

Impact of Capacity Building Needs of Principals on Administrative Effectiveness in Public Secondary Schools in Benue State

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ABSTRACT

This study looked into how principals' capacity-building needs affected the efficacy of administration in public secondary schools in the state of Benue. In particular, the study sought to ascertain the influence of principals' financial management abilities and students' personnel management skills on the efficacy of administration in public secondary schools in Benue State, Nigeria. For this study, a survey research design was chosen. The full population of 312 principals of public secondary schools in Benue State served as the study's sample. Descriptive and inferential statistics, including simple percentage, mean, and standard deviation, were used to analyze the gathered data. In addition, the study's research questions were tested using the Chi-square. The study's conclusions showed that principals' abilities to manage students, personnel, and finances had a major impact on the efficiency of administration in public secondary schools in Benue State. Thus, the study came to the conclusion that principals' needs for capacity building have a major impact on how well public secondary schools in Benue State are managed. The government should increase the budgetary allocation for principals' regular training so they can stay up to date on personnel management in schools, among other recommendations made in light of the study's findings and conclusion.

INTRODUCTION

The unsatisfactory state of affairs in public secondary schools in Benue State, Nigeria, was indicated by mismanagement of school funds, personnel, community relations, conflict resolution skills, and staff appraisal. These factors call for an immediate response, which involves determining the principals' capacity building needs. By developing competencies and skills that can make them more sustainable and effective, capacity building helps public secondary school principals fulfill their potential to become administratively effective, improve the lives of their students, and find solutions to the most difficult social issues (Mawoli & Olanrewaju, 2021).

One of the most effective tools for socioeconomic development is thought to be education. Alongside the global pursuit of scientific and technological advancement, it is crucial for economic growth. Every society is centered on education. This is due to the important role it plays in both individual lives and the growth of the country (Muhammad & Bolatito, 2022). Knowledge acquisition is the culmination of all the processes that help someone develop their skills, attitudes, and other positive behavior patterns that contribute to society's values (FGN 2013). The stage of education that follows primary school and precedes tertiary education is known as secondary school education. Additionally, it establishes a connection between elementary and higher education and gives recent graduates of primary schools the chance to pick up extra knowledge, abilities, and character traits. Secondary education helps to inspire students with the desire for self-improvement and achievement of excellence, raises a generation of people who can think for themselves, respect the views and feelings of others and respect the dignity of labour (Federal Republic of Nigeria, 2013).

It is thought that frequent and continuous training in capacity building for school administrators can improve and facilitate administrative effectiveness for the long-term achievement of secondary education goals in Nigeria. Thus, school administrators can attain sustainability and efficacy in their work by consistently and regularly engaging in capacity-building initiatives like internal training, conferences,

seminars, workshops, and professional gatherings that are reserved for school administrators (Adegbimile, Abdullahi, Nzurumike & Azike, 2011). Manga (2016) opines that capacity building programmes usually take the form of in-service training, workshops, seminars, refresher courses and on-the-job training with the aim of acquired skills, experience and knowledge needed for effective school administration.

Statement of the Problem

Effective management of Nigeria's public secondary schools has grown increasingly difficult in recent years. Numerous public secondary schools in Nigeria are known for their appalling conditions and low educational standards. These are attributed, among other things, to poor leadership, inefficient management of resources, inadequate planning for school activities, and ineffective administration. As a result, the education sector's indirect roles and stakeholders like parents, students, and teachers have been informed, leading them to suggest that secondary school principals implement a capacity-building program.

Nonetheless, a non-empirical approach in Benue State shows that many people are still concerned about the administrative incompetence of the state's public secondary school principals. This has raised questions about whether Benue State public secondary school principals have participated in a variety of capacity-building programs pertaining to staff appraisal needs of teachers, conflict resolution, financial management, personnel management, and school community relations.

In addition, what is not empirically known is the extent to which these capacity building programmes have the tendency to impact on administrative effectiveness of principals in public secondary schools in Benue State, Nigeria. These problems are further exacerbated by nearly absence of empirical evidence in relation to public secondary schools in Makurdi. It is against this background that the researcher is spurred to investigate extensive of impact of capacity building needs of principals on effective administration of public secondary schools in Benue State, Nigeria.

Objective of the Study

The main objective of this study is to investigate extent of capacity building needs of principals on administrative effectiveness in public secondary schools in Benue State, Nigeria. Specifically, the study sought to:

1. determine extent of impact of student's personnel management of principals on administrative effectiveness in public secondary schools.
2. ascertain extent of impact of financial management of principals on administrative effectiveness in public secondary schools.

LITERATURE REVIEW

Conceptual Framework

The following concepts capacity building needs, Student personnel management and administrative effectiveness, financial management skills and administrative effectiveness, school-community relationship skills of principals and administrative effectiveness were discussed to guide the study.

