

Principals' managerial competencies/Skills For Maintenance Of Human Relation And School - Community In Kogi State, Nigeria

Shaibu Leonard Phd¹, Adesua Veronica Olubunmi Phd 2,

Department Of Educational Management And Business Studies

Federal University Oye-Ekiti, Ekiti State, Nigeria ^{1&3},

Ogwu Hannah Inikpi Phd 3, Obaje Friday Alex 4

Department Of Educational Foundations, Kogi State University, Anyigba, Kogi State, Nigeria ^{3&4}

TEL: +2347036759541

Corresponding Author's e-mail: leoshaibueyi@gmail.com

Co-authors' emails: inikpiogwu@yahoo.com; veronica.adesua@fuoye.edu.ng & obajealex@ksu.edu.ng

AUTHORS' CONTRIBUTIONS

This work was a collaborative effort of all the authors. Author Shabiu Leonard PhD designed the study, performed the statistical analysis. Author Ogwu Hannah Inikpi PhD wrote the protocol and wrote the first draft of the manuscript. Author Adesua Veronica Olubunmi PhD managed the analysis of the study and Obaje Friday Alex did the literature searches. All authors read and approved the final manuscript.

Acknowledgements

The authors acknowledged the technical contributions of Dr. Enejo Onuche of Federal University, Lokoja, Nigeria.

Competing interests

The authors have no relevant financial or non-financial interests to disclose.

Data Availability Statements

The datasets generated and analyzed during the current study are available from the corresponding author on reasonable request.

Declaration Statements

The authors have read and approved the final manuscript.

Funding Disclosure

The authors did not receive support from any organization for the submitted work.

Ethics Approval

All ethical procedures required were followed. Participants were made to indicate their willingness to participate in the study and a written consent was collected and preserved by the author.

Abstract

The study identified principals' managerial competencies for maintenance of human relation and school - community relationship in Kogi state, Nigeria. Two research questions guided the study. Descriptive survey was adopted for the study. 2434 teaching staff from 208 secondary schools in Kogi East education zone served as population of the study. 400 teachers representing 16% from 2434 teaching staff and 27 secondary schools representing 22% of the 208 public secondary schools were

purposively sampled for the study. Principals' Managerial Competencies in Human Relation Maintenance and School Community Relationship Questionnaire (PMCHRMSCRQ) served as instrument for data collection. The reliability was conducted on 20 teachers and the responses were analyzed and yielded 0.81. The instruments were administered and the responses were analyzed with mean and standard deviation and it revealed that (1) analytical skills, interpersonal skills, execution, availability skills and information processing skills to be managerial skills of the principals in the maintenance of human relationship in schools in Kogi East Education Zone; (2) establishment of functional PTA, involvement of members of the community in the school activities, information management skills, accessibility skills, availability skills, avoidance of realistic politics in the community, harmonisation skills and conflict resolution skills were utilized by principals to a very high extent and high extent in human relationship in Kogi East Education Zone.

Keywords: Principal, Managerial competencies/skills, Human relation, School-community relationship

1. Introduction

Management is the efficient use of resources. It is the method involved with Planning, arranging, coordinating, controlling and planning human and material assets to accomplish the objectives and targets of an association. Osakwe (2016), expressed that the progress of any association whether Educational foundations or creation industry relies upon the capacity to deal with the association proficiently by those in control and such principals should be capable, fit and skillful in administration of association. Capabilities then again is the amount of the encounters, information, abilities, values and perspectives gained over releasing obligations, it is the capacity to perform sufficiently in one's field and shows how successful and effective an individual plays out his obligations. (Osakwe (2015)

Managerial competencies are the abilities, thought processes and mentality expected to play out a task. Katz (2013), expressed that Managerial Competencies includes relational abilities like correspondence, influences, designations and inspiration of work force (staff) in the School. He distinguished three Managerial Competencies abilities fundamental for Management, in particular specialized human and applied. Specialized abilities includes the's how Principal might interpret the work and individuals who work under him, the human abilities include how much the head to interface with individuals while the applied abilities manages plan of thoughts and complex circumstances..

