based on the 243 that were completed properly. On techniques for data analysis, the four research questions were answered using the mean and standard deviation while

the null hypotheses were tested using t- test statistics of non-correlated or independent data at .05 level of significance

Data Analysis and Results

Table I: Mean and Standard deviation (SD) of instructional leadership management competency needs of principals for effective administration in public secondary schools.

S/N	Item Statements	Mean			Decision
		N	$\bar{X}$	SD	
		243			
1	The Principals and staff join hands together to define school's educational goals.	2.48	1.02	Disagree	
2	Both Principals and staff workout plan of school activities at the beginning of the year	3.20	0.69	Agree	
3	Principals delegate some of their instructional leadership tasks to staff members	2.88	0.91	Agree	
4	Principals keep their staff informed about department Policies	3.25	0.85	Agree	
5	Assigns subject to teachers according to qualification and competence	2.82	1.04	Agree	
6	Principals supervise allocation of time to subjects	2.10	0.86	Disagree	
7	Ensures that limited facilities are accessible to all Teachers	2.95	0.89	Agree	
8	Ensures that the staff in different units work co-operatively for the common goal of the school	2.31	0.72	Disagree	
9	Principals supervise the teachers' lesson plan	2.26	0.93	Disagree	
10	Supervision of learning activities in the classroom	2.26	0.79	Disagree	
11	Evaluates the implementation of curriculum programs	2.94	0.76	Agree	
12	Assisting teachers to try new research finding	2.40	0.92	Disagree	
13	Involvement of staff in decision making	2.38	1.02	Disagree	
14	Creates a healthy school culture for continual improvement in quality education (i.e. he/she brings out creativity and innovation in his/her administration)	3.36	0.66	Agree	

Table 1 shows the mean scores of principals' instructional leadership management competency needs for effective administration. The principals agreed on items 2,3, 4, 5, 7, 11 and 14 as instructional leadership competency needed by them for effective administration. The principals disagreed on items 1, 6, 8, 9, 10, 12 and 13 as instructional leadership competency not needed for effective administration. This implied that there are some instructional leadership competencies needed by principals for effective administration in public secondary schools which include supervision and definition of educational goals and objectives.

Table 2: Mean and Standard deviation (SD) of principals on personnel management competency needs for effective administration

S/N	Item Statements	Mean			Decision
		N	$\bar{X}$	SD	
		243			
15	Principals should model the behaviours they expect from others	3.09	0.85	Agree	
16	Principals should identify what motivates their staff	2.88	0.79	Agree	
17	Principals should communicate effectively with their staff	3.09	0.91	Agree	
18	Should not take sides in conflict among the staff	2.93	1.00	Agree	
19	Principals negotiate for a solution in tackling ugly situation among staff	3.04	0.76	Agree	
20	Encourages appropriate professional development of staff	2.34	0.86	Disagree	
21	Principals' communication style enhances the effectiveness	2.22	0.92	Disagree	
22	Delegating duties to capable staff	2.48	0.97	Disagree	
23	Recognizing the efforts of the staff by the principals	2.40	0.79	Disagree	
24	Principals motivate their staff positively	2.36	0.89	Disagree	
25	Involvement of staff in decision making	2.15	0.88	Disagree	
26	Stating out a well cleared uniform directives for enforcing compliance among the staff	2.74	1.01	Agree	
27	Creates more leaders in the course of their job is mark of good leaders	2.67	0.89	Agree	
28	Principalship is not opportune time for lording it over other Staff	2.94	0.83	Agree	

Table 2 indicates the personal management competency needs of principals. It is observed that principals agreed on items 15, 16, 17, 18, 19, 26, 27 and 28 as personal management competency needed for effective management whereas principals disagreed on items 20, 21, 22, 23, 24 and 25 as not needed for effective administration. This implied that most of the items were needed for effective administration in public secondary schools.

Table 3: Mean and Standard Deviation of principals on financial management competency needs for effective administration

S/N	Item Statements	Mean			Decision
		N	$\bar{X}$	SD	
		243			
29	Principals jointly with the management staff prepare budget for the school	2.22	0.96	Disagree	
30	Directs the bursar for timely disbursement of funds for school activities	2.88	0.79	Agree	
31	Provide financial allocation according to needs	2.38	0.93	Disagree	
32	Sourcing for more funds for school improvement	2.90	1.02	Agree	
33	Ensures that budget reflect agreed goals and objectives	2.69	0.85	Agree	
34	Delegating the mechanism of financial matters to capable staff	2.46	0.94	Disagree	
35	Keep close check on financial matters delegated to staff	2.67	1.08	Agree	
36	Principals work within the constraints of the school budget	2.95	0.95	Agree	
37	Keep accurate financial information about the school	2.83	0.81	Agree	
38	Principals give true view of the financial position of the school	2.16	0.87	Agree	
39	Allocation of fund for teacher's in-school professional training	2.48	0.94	Disagree	
40	Rendering of account create room for trust and cooperation others to source for supplementary funding	3.11	0.85	Agree	
41	Need of additional training on financial management policies	2.74	0.96	Agree	

	for principal and teachers			
42	Principalship is not time to amass wealth and embezzle school Fund	3.31	0.80	Agree
43	Exhibition of transparency by the principal	2.33	1.05	Disagree