Capacity building needs

Capacity building according to Chinelo (2015) is a process by which individuals, irrespective of sex, are equipped with skills and knowledge required to perform effectively and efficiently for better productivity. It also implies a dynamic process which enables individuals and agencies to develop the critical social and

technical capacities to identify and analyze problems as well as proffer solution to them. Chinelo (2012) maintains that, principals can develop their capacity through in-service training, attend short courses and programme of studies organized by universities, colleges of education or polytechnic institutions of learning.

Capacity building needs therefore are deliberate programmes planned for school administrators to acquire a wide range of competencies, skills and knowledge with which to effectively implement educational policies like the Education for All (EFA, 2009). These capacity building programmes usually take the form of in-service training, workshop/seminars, refresher courses, online- training, and staff meeting, among others (Agharuwhe & Nkechi, 2019). Capacity building encompasses Human Resource Development (HRD) as an essential part of development. It is based on the concept that education and training lie at the heart of development efforts and without HRD most development interventions will be ineffective. It focuses on a series of actions directed at helping participants in the development process to increase their knowledge, skills and understanding and to develop the attitudes needed to bring about the desired developmental change (Ayodele, Buari & Oguntuase, 2016).

School Administration

A strong secondary education is necessary for a successful postsecondary education. The issue of efficiency and quality is currently the biggest challenge facing secondary education (Sule, 2013). According to Mohan (2011), these issues can be linked to the leadership style of secondary schools, which may have contributed to the incapacity of the principals to settle disputes and their poor decision-making abilities, which led to the hasty and authoritarian rules and regulations that were implemented within the educational system. The organization and coordination of a group's resources and efforts to achieve an organization's predetermined goals and objectives is known as administration. (Manilla, 2013) defines administration as the coordinating of material and human resources in order to achieve specific goals. According to (Manilla, 2013) administration is the coordination of human and material resources towards the attainment of some predetermined objectives. It is concerned with working with people and materials to accomplish the purpose of an enterprise.

Accordingly, Ogungbemi (2012) defines an effective teacher as the one who keeps herself abreast in her field and is able to communicate her knowledge effectively to others at a level that is commensurate with their knowledge. In addition, teacher effectiveness means to perform both the curricular and extra-curricular activities conscientiously. In the same vein, Ijaiya (2014) opine that teacher effectiveness is a multidimensional concept since it measures a variety of different aspects of teaching such as; mastery of duties or roles, effective communication, lesson preparation and presentation, availability of instructional materials, conducive classroom and teacher's motivation. Therefore, teacher effectiveness means to have adequate knowledge of the systems and method that are related to their profession and understand the students.

Capacity building is one of the ways of equipping school principals with the capacities required for effective student personnel services job performance creditably. According to Middlewood (2010), capacity building is the process of equipping individuals with the understanding, skills and access to information, knowledge and training to increase their abilities to (a) perform core functions, solve problems, define and achieve objectives and (b) understand and deal with their job performance needs and in a sustainable manner. Christopoulou (2010) stated that it focuses on efforts geared towards improving the level of knowledge, skills and attitudes possessed by individuals for proficiency in a given task or job.

Capacity building, according to Nkado (2012) is the process of developing human capacities (knowledge, skills, attitudes, potentials and practice –KSAPP) through different methods (training, management development, organization development, career planning and development among others) and time bound organized learning experiences, to improve the productivity of the people in order to achieve organizational

goals more effectively and efficiently. In the context of this study, capacity building refers to efforts, strategies and methodologies taken towards improving the level of knowledge, skills and attitudes possessed by the secondary school principals for proficiency in their student personnel responsibilities aimed at enhancing their capabilities to effectively handle responsibilities as the man/woman in charge of all that happens in the school.

The effective provision of student personnel services requires that the capacities of school principals in student personnel management must be constantly improved through access to capacity building opportunities (Adefula, 2018). According to Singha (2010), capacity building will equip principals with capacities in student personnel management to identify and address students' welfare needs. It is the opinion of this researcher that principals need capacity to provide to student's effective guidance and counselling services, management recreational facilities, classifications of students, adequate accommodation, among others to make students relax and prepare for teaching and learning in schools.

Student personnel management and administrative effectiveness

Student personnel management is aimed at the satisfaction of learners' needs in the areas of provision of admission, registration, orientation, hostel accommodation, health services, orientation and other services to cater for the welfare and wellbeing of students (Uwakwe, 2017). Student personnel services in this context, refers to all the non-academic services rendered to the students at the schools setting outside the formal classroom instruction, for the purpose of healthy, physical, emotional, social and moral development as part of their preparation for a responsible and productive adult life (Ayeni, 2012).

