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

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ABSTRACT

This study examined the influence of principals' organizational and communication skills on the management of resources in public secondary schools in Anambra State, Nigeria. In recent times, the effectiveness of school leadership has come under scrutiny due to persistent issues such as poor infrastructure, resource mismanagement, inadequate instructional materials, and declining academic performance. These challenges raise concerns about the extent to which principals possess and apply key administrative competencies, particularly organizational and communication skills. The study adopted a descriptive survey research design involving a population and sample of 266 public secondary school principals across the six education zones in Anambra State. Two researcher-developed instruments, the Principals' Organizational Skills Questionnaire (POSQ) and the Management of Resources Questionnaire (MRQ), were used for data collection. The reliability of the instruments was established using the test-retest method with

a coefficient of 0.70. Data were analyzed using mean, standard deviation, and paired sample t-tests at a 0.05 level of significance. The findings revealed that principals' organizational skills significantly influenced resource management, particularly in planning, coordinating, and allocating resources efficiently to achieve educational objectives. The study also found that principals' communication skills had a highly significant influence on resource management by fostering collaboration, promoting clarity, resolving conflicts, and enhancing decision-making. These findings suggest that effective organizational and communication competencies are crucial for improving administrative efficiency and educational outcomes in public schools. The study concludes that principals who demonstrate strong organizational and communication skills contribute positively to the effective management of school resources. It recommends targeted professional development programs and policy reforms aimed at strengthening the leadership capacities of school principals. By enhancing these critical competencies, educational authorities can improve resource utilization and overall school performance in Anambra State and similar contexts.

INTRODUCTION

Education is a transformational tool in every society and should be held in high esteem. It is the acquisition of knowledge and skills required to sustain individual, groups, and organizational advancement at all levels and spheres of life. Principals are in charge of utilizing human and material resources in schools, they must be able to organize these resources in order to achieve the desired results. Principals' organizational skills are crucial for effectively managing the myriad responsibilities involved in leading a school. Organizational skills enable principals to manage complex responsibilities, promote efficiency and effectiveness, and create a positive and productive learning environment within their schools. Organization skill of the principals emanate from element of management. Organization however is a process, a conversion process. It is the process of arranging and allocating work, authority, and resources among organization membership for the pursuit of the organization. It is the process of engaging

two or more people in working relationship in a structural way to achieve specific goals. Oyediji (2018) defined organizing to relate the grouping of people and activities into specific unit and trying to establish relationship between them. Edem (2022) stated that organizing is the building up of the human and material resources needed for the successful attainment of the goals of an enterprise. In this regard, the internal organization and control of the schools depends largely and solemnly on the principals. The principals, however, make effective use of the organizational skill to put the right person in the right place to do the right thing at the right time for the administrative effectiveness of the school and for the effective and efficient accomplishment of specific goals and objectives of the school. Abraham et al., (2020) asserted that there are four fundamental steps involves in organizing. Works are divided into tasks to be carried out by individual with appropriate skills and competence. Tasks are combined in related manner, often referred to as

departmentalization and should be well communicated to staff and students for the achievement of school goals.

Principals' communication skills are essential for principals to successfully fulfill their roles as educational leaders. Effective communication skills are essential for principals to build positive relationships, foster collaboration, resolve conflicts, and promote a culture of trust, respect, and inclusivity within the school community. Mbiti (2020) remarked that communication is the life blood of any organization. No institution can meet the need of its people without proper communication. Information has to flow from the school management to the staff and students, head of department must be briefed by the principals before disseminating the news to other members of staff and students. Principals should however make judicious use of communication skills to encourage good communication between the school and community, establish close relationship between parents by holding meeting with them at intervals, building parent teacher link. The importance of communication skills in administrative effectiveness of the principals cannot be over emphasized perhaps, that was why Morgan (2022) lamented that; possibly the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. He stated further that the success of managerial actions depends to a large extent on the effective use of communication process. Nwankwo and Luisggel (2022) also stated that keeping

everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment. Palsey (2023) in his research on thinking about school as organization conclude that organization may be said to exist, therefore, when there are people with an ability to communicate, willingness to contribute and who have aims and purpose in common. To explain the influence of communication skill on administrative effectiveness of principals therefore, Scott and Mitchell (2022) mention four major functions of communication as follow: Communication gives employees the opportunity of expressing their feelings and also serves as medium of resolution of conflicts, reducing tension and refining direction for individuals. It serves motivational function of encouraging achievement in subordinates. It provides the necessary information for decision making. It is used to control the activities in an organization (school).