Principals are the head of secondary schools and the regulator of the exercises in the

schools. Moet (2010), stated that Principals are the Principal Accounting officials of the School and are mindful to the Management panel or School Board for the control and utilization of School reserves, support of School records of pay and use, planning yearly spending plans of School and submit to School board for its endorsement. Astute (2010), expressed that the outcome of any Educational arrangement relies upon the quality and strength of the Staff and the Managerial Competencies of the School Principals. As indicated by Eberechukwu and Nsan (2003) the directors are answerable for the general decision making in the universities and ought to include different individuals from the staff in dynamic cycle to accomplish the objectives of the schools. They prompted that when the directors are not sufficiently capable, the points and objectives of the school won't be accomplished.

The Principals fill numerous roles both administrative and different obligations that will work on the understudies' government assistance in the schools. Their obligations incorporate preparation, planning, settling clashes, restraining the two educators and understudies, inspiring staff and understudies, further developing usefulness, overseeing moral issues and influential positions. In open optional Principals are to lay out strategies for executing different errands, particularly on issues concerning staff and understudies. Kruse and Louis (2009) saw that when the requirement for school improvement emerges, administrators assume focal part in guaranteeing that assets, time and expert advancement line up with educational objectives. Supporting proficient development of instructors in an assortment of between associated ways, remembering educators for the global circle, developing the

agreeable connection between the school and local area in dealing with the everyday assignments of running a school they noted are urgent obligations of the principals. The head as an educational pioneer is liable for issues concerning the execution of the school educational plan and oversight of guidance (Adetona, 2003). The Principals he underscored need to see to the smooth running of the school to accomplish high usefulness concerning appropriate educating and learning. Adetona likewise saw that the nature of followership in any association is an impression of the direction and motivation of the pioneer combined with the pioneer's degree of abilities. This skill level upgrades the Principal's proficient and viable coordination of all school exercises to guarantee usefulness and accomplishment of the undertakings.

The scientist battled that as a principal, the principal works with the VPs, heads of division, educators and other school partners by appointing obligations and cautiously observing the work allotted to them. These obligations are to be performed for 24hrs every day. Directors as supervisor ought to assist with making a common vision and clear objectives for their schools and guarantee ceaseless advancement by accomplishing the objectives. Principals are to lead the method involved with setting, observing and accomplishing explicit and testing objectives that reflect elevated requirements of the multitude of partners including the staff and the understudies. Principals embrace the change interaction for constant improvement, expect, screen and answer instructive advancements that influence school issues and climate.

The great principal gives listening ears to the understudies, educators, non-showing staff of the school, local area, School Based Management Committee, Parent-Teacher Association, the warning board, Ministry of Education, the assessment bodies and each and every other body that have a say in the school (Cranston, 2002). Cranston (2002) expressed that the administrators as essential supervisors in the schools are to perform different administrative errands for powerful administration of schools so they need calculated, correspondence, viability and between private connection abilities. As bosses they need these abilities to regulate the educational exercises and the staff working in the schools in their various areas of

specialization. As indicated by Cranston, Principals ought to help the execution of excellent guidelines based guidance that outcomes in more significant levels of accomplishment for all understudies. Guarantee that the educational substance when they are instructed are lined up with the expected scholastic principles and educational program needs in the school.

School the board incorporates arranging, putting together, coordinating, regulating, and assessing the school exercises. The elements of the school head as a pioneer incorporates: getting and making accessible to instructors generally instructive data and visiting homerooms regularly to notice the educators educating. Vet instructors' example notes and class registers, journals, showing helps and proposition proficient exhortation to the school working local area. Administrators are supposed to apply equipped administrative abilities in playing out their obligations. Overall terms, the Principals are answerable for the point by point association of the school and the advancement of the educational program. They dole out obligations, manage the staff and administer the overall upkeep of the school offices. Administrators are to apportion assets, including innovation, to help understudies and staff learning. He is answerable for the government assistance of the staff and is responsible to the achievement, wellbeing and advancement of the understudies. Directors in Kogi state are supposed to fill these roles to show high administrative capability/ability level. These administration capabilities can be created through preparing, coaching, and involvement regarding human connection.