Unfortunately, many scholars have observed that principals were unable to effectively perform their student personnel responsibilities creditably. This is evident from the views of Barbara (2011) who stated that the provision of welfare services in secondary schools is inadequate and seemed to be responsible for learners' low level of satisfaction and performance, incessant students' unrest and other acts of indiscipline and poor motivation to learning. Ejionueme (2010) notes that student personnel services rendered to students by school principals appear not only inadequate, but appear neglected and in effective. Obama (2010) stated that hostel accommodations are deplorable and unconducive and this affects the students' academic performance and their all-round development. From the views of Asogwa and Ohagwu (2010), the current situation of student personnel services rendered to students in secondary schools in the south east Nigeria is grossly inadequate and requires urgent attention. It is the belief of the researcher that the school principal's role is very crucial in the provision and management of students' personnel services rendered to students and the achievement the goals and objectives of the school (Ugwoke, 2011).

According to the National Policy on Education (2013), the secondary school principal is the administrative head of secondary school, charged with the responsibility of running the day-to-day activities of the school and is responsible for all that go on in the school. Nwankpa (2015) stated that they take decisions daily that affect the lives of students and the personnel they manage. School principal defines where the school wants to be in the future and how to get there (Parker, 2011), sets goal and the methods needed to attain it which then serves as the planning framework for the school (Gardiner, 2011). He/she also provides staff and students with a sense of purpose and direction, outlines the kinds of tasks they would be performing, and explains how the activities relate to the overall goals of the school (Oosterlynck, 2011). According to Lumenburg (2010), the principal establishes policies and procedures for authority relationships, reporting patterns, the chain of command, departmentalization, and various administrative and subordinate responsibilities.

Management of student personnel services refers to the provisions, supervision, maintenance and replacement of the facilities and services when required. Principals cannot do all of the work in schools alone (Sinhvad, 2009). His/her role is getting things done by working with all school stakeholders

(Adegbesan, 2010) and influences the behavior of other people in a certain direction. To influence others, the principal needs capacity in leadership, motivation, communication, and group dynamics (Arumah, 2010). Leading means communicating goals to staff members, and infusing them with the desire to perform at a high level (Adebanjo, 2012). Capacity according to Adeyemi (2012) is the knowledge, skills, and abilities, which the principal uses to effectively perform his/her job. Adeyemi further added that it is established habit of doing things, which includes personal attributes, for example: motives, commitment and values, relevant knowledge and skills to accomplish a task or goal in an effective and professional manner. It involves the ability to achieve practical result. According to Botar (2014), capacity is the ability of individuals, groups, institutions and organizations to identify and solve problems in a sustainable manner. It plays significant role in policy implementation and enables the holder effectively performs key functions in an expert manner (Nakpodia, 2010). Capacity in this study is the ability of the school principal to perform his/her student personnel management tasks to the expected level to achieve the school recreational objectives. Ordinarily, the school principal is expected to perform to the expected level if given the required capacities through capacity building.

Capacity building is one of the ways of equipping school principals with the capacities required for effective student personnel services job performance creditably. According to Middlewood (2010), capacity building is the process of equipping individuals with the understanding, skills and access to information, knowledge and training to increase their abilities to (a) perform core functions, solve problems, define and achieve objectives and (b) understand and deal with their job performance needs and in a sustainable manner. Christopoulou (2010) stated that it focuses on efforts geared towards improving the level of knowledge, skills and attitudes possessed by individuals for proficiency in a given task or job.

According to Nwankwo (2010), capacity building is much more than organizing seminars and workshops, but an active process beginning with the assessment of individual needs. According to Nwanjo (2010), the first step in capacity building approach is the determination of the capacities required to perform an assigned tasks to the expected level. The required capacities once determined will form the curricula for capacity building programme. Nwanjo further stated that comparison of the required capacities with current capacities leads directly to the determination of the capacity building needs. In the context of this study, need is the capacity required by school principals to meet a target standard of performance in student personnel management.

Financial management skills and administrative effectiveness

Financial management is a major task of educational administration that involves the utilization of all available financial resources in an effort to achieve the objectives for which educational institutions are established. For Nwaokolo and Akilaya (2010), financial management is concerned with the management of funds for educational expansion. According to Egbule and Igbogbor (2011), financial management deals with how to plan, budget for, secure and maintain financial resources in order to attain the institution's objectives. It involves managing the funds available to ensure the provision of a wide variety of school resources and facilities. The aim of financial management is to ensure that the resources available for education are procured, properly disbursed, accounted for and regularly monitored to ensure their effective use. It is a major task for principals to engage in practices that would enhance effective financial management.

Manners (2018) sees financial management as the “study of acquisition of and enhancing values and wealth”. He further explained that the financial management or corporate finance deals with proper acquisition of cash and the efficient allocation of that cash within the organization. According to Bradley (2009), financial management is the area of business management, devoted to a judicious use of capital and a careful selection of sources of capital in order to enable a spending unit to move in the direction of reaching its goals. This definition points to the four essential aspects of financial management, they are;

financial management is a distinct area of business management, Prudent or rational use of capital resources, Careful selection of the sources of capital and Goal achievement.

