

Principals' Social Skills, Emotional And Work Attitude Management For Effective Secondary School Administration In Enugu State

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ABSTRACT

The study investigated principals' social skills, emotion and work attitude management for effective secondary school administration in Enugu State. Three research questions were answered while three hypotheses were tested. The study adopted a descriptive research with a population of population of 295 principals in 295 public secondary schools in Enugu State. The sample size was 236 principals from 235 schools. Simple random sampling technique was used to arrive at the sample representing 80% of the population. An instrument titled Principals' Social Skills, Emotion and Work Attitude Management for Effective Secondary School Administration Scale (PSSEWAMESSA) was used for data collection. Confirmatory factor analysis was used to establish the validity of the instrument. The internal consistency reliability coefficient of 0.89 was computed for PSSEWAMESSA through Cronbach alpha statistics. Mean and standard deviation were used to answer the research questions while independent samples t-test was used to test the hypotheses at 0.05 level of significance. The researchers found that proper management of principals' social skills, emotion and work attitude will validly and reliably lead to effective school administration secondary schools in Enugu State, Nigeria. The researchers recommended that the principals should consistently apply social intelligence and competence in their association as well as designation of responsibilities and roles to their subordinates in the school. More so, the principals should be emotionally intelligent by watching and regulating their emotions in order not to have mood distortion in the discharge of their statutory and non statutory administrative functions in the school. Finally, the principals should develop positive attitude to work by being intrinsically motivated in every phase of responsibility.

Keywords: Principals, Social Skills, Emotion and Work Attitude Management for Effectiveness and School Administration.

Introduction

Education has been adjudged by scholars as the foundation for human and societal growth and development. These human and societal growth and development are more achievable at the secondary school level. This assertion is stemming from the fact that secondary school is posited as a functional level of education where students acquire literacy skills, numeracy skills as well as vocational and technical skills. In the light of this, Federal Republic of Nigeria (2014) defined secondary education as the education acquired after primary education before tertiary education. More so, secondary education is seen as the level of education where the students acquire the necessary skills for smooth transition into the work of life (Wachukwu, 2021). The objectives of secondary education according Federal Republic of Nigeria (2014:17) are to:

- a. Provide holders of Basic Education Certificate and junior Arabic and Islamic Studies Certificate with opportunity for education of higher level irrespective of gender, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- c. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development;
- e. Inspire students with a desire for self-improvement and achievement of excellence;
- f. Foster patriotism, national unity and security education; and
- g. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

These lofty goals are expected to be actualized under the auspices of the school principals. The school principal is one that manages and administers human and material resources for the operation of secondary schools. A school principal is one that handles the managerial and administrative responsibilities of the school (Ikechukwu, 2014).

Therefore, school administration entails organization, supervision, direction, mobilization of both material and human embodiments in the actualization of school goals and objectives. School administration according to Adebayo (2010) connotes the direction and organization of personnel in order to accomplish a specified goal. Similarly, Adamolekun (1985) defined school administration as the principles, practices, and rationalized techniques employed in achieving the objectives or aims of the school.

In the same vein, effective school administration has to do with proper organization and direction of human and material resources towards the achievement of school goals and objectives. Effective school administration is the art of meeting personnel's daily needs, ensuring of safe environment, and procurement of required health support (Paget, 2019). An effective principal places importance on school budget, transparency, effective implementation of curriculum,

manages behavioral issues and provides teachers with instructional materials needed effective instructional delivery (Renner, 2019).

The quest for the actualization of effective administration is the striving point for every principal in their job assignment. On the downside, most of the school principals have proven to be ineffective in the discharge of their statutory responsibilities. The ineffectiveness of most of the principals is buttressed by Odogwu (2020) who revealed that greater number of principals do not understand administrative principals leading to the lowering of their productivity. More so, most of public secondary school principals falls victims of poor school administration (Saraki, 2020). The ineffective school administration has been recorded more in public secondary schools in Enugu State. This is stemming from the report of Asogwa (2022) who submitted that most school principals demonstrate abysmal level of administrative functions in Enugu State. This is more so in public secondary schools where the principals are faced with sundry of administrative challenges (Amadi, 2021). This administrative inefficiency makes the principals to record low productivity in the school management (Wachukwu, 2021).