Human connection is the relationship among individuals to make helpful air. Onong Uchjana Effendy (2007) view human connection as an amicable relationship, made because of mindfulness and ability to fuse person's craving to address normal interests. Human Relation among all partners in an organization will get the work that fall under the individual or common obligation done actually, which in the end prompts expanded work fulfillment felt by people who work in that association (Muriana, 2014). As per Eniola (2003), human connection is characterized as human relations rather than human relations. Be that as it may, the term Human Relation here doesn't reflect customary relationship like typical correspondence, not just

comprise passing messages by an individual on to other people, yet additionally the connection between the individuals who impart it contains profound mind components. To gauge human Relation, markers took on from Palssey (2003) are alluded to relationship with associates, is a solid security worked between individual colleagues and individuals from the association, relationship with boss, is a solid connection among youngsters and seniors, client relationship is a functioning security worked between organization inside representatives with client's organization, relationship with local area is a functioning security worked with encompassing local area. As per Yuningsih (2011), Human Relation capacities as: Preventing misconception among pioneers and subordinates particularly among administrators and their staff, creating collaboration among pioneers and their subordinates, laying out cooperation actually, preparing people in a gathering towards accomplishing an objective. Every one of these can be accomplished through the utilization of directors' administrative abilities in support of human connection.

Human relationship expertise is significant since it assists individuals with cooperating and mingle. Human relations abilities not entirely set in stone by character and appearance. Palssey (2003) advances that this ability has a place with those individuals who will generally have feeling for the people who work with them. Human comprehension towards getting similar need and understanding towards human relations, cooperation, and correspondence is an essential material in instructive administration. This is pointed toward amplifying human relations and correspondence inside schooling space including enticing standards, public data the executives, successful correspondence methodology and individual adequacy with staff and local area, getting the essentials of human relations, reinforcing the ability to understand anyone on a profound level, persuading oneself, and utilizing viable correspondence (Namvaran, 2013). Every single more talented pioneer should be successful. Namvaran (2013) further added that to reinforce human limit and cooperation with others, a pioneer's viability could be updated through abilities preparing, and those with more aptitude ought to be named in the administration. A pioneer's outcome in dealing with his/her association relies upon his/her

ability in establishing a sound human relations environment. Pioneers need to get his/her staff as individuals with social and feelings. Suci (2014) communicates that the 21st century capabilities can be assembled into five significant classifications: insightful abilities, relational expertise, execution abilities, data handling ability and limit with regards to change.

A pioneer should have the option to recognize qualities of an association and attributes of different associations (Eniola, 2003). Dynamic and viable initiative is the most fundamental potential and is one out of many, yet it doesn't be guaranteed to imply that a pioneer has no ability to turn into a dynamic and viable pioneer. By understanding initiative hypotheses, one will actually want to upgrade the comprehension towards himself, finding the possible shortcomings or strength inside himself and will actually want to improve the comprehension on how he/she ought to treat subordinates (Muriana, 2014). From the above clarification, peculiarity in the field shows that principals utilization of their abilities and capabilities as well as the level of their influential positions is still beneath standard, as seen in Simalungun Regency until 2016, where an aggregate of 93 school administrators who lead private and state General Secondary Schools/Vocational Secondary Schools (Simalungun Regional Central Bureau of Statistics, 2017). The job of Principal actually should be improved so they can bring the accomplishment for encompassing area and the schools. As needs be, to help this, it is important to lead research on the vital administrative capabilities/abilities in Kogi East Education Zone as for human connection and school local area connection upkeep.