The finances for learning institutions are used for daily operations and activities of concerned institutions. Financial resources are important organizational resources. No organization has ever succeeded without financial resources (Munge, Kimani & Ngugi, 2016). Therefore, it becomes imperative for institutions, firms, organizations and business entities to consider financial management in order to enhance their performance and more so mitigate exposure to financial risks. Growth and development of educational sector is dependent on how well finances are managed. Poor management of available funds leads to embezzlement, diversion of funds from prioritized projects and misappropriations.

Pinches (2009) defines financial management as the acquisition, management, and financing of resources for the firms by means of money with due regards for prices in external economic markets. For Pinches, resources of a firm are general such as cash, inventory, people (employees), equipment and machinery. Money for these resources is from variety of sources such as borrowings, leasing, stock issue and internal cash flow generated by the firm. The firm's goal is to provide and manage these resources as efficiently as possible to balance needs against risk and returns. To pinches, apart from the chief finance officer, many others within the firm are also directly involved in making and carrying out financial decisions with consequences for the future well-being of the firm.

To Van and Wachowisz (2015), financial management is concerned with the acquisition, financing and management of assets with some overall goals in mind. Financial management is the act of identifying where to acquire long-term finance and how to manage everyday financial activities in the business environment. In simple terms, business finance is seen as the business function of planning, obtaining and managing the firm's funds to accomplish its objectives in the most effective possible way. Nwankwo (2013) observes that the school administrator needs specific skills in financial management which are as follows: - Revenue generation, Assessment of the school needs, Planning and programming, Prioritizing areas of pressing needs, Cost benefit analysis, Stock taking, Market survey, Budgeting, Financial record keeping, Receipts, Banking strategies, Delegation of staff for financial matters, Auditing and Accountability.

In financial management, revenue and expenditure are not two independent and unrelated elements because a change in one reflects in the other hand. This comprises wise spending, safeguard of funds and property from loss or misappropriation, avoidance of wasteful use and preservation of the school values. It is one of the major tasks of the administrator, for money is the lubricant of every other resource that enhances the accomplishment of educational goals. Physical facilities management has to do with the procuring, accounting organizing and maintenance of fiscal facilities in an effective manner to promote the achievement of educational goals. The effective management of school finance goes a long way in contributing to the success of the school (Ogbonnaya, 2013).

Review of Related Empirical studies

Uwakwe (2017) examined capacity building needs of school principals for effective students' personnel services in secondary schools in South East Nigeria. To achieve this purpose, three specific objectives and three corresponding research questions as well as two null hypotheses were formulated and tested at 0.05 level of significance guided this study. The design of the study was descriptive survey research design. The population of the study comprised 1239 principals and teachers in public secondary schools in five states of Abia, Anambra, Ebonyi, Enugu and Imo states in South-east geopolitical zone. The sample of the study was 1239, made up of 162 principals and 1077 teachers drawn from three states of Anambra, Ebonyi and Enugu states. Proportionate and simple random sampling techniques were employed in the study. The research instrument used to collect data for the study was questionnaire (principal's capacity building needs Questionnaire). Mean and standard deviation were used to analyze the data collected for the study. Mean

was used to answer research question one and two. Need Gap Index was used to answer research questions 3 while t-test was used to test the two null hypotheses at 0.05 level of significance. Major findings of the study were that school principals require capacities for effective students personnel and school principals perform poorly in all the capacities in student personnel management. The study is related to the present study because it examined capacity building needs of school principals for effective student personnel services in secondary schools in South East Nigeria. While the present study intends to investigate the influence of principal's capacity building needs on administrative effectiveness in public secondary schools in Benue State. However, both studies differ in terms of statistical tools employed; as, the study under review used Mean scores to answer research question one and two. Need Gap Index was used to answer research questions 3 while t-test was used to test the two null hypotheses at 0.05 level of significance. The present study intends to use descriptive statistics of mean and standard deviation to answer its research questions and Chi-square goodness of fit to test the five null hypotheses at 0.05 level of significance. Both studies further differ in terms of specific variables; as, the study under review focused on students' personnel services, which is just one out of the five indices the present study intends to cover. The present study will cover four additional indices of; conflict resolution strategies, school community relationship, financial management skills and staff appraisal. Also, the study under review was carried out in Anambra, Ebonyi and Enugu States, while the present study will be carried out in Benue State.