Management just like administration is the application of the instrumentality of planning, organizing and controlling to achieve desired result (Akpan, 2011). On the same vein, Walson (2015) conceptualized management as an act of coordination of human and material resources through planning, organizing, controlling and directing for objectives and goal achievement. Management further portrays executive function involving strategic processes of designing and maintenance of the work environment that will support group efficiency, effectiveness and the accomplishment of a given task (Ndu & Anagbogu, 2007). Effective school management by the principals can improve social activities, emotions and work attitude in the school.

Social skills needed for effective communication in school. They are relationship skills that the principals need in their daily interactions with people in the school. They are the skills that drive peaceful co-existence in the school (Ngam, 2018). Social skills are those skills needed to work well with other people in a group. Social skills need to be managed in order not to abuse it in the workplace by the principals. Therefore, management of social skills involves every building and sustaining positive high relationship among workers (Ozioko, 2018). Social skill management is a strategic way to plan, organize and control measures that can enhance healthy and harmonious working relationship (Ebeku, 2012). Social skills build an atmosphere in a school system that is devoid of rancor (Saria, 2014). Social skills can be effectively managed through effective communication, active engagement of staff, corporation, collaboration, teamwork, and social interactions (Ebeku, 2012). Furthermore, social skills can be managed through the establishment of social boundaries and time frame for interaction (Saria, 2014). Social skills may not be properly applied without a stable emotion.

Emotion is a Latin word derived from “Emovere”, which simply means to be ‘stirred up,’ or ‘to stimulate’. Emotion literally jerks a person. Emotion can be seen as a complex state of feeling due to psychological and physical challenges resulting into manifested thought and behavior

(Cherry, 2020). It could also be defined as a complex reaction pattern, involving experiential, behavioral, and physiological elements, by which an individual attempts to deal with a personally significant matter or event (American Psychological Association, APA, 2022). Emotion of the principals is very important in the realization of good and cordial working relationship among workers. It is unfortunate that 57% of secondary school principals suffer from emotional misplacement in the discharge of their responsibilities (Okere, 2022). More so, the stressful nature of job enrichment and enlargement makes most of the principals in secondary school to be distressed and disorganized (Sani, 2022). Lack of encouragement and support from the teachers affect the behavior of the principals in the school (Udoagu, 2017). Incessant conflicts and crises in the school make the school administrators to be moody and solitary (Mushood, 2016). It was found that emotional problems such as depression can lead to behavioural disorders among administrators (Balogun, 2014). The principals require emotional adjustment to properly administer their responsibilities effectively. This suggests that there is need for principals' emotional management. Principals can manage their emotions through self-awareness, self-regulation, self-management (Udoagu, 2017) and inter-personal relationship management (Mushood, 2016). Principals can also assume stable emotional management through proper planning and allotment of responsibilities to the qualified who are goal-oriented that will not put him in his toes (Teuber, 2020). More so, dwindled self-esteem, low self-efficacy, unwillingness, poor motivation and lack of interest when improved on can lead to ineffective school administration (Nwogu, 2018).

Emotional management is necessary for improved concentration, attention, reasoning, critical examination of issues and acceptable psychological disposition (Amaeze, 2017). In doing this, the principal has to find the right and acceptable balance between being open and reliable in all their dealing the school (Nwokoma, 2019). To this end, when the school environment is not supportive and responsive to the emotional expected level of the principals in the areas of care and love, it makes them to malfunction in diverse areas (Abalanne, 2019). Emotional disposition of the principals can be linked to their work attitude.