School people group connection as indicated by Ajadi (2008) is heartfelt and common communications that exist between the school and the local area where the school is arranged. This relationship helps both the school and the local area to accomplish their put forth objectives in a sound environment. Osakwe (2015), expressed that School people group relationship is the capacity of the School Principal to speak with the local area by scaring them with the happenings in the School through School based Management councils and Parent Teachers Associations who connects the School with the local area. Administrators could be

administrative able by helping the local area in their different ways while the local area could likewise take care of the issue of the School. Administrators administrative Competencies are inserted in the capacities they perform, consequently Principals need to guarantee that Teachers show their illustrations in accordance with latest things particularly in ICT and e-learning. (Osakwe, 2015). Shaibus and Ejeh (2017) characterized school local area relations as arranged exercises and a way through which the school try to find out about the local area and decipher, when need be, the reason, program, issues and needs of the school and include the local area in arranging, assessing and the executives of school approaches and progress. For this situation, school local area relationship is a two way association that exists between the school and the local area. The school can't exist in seclusion or autonomous of the local area in light of the fact that the local area gives and readies the contributions to the educational system. The contributions from the local area incorporate instructive goals and educational plan, understudies, school faculty, assets and offices; a portion of the data sources are inhabitant of the local area. The sources of info are handled to add to the school through educating, task, works out, research review, direction and guiding and so forth The items from the school which comprise of refined, restrained and useful people can't be held by the school, however are sent back to the networks to contribute their own amount in different limits in light of the gained information from the school to the advancement of the local area. Where the items from the school perform beneath the standard set by the local area, the local area venture on the school isn't beneficial as well as the other way around.

It is contended by Shaibu and Ejeh (2017) that local area investment in tutoring permits the detailing of school strategies and practices which are more responsive and touchy to the necessities of the local area they serve. The nature and nature of instructive administrations can likewise be worked on for the understudy, yet additionally for the local area individuals. To the extent that understudies are concerned, they are propelled by parent-interest in their school work. This help is regularly reflected in more elevated levels of scholastic accomplishment, lower paces of delinquency, and decrease in exiting,

defacement and different issues. Better understudy conduct and perspectives and, surprisingly, better post-auxiliary instruction could be accomplished. Further, the limit of the school to comprehend and tackle issues will itself increment assuming guardians are essential for the independent direction and critical thinking processes.

The writing on local area tutoring likewise proposes that powerful school local area relations can likewise contribute towards the improvement of people from both the school and the local area in areas of instruction, preparing, position progression, individual status and social upgrade. This as indicated by Ogundele (2012) relies upon school assets being available and beneficially utilized by local area individuals consequently, the requirement for principals to display their abilities to work with this relationship for common advantage becomes unavoidable. Both the school and the local area are reliant and interrelated. The people group readies the information (for example understudies) required by the school for endurance, the result from school (for example graduates) additionally returns to the local area and aids different friendly, advantageous and useful limits. The school and the local area should help each other to accomplish their separate put forth objectives in favorable and cherishing environment. This collaboration is generally worked with by the head. Subsequently, administrators need to long for more information to upgrade their skills to further develop the associated relationship that exists between the school and the facilitating local area. Some of the principal managerial skills for maintenance of human relation and school-community relation are;

Principal is the school head. To accomplish the put forth objective for school, sound relationship is an absolute necessity between the school and the local area. Subsequently, the school head necessities to guarantee that there is love, getting, trust, shared between the school and the local area. To guarantee this, the school head can display his/her capabilities by going to the followings lengths as a component of administration obligation:

Foundation of a Functional PTA: The school head ought to make the PTA a useful one instead of making it a pay creating partner alone. The part ought to be permitted to have a

say/commitment in running of the school. For instance, they can be associated with the school advancement work out, support of discipline in the school, school plant and the board. On the off chance that the school head can permit a useful PTA, it will work with sound connection between the school and the local area, however when he/she won't make the PTA useful, there is the probability of having different emergencies between the school and the local area. This is in accordance with Ogundele (2012) when he suggested that school-based administration council ought to be set up to cultivate the local area schools.