Agbonye (2016) conducted survey research. The study was titled "Influence of financial management on the management of primary schools in Ekiti State. Two research questions and two hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study comprise three hundred and nine public primary schools in Ekiti State. A sample size of six hundred and fifty (650) staff was selected from three hundred and nine public primary schools in Ekiti State and used for the study. The instrument used for data collection was a 20-item questionnaire. Mean scores and standard deviation were used to answer the research questions while the t-test statistics was used to test the null hypotheses at 0.05 level of significance. The result revealed that head teachers in Ekiti State are not meeting with the required knowledge in terms of budgeting as a key to effective and efficient financial management in schools. The finding also showed that revenue generation has significant influence on management of primary schools in Ekiti State. The study is related to the present study because it examined influence of financial management on the management of primary schools in Ekiti State, while the present study intends to investigate the perceived impact of capacity building needs on administrative effectiveness in public secondary schools in Benue State. The studies also differ in their use of statistical tools, as the study under review used mean scores and standard deviation to answer the research questions while the t-test statistics was used to test the null hypotheses at 0.05 level of significance. Whereas, the present study intends to use descriptive statistics of mean and standard deviation to answer its research question, and Chi-square statistics will be used in testing the null hypotheses at 0.05 level of significance. The present study intends to cover four additional indices of capacity building needs of; students personnel services, school-community relationship, conflict resolution strategies and performance appraisals, while the study under review focused only on financial management skills, which is just one index out of the five indices the present study intends to cover. This is the gap the present study intends to fill.

Onye (2016) carried out research on the financial management problems of secondary schools in Anambra State in 2015. Descriptive survey design was used for the study. The population for the study was limited to 457 secondary school principals in Anambra state during the 2008/2009 school year. Randomly sampling techniques was used to sample 34% of the entire population which yielded 156 principals in selected secondary schools in the zone. In analysing the data the researcher used mean and standard deviation to analyse the research questions and t-test to test formulated hypothesis. The finding of the study revealed that inadequate funding of schools by the government has delayed most of the major projects in schools. The finding also showed that school administrators lack accountability and transparency in handling financial matter in secondary schools. The study is related to the present study because it examined the financial

management problems of secondary schools in Anambra State in 2015, while the present study intends to investigate the perceived impact of capacity building needs on administrative effectiveness in public secondary schools in Benue State. The studies also differ in their use of statistical tools, as the study under review used mean and standard deviation to answer the research questions and t-test to test formulated hypothesis. Whereas, the present study intends to use descriptive statistics of mean and standard deviation to answer its research question, and Chi-square statistics will be used in testing the null hypotheses at 0.05 level of significance. The present study intends to cover four additional indices of capacity building needs of; students personnel services, school-community relationship, conflict resolution strategies and performance appraisals, while the study under review focused only on financial management skills, which is just one index out of the five indices the present study intends to cover. This is the gap the present study intends to fill. The relevance of this study is that school administrators' accountability and transparency in handling financial matter in secondary schools is paramount in capacity building needs.

Owan (2019) assessed school-community relationship and school system effectiveness in secondary schools in Cross River State. The study adopted descriptive survey research design. A total of 1,480 academic staff which comprised 271 principals, and 396 vice principals selected through census technique, and 813 teachers selected using simple random sampling technique, were used to elicit data for the study. "School-Community Relationship and Secondary School System Effectiveness Questionnaire (SCRSSSEQ)" was used as instrument for data collection. Collected data were analyzed using descriptive statistics of mean and standard deviation, while the null hypotheses were all tested at .05 level of significance using Pearson Product Moment Correlation with the aid of SPSS version 21. Findings from the study revealed that: parent-teachers' relationship, school- community use of resources, school-community communication and school-community collaboration are significantly related to secondary school system effectiveness respectively, in Calabar Municipal Area of Cross River State. It was concluded that generally that school community relationship has significant relationship with school system effectiveness respectively. The study is related to the present study because it assessed school-community relationship and school system effectiveness in secondary schools in Cross River State. While the present study intends to investigate the influence of principal's capacity building needs on administrative effectiveness in public secondary schools in Benue State. However, both studies differ in terms of statistical tools employed; as, the study under review used descriptive statistics of mean and standard deviation, while the null hypotheses were all tested at .05 level of significance using Pearson Product Moment Correlation. The present study intends to use descriptive statistics of mean and standard deviation to answer its research questions and Chi-square goodness of fit to test the five null hypotheses at 0.05 level of significance. The both studies further differ in terms of specific variables; as, the study under review focused on school-community relationship, which is just one out of the five indices the present study intends to cover. The present study will cover four additional indices of; conflict resolution strategies, students' personnel services, financial management skills and staff appraisal. Also, the study under review was carried out in Cross River State while the present study will be carried out in Benue State. This is the gap the present study intends to fill.

METHODOLOGY

This section is organized under the following subheadings: – research design, area of study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of instrument, method of data collection and data analysis techniques.

Research Design

The researcher adopted a survey research design. The research design was considered appropriate since data would be collected from the elements or subjects without imposing any condition or treatment on them. The study adopted this research design because data was collected from the elements or subjects under

investigation without imposing any condition or treatment on them (Lavrakas, 2008).

Population of the Study

The population of the study is 312 principals drawn from 312 of public and government grant aided secondary schools in Benue State (TSB, 2021). Find attached in the Appendix C, Pg 137-141. Principals will be used because they are the focus of this study and they are the ones who are more involved in capacity building needs put in table 1 as shown in Appendix B, Pg 125.