The result for table 3 revealed the mean scores of principals on financial management competency needs. It shows that principals agreed on items 30, 32, 33, 35, 36, 37, 38, 40, 41 and 42 as financial management competency needs while they disagreed on items 29, 31, 34, 39 and 43. This implies that almost all were needed for effective administration.

Table 4: Mean and Standard Deviation of principals on human capacity building management competency needs for effective administration

S/N	Item Statements	Mean			Decision
		N	$\bar{X}$	SD	
		243			
44	Principals participated in empowerment workshop	3.16	0.81	Agree	
45	Encourages other staff to attend empowerment seminar	2.45	0.93	Disagree	
46	Allowing the staff to participate in different competitions going on both within and outside the state	2.19	0.81	Disagree	
47	Participating in different competitions that concerned Principals within and outside the state	2.77	0.89	Agree	
48	Organise in-service training for updating the staff	2.25	0.78	Disagree	
49	Allowing the students to participate in different competitions going on both within and outside the state	2.88	1.07	Agree	
50	Principals organise excursion for the school	2.39	0.79	Disagree	
51	Encourage students to participate in Radio/TV Competitions	2.28	0.94	Disagree	
52	Supporting the creation of different clubs in the school, e. debate club, French club, scientists' club, etc	2.99	0.78	Agree	
53	Principals organise inter class competitions on curricular activities, e.g. essay writing, debate, quiz, etc	2.57	0.97	Agree	
54	Principals organise inter class competitions on non-curricular activities, e.g. different sports event, singing, drama, cultural event, etc	2.83	0.81	Agree	
55	Create enabling environment for maximization of talents the staff	2.43	0.93	Disagree	
56	Provide some infrastructures that will help in capacity building of staff and students	2.81	0.70	Agree	
57	Organize orientation course for new teachers and students	2.72	0.97	Agree	

Table 4 indicates human capacity building competency needs of principals. The respondents agreed on items 44, 47, 49, 52, 53, 54, 56 and 57 as competencies needed by principals for effective administration. Meanwhile, items 45, 46, 48, 50, 51 and 55 are not needed for effective administration. The implication is that principals need most human capacity building competency for effective administration.

Testing of Hypothesis

Table 5: Independent t-test of mean ratings of urban and rural principals on instructional leadership management competency needs for effective administration

Variation	N	Mean	SD	t-cal	Df	p-value	Remark
Urban principals	58	41.67	8.61	.259	243	.796	Do not reject H_0
Rural principals	187	43.99	8.18				

Hypothesis 1: There is no significant difference between the mean ratings of urban and rural principals on the instructional leadership competency needs of principals for effective administration in public secondary schools in Anambra State. Thus, independent t-test of mean responses of urban and rural principals on instructional leadership competency needs for effective administration indicated t-calculated of .259 at 243 degrees of freedom and p-value of .796. The p-value of .796 was greater than .05 probability level; hence the null hypothesis was not rejected.

Table 6: Independent t-test of mean ratings of urban and rural principals on personnel management competency needs for effective administration

Variation	N	Mean	SD	t-cal	Df	p-value	Remark
Urban principals	58	41.67	8.51	.280	243	.780	Do not reject H ₀
Rural principals	187	41.62	8.07				

Hypothesis 2: There is no significant difference between the mean responses of urban and rural principals on the personnel management competency needs of principals for effective administration in Anambra State public secondary schools. Thus, t-calculated was .280 at 243 degrees of freedom and p-value of .780. Since p-value of .780 was greater than .05 level of significance; it implied that the null hypothesis was not rejected.

Table 7: Independent t-test of mean ratings of urban and rural principals on financial management competency needs for effective administration

Variation	N	Mean	SD	t-cal	Df	p-value	Remark
Urban principals	58	43.67	9.34	.242	243	.809	Do not reject H ₀
Rural principals	187	43.34	8.98				

Hypothesis 3: There is no significant difference between the mean ratings of urban and rural principals on financial management competency needs of principals for effective administration in Anambra State public secondary schools. Thus, the calculated t-value of .242 at 243 degrees of freedom and .05 alpha level was not significant at a p-value of .809 which was greater than .05 alpha level. Based on the result, the null hypothesis of no significant difference between the mean ratings of urban and rural principals on financial management competency needs for effective administration was not rejected.