Availability expertise skill: The school head should make himself open to individuals from the local area such a PTA director or other leader, the parent, boss, strict pioneers and individuals from old understudy affiliation and different guests who might visit the school incidentally from the local area. The school head should be a decent audience, pleasant, modest and congenial, to improve and support solid connection between the school and the local area (Adegbile, 2011).

Including Members of the Community in the School Activities: Members of the local area where the school is found should be associated with the school exercises by the principals for veritable conversation of the issues that annoys the schools. The school is inside the local area, henceforth the requirement for the school head to include the individuals from the local area in the school exercises. For instance, individuals from the local area ought to be permitted to assume dynamic part in the school's brandishing exercises and social exercises, for example, year's end get-together, organizer's day, Christmas ditty, valedictory assistance and other social exercises of the school. This sort of inclusion will improve genial connection between the school and the local area. This assertion was upheld by Ogundele (2012) who figured out that administrators ought to keep up with friendly relationship with the local area for serene concurrence.

Accessibility Skills of Principals: The school head should make him/her accessible to the individual from local area, the guardians, PTA principals' old understudy gathering, bosses and religion pioneers. He ought not be the sort that direct in the nonappearance or have a great deal of administrative techniques before he should be

visible to individuals from the local area. A school head the makes himself accessible consistently will take care of the local area needs convenient and he/she will partake in the help and the sound relationship from the local area (Aguolu, 2007).

Evasion of Realistic Politics in the Community by the Principals: the school head and staff individuals ought to try not to participate in the political exercises locally to keep away from animosity between the school and the local area, the school head ought to guarantee that he/she address no ideological group inside the school to accomplish a few political objectives. This will empower the school head to be nonpartisan on all issues in regards to legislative issues at unequaled and will make him/her to appreciate full help of the local area. Notwithstanding, the reason for the concern in the review is to determine directors' administrative abilities/abilities in the upkeep of human connection and school-local area relationship and the degree to which these abilities are been used by the principals in the zone.

Head administrative capabilities/abilities in the support of human connection and school-local area relationship in optional schools in Nigeria and in Kogi state specifically has turned into the issues of dull talk and stress by both government and partners in training. This is on the grounds that the noticed workers' contention in schools and the emergency among school and the facilitating local area is an unfortunate thing to the achievement of instructive objectives.

It has been seen by the specialists that administrative capabilities/abilities for successful completion of good relational relationship among the staff and school-local area relationship of the principals is left in the possession of the subordinates prompting unfortunate human relationship among the staff and among school and the facilitating local area. This is on the grounds that numerous obligations are appointed to some staff while others shopping center about inactive a decent piece of the day in the perception of the specialists.

There are additionally theories that administrators do not as expected use their administrative capabilities/abilities in completion of instructive targets particularly in the harmonization of workers and the

concretization of the connection between the schools and the facilitating local area. This is on the grounds that the prominence of school local area emergency and the struggles among the workers in optional schools in Kogi East Education Zone is seen to be something clear that cannot be misleading covered. Nonetheless, the issue of the review put being referred to frame is, what are the principals' administrative capabilities in human connection upkeep and school local area relationship in Kogi state?

Purpose of the Study

The general purpose of the study was to investigate principals' managerial competencies for human relation maintenance and school community relationship in Kogi state. Specifically, the study sought to:

1. Discover the directors' authoritative abilities in human connection with the executives and school local area relationship in Kogi East Education Zone of Kogi state.
2. Ascertain the degree directors' administrative abilities in human connection maintenance and school local area relationship are been used

Research Questions

1. How does the directors' authoritative abilities in human connection with the school local area relationship in Kogi East Education Zone of Kogi State?
2. What extent will ascertain the degree directors' administrative abilities in human connection maintenance and school local area relationship?