Sample and Sampling Techniques

Given that the population of the study is relatively small, the study considers the entire population of 312 to constitute the sample size of the study. Therefore, the sample size for the study is 312 principals of public and government grant aided secondary schools in Benue State. The probability sampling technique was adopted for the study. This was because the sampling provided each element of the population equal chances of participating in the study thus avoiding biasness in the selection of the study participants.

Instrument for Data Collection

A structured questionnaire title “Impact of Capacity Building Needs on Administrative Effectiveness of Principals in Public Secondary Schools in Benue State, Nigeria” (ICBNAEPPSSQ) structured by the researcher was used for this study. The questionnaire is a 25-item questionnaire with items that elicited information relating to the objectives of the study. The questionnaire was further subdivided into five (5) clusters based on the capacity building needs indices that were used in the study. The first cluster contains 1-5 items, the second cluster contains 6-10 items, the third cluster contains 11-15 items, the fourth cluster contains 16-20 items and the fifth cluster contains 21-25 items respectively adding up a total of 25 items.

Validation of the Instrument

The content validity was also checked as the questionnaire was prepared based on extensive reading of the literature reviewed. The instrument was face and content validated by three experts; two in the field of Educational Administration and Planning and one in Test and Measurement, all of them from College of Agricultural and Science Education, Department of Educational Foundations and General Studies, Joseph Sarwuan Tarka University, Makurdi (JOSTUM). The validators who were experts in the department were expected to confirm the extent to which the questionnaire has face validity. Their comments and suggestions were duly adhered to, for the final production of the instruments. The factor scores for each dimension can be used in further analysis including regression to lessen multicollinearity problem. Kaiser-Meyer-Olkin (KMO) and Bartlett tests were conducted, with a view to determining if exploratory factor analysis could be conducted or not. KMO values that are between 0.70 and 0.80 are considered as middling, 0.80 to 0.90 are good and higher than 0.90 are interpreted as excellent for factor analysis.

Kaiser-Meyer Olkin (KMO) and Bartlett’s Test for Administrative effectiveness

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.896
Bartlett’s Test of Sphericity	Approx. Chi-Square	253.803
	Df	10
	Sig.	0

Source: Researcher’s Computation from SPSS Version 23 Output (2023).

The result presented in the Table indicates that KMO = 0.896; Bartlett test results $\chi^2 = 253.803$; $df = 10$

($p=0.000$), and the data set is considered excellent for factor analysis. The result clearly indicates that the KMO value is above 0.80 which is regarded as good.

Reliability of the Instrument

The Cronbach's Alpha coefficient was used to measure the reliability of the instrument. The entire population of the study who were principals of public schools in Benue State in order to get their views as regards the topic under investigation. The objective of the principal component analysis is to derive a relatively rich and manageable number of factors that capture as much information as possible in the observed variables (Korkmaz, Çakır & Ugur-Erdogmus, 2020).

Method of Data Collection

In administering the questionnaire, nine research assistants were used. The research assistants were subjected to brief on how to administer and guide respondents in answering the questionnaire.

Data Analysis Techniques

Descriptive statistics of Mean and Standard Deviation we used to answer the research questions. Mean scores and Standard Deviation were used in answering the research questions. Meanwhile, the Chi-square (χ^2) test of goodness of fit was used in testing the research hypotheses at 0.05 alpha level of significance.

Data Presentation and Interpretation

Data in Table 1 above indicates that 312 copies of research questionnaire were distributed to the sampled public schools in Benue State. However, of the 312 copies of the research questionnaire administered, 300 were successfully completed and returned, 12 copies of the research questionnaire were not returned, 3 of the returned questionnaires were invalid. This was due to the nature of the respondents work and tight schedule, which denied them the time to respond to the research questionnaire. Thus, 297 valid copies of the research questionnaire were used to arrive at the findings of this study. This connotes a good response rate from the sample, which makes the findings valid for generalization.

Data Presentation based on Research Question

This section presents and interpret responses to the 297 valid returned copies of questionnaire out of the 312 questionnaires administered.

Extent of Impact of student's personnel services on administrative effectiveness in public secondary schools

S/N	Items	VHI	HI	VLI	NI	Mean	Std. Dev	Decision
1	Principals' ability to model behaviours he expects from students enhances administrative effectiveness in public secondary schools	198 (66.7%)	81(27.3%)	9(3.0%)	9(3.0%)	3.6	0.7	VHI

2	Principals' ability to communicates school rules and regulations to students as needed improves administrative effectiveness in schools	150(50.5%)	118(39.7%)	15(5.1%)	14 (4.7%)	3.4	0.8	VHI
3	Principals' ability to always be available for consultation with student improves administrative effectiveness in public secondary schools	180(60.6%)	85(28.6%)	16 (5.4%)	16 (5.4%)	3.4	0.8	VHI
4	Principals' ability to plan extra-curricular activities for students influences administrative effectiveness positively in secondary schools	174(58.6%)	105(35.4%)	12(4%)	6(2%)	3.5	0.7	VHI
5	Principals' ability to Supervise students to ensure discipline and general good behaviour affects administrative effectiveness positively	182(61.3%)	86(29%)	17(5.7%)	12 (4%)	3.5	0.8	VHI
Grand Mean					NE	3.5		VHI

Source: Field Survey, 2023

Table 4.2 presents the opinion of the respondents in respect to the impact of student's personnel services on administrative effectiveness in public secondary schools. The result shows that 66.7% and 27.3% percent of the respondents indicated principals' ability to model behaviour expected from students enhances administrative effectiveness in public secondary schools to a very high and high extent respectively while a handful of 6% indicated to a low and no extent.