Table 8: Independent t-test of mean ratings of urban and rural principals on human capacity building management competency needs for effective administration

Variation	N	Mean	SD	t-cal	Df	p-value	Remark
Urban principals	58	40.87	8.57	.426	243	.671	Do not reject H ₀
Rural principals	187	41.41	8.27				

Hypothesis 4: There is no significant difference between the mean ratings of urban and rural principals on human capacity building competency needs of principals for effective administration in Anambra State public secondary schools. Thus, the t-calculated of mean ratings of urban and rural principals on human capacity building competency needs was .426 at 243 degrees of freedom and p-value of .671. The p-value of .671 was greater than .05 level of significance; the null hypothesis was not rejected.

Summary of Major Findings

Based on the findings of this study, the following findings were made:

1. Some items on instructional leadership management competency are needed by principals for effective administration.
2. Personnel management competency are needed by principals for effective administration.
3. Financial competency management are needed by principals for effective administration.
4. Principals need human capacity building management competency for effective administration.

5. There is no significant difference between the mean ratings of urban and rural principals on instructional leadership management competency needs for effective administration in public secondary schools.
6. There is no significant difference between the mean ratings of urban and rural principals on personnel management competency needs for effective administration in public secondary schools.
7. There is no significant difference between the mean ratings of urban and rural principals on financial management competency needs for effective administration in public secondary schools.
8. The mean ratings of urban and rural principals on human capacity building management competency needs did not differ significantly.

Discussion

The study revealed that there are certain factors responsible for non-administrative mastery of principals and stumbling block on improvement and achievement of educational goals in the secondary system of education. It is lack of competencies management of Principals which are laced with multifaceted responsibilities in keeping with instruction in the school personnel management, financial tasks and human capacity building. Thus, the core instructional leadership management competencies are neglected by some of the principals and there are discrepancies in the implementation of the four aspects of management competency.

All the elements in four aspects of competency management are needed for effective administration of principals in our public secondary schools in Anambra State. This is in line with finding of Ikegbusi (2016) that upheld all the items of instructional leadership competency skills as tools for principals' effective administration of secondary schools in Nigeria. Nwune, Nwogbo and Okonkwo (2016) threw in more support by affirming that without adequate commitment to the performance of school heads' instructional roles categorised as supervision, curriculum development and innovation, the goals of education may not be realised. Another area that is very dear in the achievement of competence for effective administration is motivation of staff, involvement of staff in decision-making, effective communication and encouragement of staff professional development. Adegbemile, Ayobami and Nzurumike (2011) and Nwite (2016) upheld the decisions and recommendations of Ikegbusi (2016) on their research on administrative competency skills as ingredients for principals' effective UBE administration and principals' application of management by objective respectively. The present study agreed totally with the research work of Ikegbusi (2016), Adegbemile, Ayobami and Nzurumike (2011) and Nwite (2016) except on prioritizing financial allocation according to needs; delegating the mechanism of financial matters to capable staff and exhibition of transparency in financial matters, which have negative impact on proper management of fund and difficult in sourcing for more fund in the subsequent call for intervention, support and donation and overall realisation of educational goals and objectives.

Conclusion

No nation can be great or rise above the quality of its educational system and no educational system can rise above the quality of its teachers. Therefore, this study was basically centred on management competency needs of principals for effective administration in Anambra state public secondary schools. Thus, the researcher focused on human development and growth of persons involved in teaching and learning processes and dealt on detailed analysis and x-ray of four aspects of management competencies needs: instructional leadership, personnel, financial and human

capacity building. Based on the data collected, it was found that these qualities and skills are the pride of principals for their quality and effective administrative performance.

Recommendations

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

- i. Government should make available instructional leadership materials to enable the principals perform effectively in their administrative work. Likewise, various level of Government should make education their top priority in their budget
- ii. Principals should endeavour to acquire personnel management competency to enable them perform effectively and model in themselves the behaviour expected in others.
- iii. Principals should also, acquire financial management competency for their effective performance
- iv. Educational sector of the state should organize human capacity building for the principals from time to time seminar, workshop and update on various management competencies to enable their development in administration. Likewise various human capacity development centres should be set up by both Government and other non-governmental agencies and strict observation of all the items of these four aspects of management competency needs by principals and value orientation on priority of human development, empowerment and growth.
- v. Education in this modern and digital age has become complex, therefore, the whole stakeholders should incorporate mentoring, entrepreneurship and coaching aspect of education. Focused more in guiding others to discover their talents, develop professional skills and take important intellectual, social and political responsibilities

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