Attitude can be defined as one's disposition towards self. In the same light, Ajzen (2001) opined that attitude is one's tendency to behave negatively or positively in response to some objects, persons, ideas, work or institutions, among others. The attitude that one has towards his work is called work attitude. Work attitude could be positive or negative (Uzoечи, 2019). A positive work attitude is favourable for the achievement of set goals and objectives (Musa, 2019). Work attitude is very important in recording efficiency and effectiveness (Udo, 2017). Similarly, Obi (2015) reported that work attitude is significant in the determination of job achievement. On the other hand, a negative attitude is unfavourable in the pursuit of job responsibilities (Uzoечи, 2019). Principals' negative work attitude is their disposition that does not support the achievement of educational goals and objectives. It is reported that most school principals have negative work attitude because of the peculiarities of their roles and responsibilities (Udo, 2017). It is reported that in every ten sampled principals, six demonstrate negative job attitude (Uzoечи, 2019). This

calls for principals' work attitude management. Principals' work attitude can be managed through collective bargaining among the teachers, students and principals (Udo, 2017). More so, poor work attitude can be managed through incentives, motivation, recognition, financial support, and conducive work condition (Obi, 2015).

The roles and responsibilities of the principals are such that require social skills, emotional and work attitude management. Unfortunately, there are dearth studies on principals' social skills, emotional and work attitude management for effective secondary school administration in Enugu State. Therefore, this study investigated principals' social skills, emotional and work attitude management for effective secondary school administration in Enugu State.

Statement of the Problem

Principals play very prominent and significant roles in the administrative functions in secondary schools. It is very disheartening to note that most of them are ineffective in the discharge of their statutory and non statutory responsibilities. This ugly development may lead to role conflicts, disorganization, poor relationship and poor instructional delivery leading to poor actualization of school goals and objectives. More so, the teachers under the administrative leadership of an ineffective principal may not be motivated and committed to their duties. The students on the other side may suffer from receiving unplanned and unprepared instructions which may affect their performance in internal and external examinations. Scholars have attributed these administrative recklessness and ineptitudes of principals to lack of social competence, emotion and work attitude. Therefore, there is need for the investigation of principals' social skills, emotional and work attitude management for effective secondary school administration in Enugu State. Hence the study investigated ways principals' social skills, emotional and work attitude management can lead to effective secondary school administration in Enugu State.

Purpose of the Study

The study investigated principals' social skills, emotional and work attitude management for effective secondary school administration in Enugu State. Specifically, the study sought to:

1. Find out ways principals' social skills can be managed for effective secondary school administration in Enugu State.
2. Determine ways principals' emotion can be managed for effective secondary school administration in Enugu State.
3. Find out ways principals' work attitude can be managed for effective secondary school administration in Enugu State.

Research Questions

The following research questions were answered.

1. What are the ways principals' social skills can be managed for effective secondary school administration in Enugu State?
2. What are the ways principals' emotion can be managed for effective secondary school administration in Enugu State?
3. What are the out ways principals' work attitude can be managed for effective secondary school administration in Enugu State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between male and female principals on the ways social skills can be managed for effective secondary school administration in Enugu State.
2. There is no significant difference between male and female principals on the ways emotion can be managed for effective secondary school administration in Enugu State?
3. There is no significant difference between male and female principals on the ways work attitude can be managed for effective secondary school administration in Enugu State?