Table: presents responses in respect to whether principals' ability to communicate school rules and regulations to students as needed improves administrative effectiveness in schools. 39.7% and 50.5% indicated high and very high extent while 4.7% and 5.1% of the respondents indicated low extent.

Also 28.6% and 60.6% of the respondents indicated a high and very high extent the level of Principals' ability to be available always for consultation with student improves administrative effectiveness in public secondary schools while 5.4% of the respondents indicated a no or low extent.

More so, Table: revealed that 35.4% and 58.6% of the respondents indicated a high and very high extent in respect to the extent to which Principals' ability to plan extra-curricular activities for students impacts administrative effectiveness positively in secondary schools while 2% and 4% indicated a low and no extent.

Finally, Table: revealed that 29% and 61.3% of the respondents indicated a high and very high extent in respect to the extent to which Principals' ability to supervise students to ensure discipline and general good behaviour affects administrative effectiveness positively while 4% and 5.7% indicated a low and no extent respectively.

Research Question One:

To what extent do students personnel management skills of principals impact on administrative effectiveness in public secondary schools?

The result of the mean and standard deviation presented in Table 4.2 was used to answer this research question. The result revealed the high value of standard deviation in respect to the five research questions raised implying that majority of the study responses indicated a very high extent. The result further revealed a grand mean of 3.47206 which is above the cut-off of mean of 2.5. This provides the basis for the conclusion that students personnel management skills of principals to a very high extent impact on administrative effectiveness in public secondary schools in Benue State, Nigeria.

Table 2: Extent of Impact of principal’s financial management skills on administrative effectiveness in public secondary schools

S/N	Items	VHI	HI	VLI	NI	Mean	Std. Dev	Decision
1	School administrators’ budget preparation skills enhances administrative effectiveness in public secondary schools	164(55.2%)	107(36%)	12(4%)	14(4.7%)	3.4	0.8	VHI
2	School administrators’ fund-raising skills positively affects administrative effectiveness in public secondary schools	180 (60.6%)	94(31.6%)	13(4.4%)	10(3.4%)	3.5	0.7	VHI
3	School administrators’ financial record keeping skills hinders administrative effectiveness in public secondary schools	177 (59.6%)	100 (33.7%)	14(4.7%)	6(2.0%)	3.5	0.7	VHI
4	School administrators’ financial auditing skills impacts positively on administrative effectiveness in public secondary schools	180(60.6%)	91(30.6%)	12(4%)	14(4.7%)	3.5	0.8	VHI
5	School administrators’ acquittal of funds skills influences administrative effectiveness in public secondary schools	171 (57.6%)	107(36.0%)	11(3.7%)	8(2.7%)	3.5	0.7	VHI
	Grand Mean					3.5		VHI

Source: Field Survey, 2023

Table 4.3 presents respondents’ responses in respect to the impact of principal’s financial management skills

on administrative effectiveness in public secondary schools in Benue State. The result shows that 55.2% and 36% percent of the respondents indicated that school administrators’ budget preparation skills enhance administrative effectiveness in public secondary schools to a very high and high extent respectively while a handful of 4% and 4.7% indicated to a low and no extent.

Table 4.3 further presents responses in respect to whether school administrators’ fund-raising skills positively affects administrative effectiveness in public secondary schools. 60.6% and 31.6% indicated very high and high extent while 4.4% and 3.4% of the respondents indicated low extent.

Also 59.6% and 33.7% of the respondents indicated a very high and high extent the school administrators’ financial record keeping skills hinders administrative effectiveness in public secondary schools while 4.7% and 2% of the respondents indicated a low and no extent.

More so, Table 4.3 revealed that 60.6% and 30.6% of the respondents indicated a very high and high extent in respect to the extent to which school administrators’ financial auditing skills impacts positively on administrative effectiveness in public secondary schools while 4% and 4.7% indicated a low and no extent.

Finally, Table 4.3 revealed that 57.6% and 36% of the respondents indicated a very high and high extent in respect to the extent to which school administrators’ acquittal of funds skills influences administrative effectiveness in public secondary schools while 3.7% and 2.7% indicated a low and no extent respectively.

Research Question Two:

To what extent do financial management skills of principal’s impact on administrative effectiveness in public secondary schools?