Some secondary schools in Awka Education Zone of Anambra State seem to be characterized with lateness of teachers to class, inadequate coverage of school syllabus, financial mismanagement, and embezzlement probably due to lapses in principals' application of administrative competencies in managing school affairs. To buttress this, Okeke (2020) observed that some secondary school teachers in Anambra State go to school and classes late and leave before the school hour, some teach without lesson notes, plans and instructional materials probably due to little attention paid to instructional leadership by principals.

Ugwu et al., (2020) also observed that shortages of facilities in secondary schools in Anambra State are enough indicators of financial malfeasance which may be connected to poor budgeting activities of principals. Poor budgeting and mismanagement of funds for procurement of school facilities may be due to the financial competency deficiencies of secondary school principals in Anambra State.

For any organization to achieve its goals and objectives and for continuous existence, managers must acquire appropriate competencies in effective management of its vital resources. Ikediugwu (2016) was of the view that good school managers must carefully and effectively handle educational resources particularly money, material and machines including computers, teaching technology and internal facilities put under their custody for proper management of fund. Ikediugwu further posited that managing people is very central to educational management owing to the nature of the educational system, as a labour intensive and child centred industry.

Education is a vital tool for societal transformation having the school as an institution for the realization of its goals and objectives. The management of resources in public secondary schools in Anambra State, like in many other regions, faces several challenges that impact the quality of education and overall school performance. Do principals' leadership skills affect management of human resources in secondary school? Do schools in Anambra

State witness numerous challenges ranging from poor and inadequate infrastructural and instructional facilities? Do shortage and poorly motivated personnel, and mismanagement of funds lead to managerial incompetency of school managers? Institutions of learning need human and financial resources to implement the State policies and goals of education, hence principals' leadership skills on management of resources in public secondary schools in Anambra State.

Statement of the Problem

Effective management of school resources human, financial, physical, and instructional is essential for the smooth functioning and achievement of educational goals in public secondary schools. In Anambra State, however, many public secondary schools are confronted with persistent issues such as poor infrastructure, mismanagement of funds, lack of instructional materials, and ineffective deployment of staff. These challenges raise critical concerns about the role of school leadership, particularly the principals, whose organizational skills are expected to ensure optimal use of available resources. Organizational skills such as planning, coordinating, delegating, supervising, and evaluating are fundamental competencies for any principal tasked with managing school resources. Yet, anecdotal and observable evidence suggests that many public secondary school principals in Anambra State may lack the requisite organizational capabilities needed to align school resources with educational objectives. Cases of

resource underutilization, delayed maintenance of school facilities, poor record-keeping, and ineffective human resource management have been reported, leading to declining academic performance and school morale.

Furthermore, while government efforts at decentralizing educational management have placed greater administrative responsibilities on principals, many of them have not received adequate training or support to improve their organizational competencies. This gap often results in poor decision-making, misallocation of funds, and inadequate supervision of staff and instructional delivery. The consequence is a recurring cycle of resource wastage and underachievement in public schools across the state. Despite the central role of principals in school administration, few empirical studies have been conducted to assess the direct influence of their organizational skills on the management of resources in Anambra State's public secondary schools. This gap in literature and practice necessitates a comprehensive investigation to determine whether principals' organizational skills significantly impact resource management, and if so, to what extent. It is against this backdrop that this study seeks to examine the influence of principals' organizational skills on the management of resources in public secondary schools in Anambra State. The outcome of this research is expected to inform policy formulation, capacity-building programs, and strategic interventions that can enhance school leadership and resource utilization in the state.

Purpose of the Study

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

1. ascertain the extent of influence of principals' organizational skills on management of resources in public secondary schools in Anambra State
2. examine the extent of influence of principals' communication skills on management of resources in public secondary schools in Anambra State.

Research Questions

This study was guided by the following research questions:

1. To what extent does principals' organizational skill influence management of resources in public secondary schools in Anambra State?
2. To what extent does principals' communication skills influence management of resources in public secondary schools in Anambra State?

Hypotheses

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

1. Principals' organizational skills will not significantly influence management of resources in public secondary schools in Anambra State.
2. Principals' communication skills will not significantly influence

management of resources in public secondary schools in Anambra State.