2. Methodology

The study utilized a descriptive survey design. This kind of exploration assembles information from countless subjects. It is legitimate in light of the fact that it is in accordance with the motivation behind the review which is to research administrators' administrative skills in human connection support and school local area relationship in Kogi state. The plan as indicated by Emaikwu (2013) is suitable where it isn't feasible for the analyst to straightforwardly control the autonomous variable.

The review was completed in Kogi East Education Zone of Kogi State. This Zone is comprised of nine neighbourhood state run administrations specifically: Ankpa, Omala, Olamaboro, Dekina, Ofu, Igalamela, Idah, Ibaji and Bassa individually. Kogi East Education Zone of Kogi State is picked for this

examination as in, training is by all accounts the significant business nearby, as the zone has 208 public optional schools (State Ministry of Education Office, Lokoja, 2018). However, this significant industry is under a genuine danger because of poor administrative capabilities/abilities in the support of human connection and school-local area relationship displaying by administrators nearby. Something must be done desperately to capture what is happening. There is along these lines a felt need to research principals' administrative skills in human connection support and school local area relationship in Kogi East Education Zone.

The number of inhabitants in this review comprised of 2434 school personnel from 208 optional schools in Kogi east instruction zone (Kogi State Ministry of Education Office Lokoja, 2018). The decision of these staff depended on the way that these staff members are in the best situation to supply the information required for the review.

The example for the review is comprised of 400 instructors addressing 16% from 2434 and the 27 secondary schools addressing 22% of the 208 public optional schools in Kogi East Education Zone were purposively inspected. Emaikwu (2013) who believed that 15 to 20 percent agent test of a populace of 1,000 or more is viewed as great, 400 educators (addressing 16%) was inspected out of the 2,434 instructors inside the area under review.

Principals' Managerial Competencies in Human Relation Maintenance and School Community Relationship Questionnaire (PMCHRMSCRQ) filled in as instrument for information assortment. It was face approved by 3 specialists from Educational Foundations and Measurement and Evaluation, Departments of Educational Foundations, Kogi State University, Anyigba. The instrument had two areas. Area A, contains segment information of the respondents while Section B, was grouped into An and B. Group An arrangements with things on administrative capabilities/abilities of administrators in the support of human connection and school-local area relationship while Cluster B manages things on degree of use of principals administrative skills/abilities in the upkeep of human connection and school-local area relationship in Kogi East Education Zone. The instrument was preliminary tried utilizing twenty (20) optional teachers (15 guys and 15 females) in Kogi East Education Zone of Kogi state. This example was taken from the

number of inhabitants in same attributes yet in a similar Kogi State which was not piece of the example for the review and contained 20 things. The respondents were directed by the adjusted four point rating scale with a reaction method of bunch A to be strongly agree (sa) = 4, agree (a) = 3, disagree (d) = 2 and strongly disagree (sd) = 1. While response mode of cluster b was always (a), often utilized (ou), seldom utilized (su), never utilized (nu).

Cronbach's Alpha was utilized to compute the file, which gave dependability co-effective of 0.84. This shows high inward consistency and unwavering quality of the instrument for use (Ali, 2006). As indicated by Emaikwu (2013) Cronbach Alpha is utilized to lay out a more summed up approach to assessing inward consistency. The instrument was in this way considered to gangs' high unwavering quality and could be controlled on the example of the review.