Methods

The study adopted a descriptive research which aligns with recent studies like Eze et al. (2020), Ezema et al. (2021), Ezeaku et al. (2021), Okeke et al. (2020) Okeke, Okeke et al. (2020), Ugwuanyi et al. (2020), Okenyi et al. (2021). A population of 295 principals in 295 (162 males and 133 females) public secondary schools in Enugu State. The sample size was 236 (130 males and 106 females) principals from 235 schools. Simple random sampling technique was used to arrive at the sample representing 80% of the population. An instrument titled Principals' Social Skills, Emotion and Work Attitude Management for Effective Secondary School Administration Scale (PSSEWAMESSA) was used for data collection. The instrument has two sections of A and B. Section A elicited demographic information from the respondents such as their gender. Section B has three clusters of Social Skills, Emotion and Work Attitude with each cluster having six items. The instrument has four response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Confirmatory factor analysis was used to establish the validity of the instrument. The internal consistency reliability coefficient of 0.89 was computed for PSSEWAMESSA through Cronbach alpha statistics. The reliability coefficients for Social Skills, Emotion and Work Attitude are 0.77, 0.75 and 0.81 respectively. Mean and standard deviation were used to answer the research questions while independent samples t-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the ways principals' social skills can be managed for effective secondary school administration in Enugu State?

Table 1: Weighted mean and standard deviation of the ways principals' social skills can be managed for effective secondary school administration

s/n	Principals' social skills management for effective secondary school administration	Male principals		Female principals			
		Mean	Std	Decision	Mean	std	Decision
1	The use of effective communication in issuing instruction can lead to effective school administration	3.06	.46	Agree	3.43	.49	Agree
2	The principals active engagement of staff in school social activities will enhance effective school administration	3.08	.44	Agree	3.28	.45	Agree
3	Establishment of social boundaries will help school administration	3.24	.47	Agree	3.43	.50	Agree
4	Proper allocation of time frame for interaction will lead to effective school administration	3.10	.46	Agree	3.42	.49	Agree
5	Involvement of teachers as team workers according to their functional abilities is necessary	3.12	.37	Agree	3.28	.45	Agree
6	Building collaboration with school personnel will enhance effective school administration	3.14	.51	Agree	3.28	.45	Agree
Aggregate mean and std deviation		3.12	0.45	Agree	3.35	0.47	Agree

Data on table 1 revealed that various mean values above the criterion mean value of 2.50 and were agreed by male and female principals as ways their social skills can be managed for effective secondary school administration in Enugu State. The standard deviation of male principals ranged from .37 to .51 while that of female principals are .45 to .50 showing that they did not disperse in their responses. The aggregate mean for male and female teachers are given as 3.12 and 3.35 above the criterion mean values showing that the respondents agreed to the items. The various ways principals' social skills can be managed through the use of effective communication in issuing instruction, active engagement of staff in school social activities, establishment of social boundaries, proper allocation of time frame for interaction, inclusion teachers as team workers according to their functional abilities and building collaboration with school personnel will lead to effective school administration.

Research Question 2: What are the ways principals' emotion can be managed for effective secondary school administration in Enugu State?

Table 2: Weighted mean and standard deviation of the ways principals' emotion can be managed for effective secondary school administration

s/n	Principals' emotion management for effective secondary school administration	Male principals			Female principals		
		Mean	Std	Decision	Mean	std	Decision
7	The principal being aware of their emotion will lead to effective school administration	3.14	.67	Agreed	3.28	.45	Agreed
8	Self-regulation is necessary for effective school administration	3.16	.71	Agreed	3.29	.46	Agreed
9	Intra-personal relationship is needed for effective school administration	3.32	.56	Agreed	3.43	.49	Agreed
10	Proper motivation is important for effective school administration	3.10	.51	Agreed	3.41	.50	Agreed
11	Inter-personal relationship is needed for effective school administration	2.85	.54	Agreed	3.58	.49	Agreed
12	Emotional intelligence is necessary for effective school administration	2.50	.66	Agreed	3.28	.45	Agreed
Aggregate mean and std deviation		3.01	0.61	Agreed	3.38	0.47	Agreed

Data on table 2 revealed that various mean values above the criterion mean value of 2.50 and were agreed by male and female principals as ways their emotion can be managed for effective secondary school administration in Enugu State. The standard deviation of male principals ranged from .54 to .71 while that of female principals are .45 to .50 showing that they did not disperse in their responses. The aggregate mean for male and female teachers are given as 3.01 and 3.38 above the criterion mean values showing that the respondents agreed to the items. The various ways principals' social skills can be managed are through principals' being aware of their emotion, self-regulation, development of intra-personal, proper motivation, building of inter-personal relationship, and development of emotional intelligence is necessary for effective school administration in Enugu State.