METHODOLOGY

The study adopted a descriptive survey research design. The population of the study comprised 266 principals in the public secondary schools in six Education Zones in Anambra State. All the six Education Zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocho were studied (Post Primary Schools Service Commission Awka, (2025). The sample for the study was 266 public secondary school principals in the six Education Zones of Anambra State. Due to the manageable size of the population, the entire population was used for the study. The instruments that were used for data collection

were researcher structured questionnaire titled: Principals' Organizational skills Questionnaire (POSQ) and Management of Resources Questionnaire (MRQ). The items were placed on 4 - point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The range of the scores were weighted as 4, 3, 2 and 1 respectively. The test re-test reliability method was used to obtain a reliability index coefficient of 0.70. Data collected in the course of this study were analyzed using mean and standard deviation. Mean was used to analyze the research questions while standard deviation was used to determine the homogeneity of the scores. Hypotheses were tested using paired simple t-test at 0.05 level of significance. The Statistical Package for Social Sciences (SSPS) version 25 was used.

RESULTS

Hypothesis 1

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

Table 1: Summary of paired sample t-test analysis on principals' organizational skills will not significantly influence management of resources in public secondary schools in Anambra State.

Variable	N	Mean	SD	df	P-value	Decision
Principals' Organizational Skills	264	2.96	0.78	262	0.014	Significant

In Table 1, a paired samples t-test was conducted to compute the extent principals' organizational skill influence management of resources in public secondary schools in Anambra State. The data shows that t-value of 2.455 at 262 degrees of freedom with a p-value of 0.014 is less than the criterion value of 0.05 ($0.629 > 0.05$) this means that principals' organizational skills significantly influence management of resources in public secondary schools in Anambra State. Hence, the null hypothesis was rejected in relation to this research.

Hypothesis 2

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

Table 2: Summary of paired sample t-test analysis on principals' communication skills will not significantly influence management of resources in public secondary schools in Anambra State.

Variable	N	Mean	SD	df	P-value	Decision
Principals' Communication Skills	264	3.07	0.75	262	0.000	Significant

Table 2 shows a paired samples t-test performed to assess the extent principals' communication skills influence management of resources in public secondary schools in Anambra State. The data shows that t-value of 9.624 at 262 degrees of freedom with a p-value of 0.000 is less than the criterion value of 0.05 ($0.000 < 0.05$) this means that principals' communication skills significantly influence management of resources in public secondary schools in Anambra State. Therefore, the null hypothesis was rejected in relation to this research.

Discussion of the Findings

The findings are discussed in line with the research questions and hypotheses raised in the study.

The finding of this study as shown in table 1 indicates that principals' organizational skill has a very high extent influence on management of resources in public secondary schools in Anambra state. This shows that principals' organizational skills significantly influence management of resources in public secondary schools in Anambra state. The result of the study agrees with the findings of Manafa (2020) who discovered that there is a significant relationship between Principals' organization skill and administrative effectiveness. This means that good

organization skill enables the principals to put the right person in the right place to do the right thing at the right time, by implication, it is evident that internal organization and control of the schools depend largely and solemnly on the principals. The principals thus make use of the organization skill to ensure good organization structure in the school for administrative effectiveness and for effective accomplishment of the specific goals and objectives of the schools. The above finding correlates with the opinion of Adam and Ogunsanya (2020), who submitted that for principals to be effective administratively, he must be able to organize human material resources in the school to bring about effective learning and attainment of goals.

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

skills has a very high extent influence on management of resources. The result of the alternative hypothesis revealed that principals' communication skills significantly influence management of resources. The result of the study agrees with the findings of Okechukwu and Oputa, (2021) as they revealed that principals' communication skills leads to administrative effectiveness in public secondary schools in the area; however, the communication skills of principals are good enough to facilitate effective administration in the schools. Their study also revealed also that there is no significant difference on the nature of communication adopted by principals in the schools, which implies that the nature of communication adopted by principals is good and has positive effect on administrative effectiveness of the schools. This finding is in agreement with the views of Ogunsaju and Ajulabi (2021), who opined that communication brings about excellence and quality and it helps to provide concrete and constructive advice and encourage teachers in order to improve teaching and learning. It could be deduced that principals adopt good communication styles in various public secondary schools in Onitsha North Local Government Area in Anambra State, which enhance administrative effectiveness in the school.

Conclusion

The findings of this study showed that principals' organizational skill has a very high extent influence on management of resources in public secondary schools in Anambra state. This shows that principals' organizational skills significantly influence management of resources in public secondary schools in Anambra state. Principals' communication skills has a very high extent influence on management of resources in public secondary schools in Anambra state. This indicates that principals' communication skills significantly influence management of resources in public secondary schools in Anambra State.

Recommendations

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

1. Principals should create good communication channel in their schools as well as allowing teachers to be involved in decision making in the schools.
2. Principals should always give listening ears to teachers especially in matters concerning their welfare because they are components of motivational measure in schools.

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