The specialist by and by directed and gathered

Table 1: Mean Responses of Directors' and Teachers on Managerial Competencies/Skills in Human Relation Maintenance

S/N	Items on directors' managerial Competencies/skills in Human relation Maintenance	X	SD	DEC
1.	Analytical skills	3.83	0.40	VHE
2.	Interpersonal skill	3.62	0.68	VHE
3.	Execution skills	2.65	0.81	VHE
4.	Availability skills	3.47	0.74	VHE
5.	Information processing skill	3.57	0.67	VHE
6.	Capacity for change skills	2.50	0.22	HE
7.	Mobilization skills	3.20	0.99	HE
	Total Mean	3.30	0.64	HE

Keys: SA= Strongly Agree

A=Agree

Table 1 show the Mean responses of directors' and teachers on managerial competencies/Skills in human relation maintenance and school community relationship in Kogi east education zone. Items 1, 2, 3, 4 and 5 with means of 3.83, 3.62, 3.65, 3.47 and 3.57 showing strongly agree to the acceptance of analytical skills, interpersonal skills, execution, availability skills and information processing skills to be managerial skills of the principals in the maintenance of human relationship in schools in Kogi East Education Zone. This finding is supportive of Namvaran (2013) who found mobilization skill to be the predictor of

the survey in no less than multi week with the assistance of two examination colleagues. For the information examination, mean and standard deviation were utilized to address the exploration questions that directed the review. In the investigation of exploration questions, responses with mean of 0.50-1.49 were rated very little extent (VLE), responses with mean of 1.50 - 2.49 were rated little extent (le), responses with mean of 2.50-3.49 were rated high extent (he). Responses with mean of 3.50-4.00 were rated very high extent (VHE) respectively.

3. Results and Discussion

Research question 1

1. How does the directors' authoritative abilities in human connection with the school local area relationship in Kogi East Education Zone of Kogi State?

unity and interaction among the employees of the organization. The finding is also in consonance with Suci (2014) found out that analytical skills, interpersonal skill, execution skills, information processing skill and capacity for change skills are 21st century competencies of the principals for effective actualization of school goals. The finding could be their frequent exposure educational training programmes such as seminars, conferences, symposium, workshops amongst others by the government of Kogi state in respect of school plant maintenance and school community relationship.

Research Question 2

1. What extent will ascertain the degree directors' administrative abilities in human connection maintenance and school local area relationship?

Table 2: Mean responses of Directors and Teachers on managerialcompetencies/skillsinhuman relation maintenance

S/No	X	SD	DEC
1. Establishment of functional PTA	3.70	0.57	VHE
2. Accessibility skills	2.70	0.42	HE
3. Involvement of Members of the Community in the School Activities	3.46	0.60	VHE
4. Availability skills	2.60	0.13	HE
5. Avoidance of realistic politics in the community	3.43	0.77	HE
6. Harmonisation skills	3.40	0.68	HE
7. Conflict resolution skills	2.63	0.22	HE
8. Information management skills	3.47	0.62	VHE
Total	3.17	0.50	HE

Key: Very High Extent (VHE), High Extent (HE), Little Extent (LE), Very Little Extent (VLE).

Table 2 show the Mean responses of principals and teachers on managerialcompetencies/Skillsinhuman relation maintenance and school community relationship in Kogi east education zone. Items 1, 3 and 8 with means of 3.70, 3.46 and 3.47 were rated to be utilized by principals and teachers to a very high extent (VHE). This means establishment of functional PTA, involvement of members of the community in the school activities and information management skills were utilized by principals to a very high extent in human relationship in Kogi East Education zone. Items 2, 4, 5, 6 and 7 with means of 2.70, 2.60, 3.43, 3.40 and 2.63 were rated to be utilized by principals to high extent (HE). This means accessibility skills, availability skills, avoidance of realistic politics in the community, harmonisation skills and conflict resolution skills were rated to be utilized by principals to a high extent in maintenance of school-community relationship in Kogi East Education Zone. This finding is in line with Aguolu (2007) who discovered availability skills to strengthen the bond between school and community; Adegbile (2011) who also revealed the skill of accessibility to be the predictor of togetherness between school and the hosting community and Ogundele (2012) who also discovered the involvement of members of the community in the school activities as the team work skill in the solidification of school – community relationship in Nigeria. These findings are possible considering the punitive measures designed by Kogi State Government to enforce on any principal who defaults the maintenance of school plantmaintenanceandschool-community relationship.