Research Question 3: What are the out ways principals' work attitude can be managed for effective secondary school administration in Enugu State?

Table 3: Weighted mean and standard deviation of the ways principals' work attitude can be managed for effective secondary school administration

s/n	Principals' work attitude management for effective secondary school administration	Male principals			Female principals		
		Mean	Std	Decision	Mean	Std	Decision

13	The principals development of positive disposition towards the job will enhance effective administration	2.76	.79	Agreed	3.43	.49	Agreed
14	The involvement of principals in school activities will improve their school administration	2.91	.41	Agreed	3.29	.46	Agreed
15	Principals' punctuality to work will enhance effective school administration	3.23	.52	Agreed	3.42	.50	Agreed
16	Proper sharing of responsibilities according to areas of specialization will lead to effective school administration	2.89	.44	Agreed	3.45	.49	Agreed
17	Proper keeping of records will enhance effective school administration	3.09	.52	Agreed	3.14	.35	Agreed
18	Motivation of teachers through provision of incentives will lead to effective school administration	3.00	.37	Agreed	3.42	.49	Agreed
Aggregate mean and std deviation		2.98	0.51	Agreed	3.36	0.46	Agreed

Data on table 3 revealed that various mean values above the criterion mean value of 2.50 and were agreed by male and female principals as ways their work attitude can be managed for effective secondary school administration in Enugu State. The standard deviation of male principals ranged from .41 to .71 while that of female principals are .35 to .50 showing that they did not disperse in their responses. The aggregate mean for male and female teachers are given as 2.98 and 3.36 above the criterion mean values showing that the respondents agreed to the items. The various ways principals' work attitude can be managed through the development of positive disposition towards the job, involvement of principals in school activities, principals' punctuality to work, proper sharing of responsibilities according to areas of specialization, proper keeping of records and motivation of teachers through provision of incentives will lead to effective school administration.

Hypothesis 1: There is no significant difference between male and female principals on the ways social skills can be managed for effective secondary school administration in Enugu State.

Table 4: independent samples t-test mean difference between male and female principals on the ways principals' social skills can be managed for effective secondary school administration

Variables	n	Mean	Std	Df	t-cal	Sig.	p-val.	Decision
Male principals	130	17.60	1.49					

				234	10.60	.00	.05	Significant
Female principals	106	20.14	2.17					

Data on table 4 revealed that male principals have mean and standard deviation score of 17.60 and 1.49 while female principals have mean and standard deviation scores of 20.14 and 2.17 respectively. With a degree of freedom of 234, the hypothesis is rejected because the significant value of .00 is less than the probability value of .05. Therefore, there is a significant difference between male and female principals on the ways social skills can be managed for effective secondary school administration in Enugu State.

Hypothesis 2: There is no significant difference between male and female principals on the ways emotion can be managed for effective secondary school administration in Enugu State?

Table 5: independent samples t-test mean difference between male and female principals on the ways their emotion can be managed for effective secondary school administration

Variables	n	Mean	Std	df	t-cal	Sig.	p-val.	Decision
Male principals	130	17.66	1.94					
				234	9.81	.00	.05	Significant
Female principals	106	20.30	2.19					

Data on table 5 revealed that male principals have mean and standard deviation score of 17.66 and 1.94 while female principals have mean and standard deviation scores of 20.30 and 2.19 respectively. With a degree of freedom of 234, the hypothesis is rejected because the significant value of .00 is less than the probability value of .05. Therefore, there is a significant difference between male and female principals on the ways their emotion can be managed for effective secondary school administration in Enugu State.