Result of the mean and standard deviation presented in Table 4.3 was used to answer research question 2. The result revealed the high value of standard deviation in respect to the five research questions raised implying that majority of the study responses indicated a very high extent. The result further revealed a grand mean of 3.4754, which is above the cut-off of mean of 2.5. This implies that principal’s financial management skills impact on administrative effectiveness in public secondary schools.

Test of Research Hypotheses

This section of the chapter provides a test of research hypotheses earlier formulated in chapter one. The p-values of the computed chi-square statistics were used to test the hypothesis of the study. These test are performed as follows:

Test of Hypothesis

Ho₁: Student personnel management skills of principals’ do not significantly impact on administrative effectiveness in public secondary schools in Benue State.

Table 4.7: Chi-Square Test Statistics

	q1	q2	q3	q4	q5
Chi-Square	321.545 a	199.229 a	243.566 a	261.667 a	254.556 a
Df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 74.3.

Source: SPSS Version 20 Output

Table 4.7 presents results of the Chi-Square test statistics for hypothesis 1. The result reveals a significant level of 0.000 which is less than 5% level of significance in respect to in respect to the hypothesis raised. The study therefore rejects the null hypothesis and concludes that student personnel management skills of principals’ significantly impact on administrative effectiveness in public secondary schools in Benue State.

• **Test of Hypothesis**

Ho₂: Financial management skills of principals do not significantly impact on administrative effectiveness in public secondary schools in Benue State.

Table 4.8: Chi-Square Test Statistics

	q6	q7	q8	q9	q10
Chi-Square	224.010 a	261.990 a	262.744 a	255.471 a	253.505 a
Df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 74.3.

Source: SPSS Version 20 Output

Table 4.8 presents results of the Chi-Square test statistics for hypothesis 2. The result reveals a significant level of 0.000, which is less than 5% level of significance in respect to the hypothesis raised. The study therefore rejects the null hypothesis and concludes that financial management skills of principals significantly impact on administrative effectiveness in public secondary schools in Benue State.

• **Discussion of Findings**

In the first findings of the study revealed that students’ personnel management skills of principals to a very high extent impact on administrative effectiveness in public secondary schools in Benue State, Nigeria. Furthermore, the result revealed that students’ personnel management skills of principals’ positively impact on administrative effectiveness in public secondary schools in Benue State. This finding implied that principals who are well equipped with students’ personnel management skills positively enhance their administrative effectiveness in public secondary schools in Benue State, Nigeria. This finding is consistent with findings of Dominic, Mulwa and Gideon (2020) who investigated the influence of principals’ use of relevant personnel skills on implementation of performance appraisal in public secondary schools in Mbooni East Sub County, Makueni County, Kenya and found that, use of relevant personnel skills by principals positively influenced implementation of performance appraisal.

In the second findings of the study, it was revealed that financial management skills of principals positively impact on administrative effectiveness in public secondary schools in Benue State. It was found from the result of the study that financial management skills of principal’s impact positively on administrative effectiveness of principals in public secondary schools in Benue State. This finding implied that principals who are well equipped financial management skills significantly improves the administrative effectiveness in public secondary schools in Benue State, Nigeria. This is because they will be able to use the income

generated to invest in productive needs of public schools. This finding is consistent with findings of Agbonye (2016) who found that revenue generation has significant influence on management of primary schools in Ekiti State.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

The study sought to determine impact of capacity building needs of principals on administrative effectiveness in public secondary schools in Benue state. The study specifically aimed to determine the extent of impact of students personnel management skills of principals, ascertain the impact of financial management skills of principals, investigate the extent of impact of school community relationship skills of principals, ascertain the extent of impact of conflict resolution skills of principals and establish the extent of impact of staff appraisal skills of principals on administrative effectiveness in public secondary schools in Benue State, Nigeria. The survey research design was adopted for the study. The collected data were analyzed using descriptive and inferential statistics that is simple percentage, Mean and Standard Deviation were used to analyze. The research questions. Furthermore, the Chi-square was used to test the hypothesis of the study. Findings emanating from the study revealed the following:

1. Student personnel management skills of principals' positively impact on administrative effectiveness in public secondary schools in Benue State.
2. Financial management skills of principals positively impact on administrative effectiveness in public secondary schools in Benue State.

Conclusion

The findings of the study have revealed a positive impact of student's personnel management skills of principals and financial management skills of principals on administrative effectiveness in public secondary schools in Benue State, Nigeria. The study therefore concluded that the capacity building needs of principals' impact positively on the effective management of public secondary schools in Benue State. Hence, it is safe to say that whatever direction the principals of these secondary schools take, will greatly affect how smoothly they run their schools as their capacity building is directly proportional to the effective running of the school.

Recommendations

In view of the findings and conclusions of the study, the following recommendations were made:

1. Government should increase reasonably the budgetary allocation for regular training of principals to enable them to keep abreast with the knowledge of personnel management in school.
2. The Government and every other stakeholder in education sector including teachers, parent and guidance should collaborate to organize seminars for principals in the areas of financial management.

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