© 2022 JPPW. All rights reserved

4. Conclusion

Based on the on the findings, the study was concluded by the researchers that the principals of Kogi State were managerially competent to a Very High Extent in the maintenance of human relation and school-community relationship. .

5. Recommendations

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

1. More educational training programmes such as conferences, seminars, symposium, workshops, inter-school visit amongst others should be introduced by the government. This will heighten their competencies in school plant maintenance and school-community relationship in Kogi East Education Zone.
2. More punitive measures should be introduced by the government to be used in handling any principal who defaults the rules of school plant maintenance and school community relationship in Kogi State. This will make to take precautionary measures in the maintenance of school plant and school community relationship in Kogi State.

References

- Adegbile, O. (2011). *Principals' Competency Needs for Effective Schools and' Administration in Nigeria*. Department of Educational Foundations, Federal College of Education, Zaria, Kaduna State, Nigeria. *Journal of Education and Practice* Vol2, No4, 2011.
- Adetona, A. (2003). *The Role of Vice-Principals in Secondary Schools*. A Paper

- Presented at a Seminar Organized for Vice-Principals in ANCOPSS, Zone II, June 16.
- Aguolu, F. E. (2007). *Competency Improvement Needs of Supervisors of Teachers of Agriculture in Primary and Post Primary Schools in Federal Capital Territory Abuja*. An unpublished M. Ed. Project submitted to the Department of Vocational Teacher Education, University of Nigeria, Nsukka.
- Ajadi, T. O. (2008). *A Hand-out on Educational Administration*. National Open University of Nigeria. Abuja: National Open University of Nigeria.
- Cranston, N. C. (2002). *School Based Management, Leaders and Leadership: Change and Challenge for Principals*, International Studies in Education Administration, 30(1), pp: 2-12.
- Eberechukwu, L. E. & Nsan, E. (2013). *Teachers' Perception of Female Principals Leadership Role in Secondary Schools Calabar Municipality Cross River State, Nigeria*. Journal of Education and Practice, 4(12), 166-179.
- Emaikwu, S. O. (2013). *Fundamentals of Educational Research Methods and Statistics*. Deray Prints Ltd Kaduna.
- Eniola, B. O. (2003). *Planning Administration and Management: An Introduction*. Ago-Iwoye: Lucky Odoni (Nig). Enterprises.
- Kogi State Ministry of Education (2018). *Statistic data on number of available institutions in Kogi State, Lokoja*. Lokoja: Ministry of Education Office.
- Katz, R. I. (2013). *Leadership Models /skills Approach in the Effective Administration*. Harvard Bulletin.
- Moet, (2010). Muraina, M. B. (2014). *Principals' Managerial Skills and Administrative Effectiveness in Secondary Schools in Oyo State, Nigeria*. Global Journal of Management and Business Research: A Administration and Management, 14(3), 50-57.
- Ogundele M. O. (2012). *Community-School Relations and Principals Administrative; Effectiveness of Secondary Schools in Kwara State*: Journal of Educational and Social Research Vol.2(3) September 2012 National Teachers Institute Federal Polytechnic Offa.
- Osakwe, R. I. (2015). *Managerial Competencies of Principals of Federal Government Colleges in North Central Nigeria*. Unpublished PhD Thesis. Faculty of Education, University of Nigeria, Nsukka.
- Palssey, A. (2003). *Organization and Management in Schools (Second Edition)*. New York: Longman Publishers.
- Shaibu, L. & Ejeh, P. O. (2017). *Classroom Management and School Organization in Nigeria*. Ankpa: Roma Printing Press
- Shaibu, L. (2016). *Management of School Facilities for Effective Instructional Delivery in Public Colleges of Education in North Central Colleges of Education of Nigeria*, Unpublished thesis, Faculty of Education, University of Nigeria, Nsukka.
- Wise, (2016). *Using a Computer based approach linking core Competencies to your business strategy*. Retrieved from <https://www.thinkwiseanal.com/ng.s>