Hypothesis 3: There is no significant difference between male and female principals on the ways work attitude can be managed for effective secondary school administration in Enugu State?

Table 6: independent samples t-test mean difference between male and female principals on the ways their work attitude can be managed for effective secondary school administration

Variables	n	Mean	Std	df	t-cal	Sig.	p-val.	Decision
Male principals	130	18.73	1.66					
				234	5.66	.00	.05	Significant
Female principals	106	20.14	2.17					

Data on table 6 revealed that male principals have mean and standard deviation score of 18.73 and 1.66 while female principals have mean and standard deviation scores of 20.14 and 2.17 respectively. With a degree of freedom of 234, the hypothesis is rejected because the significant value of .00 is less than the probability value of .05. Therefore, there is a significant difference between male and female principals on the ways work attitude can be managed for effective secondary school administration in Enugu State.

Discussion of Findings

The study reviewed that the various ways principals' social skills can be managed are the use of effective communication in issuing instruction, active engagement of staff in school social activities, establishment of social boundaries, proper allocation of time frame for interaction, inclusion teachers as team workers according to their functional abilities and building collaboration with school personnel will lead to effective school administration. Further analysis revealed that therefore, there is a significant difference between male and female principals on the ways their social skills can be managed for effective secondary school administration in Enugu State. The findings of this study are supported by Ebeku (2012) who found that social skills can be effectively managed through effective communication, active engagement of staff, corporation, collaboration, teamwork, and social interactions. Furthermore and in corroboration, it was reported that social skills can be managed through the establishment of social boundaries and time frame for interaction (Saria, 2014). The possible reason while social skills management can lead to effective school administration is because it is needed to get the subordinates socially cohesive and determined in the pursuit of the school goals and objectives.

More so, the study found that the various ways principals' social skills can be managed are through principals' aware of their emotion, self-regulation, development of intra-personal, proper motivation, building of inter-personal relationship, and development of emotional intelligence is necessary for effective school administration in Enugu State. Further analysis revealed that therefore, there is a significant difference between male and female principals on the ways their emotion can be managed for effective secondary school administration in Enugu State. The findings of the study are in tandem with the report that principals can manage their emotions through self-awareness, self-regulation, self-management (Udoagu, 2017). Still buttressing the finding of this study is the submission inter-personal relationship management is needed for the functionality of the principals (Mushood, 2016). In support of the findings of this study, it was found that principals can assume stable emotional management through proper planning and allotment of responsibilities to the qualified who are goal-oriented that will not put him in his toes (Teuber, 2020). This underscores the position that proper management of the emotions will lead to effective school administration.

The various ways principals' work attitude can be managed are through the development of positive disposition towards the job, involvement of principals in school activities, principals' punctuality to work, proper sharing of responsibilities according to areas of specialization, proper

keeping of records and motivation of teachers through provision of incentives will lead to effective school administration. Further analysis revealed that therefore, there is a significant difference between male and female principals on the ways their work attitude can be managed for effective secondary school administration in Enugu State. the findings of this study are supported by the submission that principals' work attitude can be managed through collective bargaining among the teachers, students and principals (Udo, 2017). More so, buttressing the findings of this study was the report that poor work attitude can be managed through incentives, motivation, recognition, financial support, and conducive work condition (Obi, 2015).

Conclusion

Based on the findings of this study, the researchers concluded that proper management of principals' social skills, emotion and work attitude will validly and reliably lead to effective school administration secondary schools in Enugu State, Nigeria.

Recommendations

Based on the findings and conclusion of this study, the researchers recommended that:

1. The principals should consistently apply social intelligence and competence in their association as well as designation of responsibilities and roles to their subordinates in the school.
2. The principals should be emotionally intelligent by watching and regulating their emotions in order not to have mood distortion in the discharge of their statutory and non statutory administrative functions in the school.
3. The principals should develop positive attitude to work by being intrinsically motivated in every phase of responsibility.

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