

**Principals' Human Skills and Teachers' Effectiveness  
In Secondary Schools in Ethiopia**

**ABSTRACT** The purpose of the study was establishing the relationship between human skills of the principals and effectiveness of the teachers in schools in Ethiopia. The study used a correlational research design. The population of the study were hundred principals and 1,500 teachers, totaling 1,588 personnel. All principals were nominated using the census technique. 307 teachers were chosen using simple random sampling techniques and closed-ended questionnaire was used as the primary method data collection tools. The data analyzed by using Pearson product-moment correlation coefficient. The study revealed that there was no statistically significant relationship between the principals' human skills with teachers' effectiveness. The study concludes that principals' human skills have no significant relationship with teachers' effectiveness. In light of the results, the study concludes that, there is no significant relationship between principals' human skills and teachers' effectiveness and the direction of the association was found to be weakly negative.

**KEYWORDS:** Ethiopia, Human relation, Instructional effectiveness, Secondary school

**INTRODUCTION**

Teachers' effectiveness is critical to the success or failure of any organization. School principals are most concerned about the teacher effectiveness level of their staff as only then can the set objectives of the school be attained. Teacher effectiveness is an act of accomplishing or executing a given task within a time effectively and efficiently. It can also be described as the ability to skillfully use the right knowledge to achieve school goals and objectives. To this end, Adeyemi (2010) argued that teacher effectiveness can be determined by teachers' level of

participation in the day-to-day running of the school activities. It is obvious, that teachers perform differently under different circumstances and principal leadership and management. School principals' executives need to constantly encourage their teachers for effective performance by identifying their needs and trying to satisfy them for maximum results.

The school principals as instructional leaders are in the vantage position to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for the best practices in instructional effectiveness (Ayeni 2012). The principals should make effective use of managerial skills to put the right person in the right place to do the right thing at the right time for the instructional effectiveness of the school and for the effective and efficient accomplishment of specific goals and objectives of the school (Muraina 2014). Therefore, the importance of a school principal possessing the required managerial skills for the attainment of school set goals and objectives of education for national transformation cannot be over-emphasized (Amtu et al. 2019).

Bukhari et al. (2021) defined principal managerial skills as the capabilities required for effective and efficient planning, Staffing, organizing, coordinating, controlling, and decision-making in schools. Therefore, school principal managerial skills are the ability, knowledge, and experience needed for the accomplishment of managing tasks and for the attainment of organizational goals and objectives in turn teachers' instructional effectiveness in school. In, this way, school principal managerial skills refer to the ability to skillfully and successfully plan, supervise, organize, coordinate, control, make the decision and initiate actions that would aid and encourage teachers to actualize schools' set goals and objectives (instructional effectiveness).

Scholars in the field of school management have specified some skills used by school principals as a manager in both private and public organizations that are result-oriented. Mukarromah et al. (2019) explained these internationally accepted managerial skills as proposed by Ali et al. (2021) which are: conceptual, human relations, and technical skills.

*Conceptual Skill:* This skill enables the manager to coordinate all activities of the different parts of the organization. It is the ability to visualize or see the organization as a whole. It includes

analytical, creative, and initiative skills. The skills are mostly required by top-level management. This is because they spend more time in planning organization and problem-solving. It helps them to solve the problems for the benefit of the entire organization and also helps the managers to fix goals for the whole organization and to plan for every situation that may arise from time to time.

*Human Relation Skill:* This skill includes the ability to work with people, motivate, inspire and deal with interpersonal relationships. It helps the managers to understand, communicate and work with others. It makes the manager a cohesive team leader who understands and listens to various members of the group.

*Technical Skill:* This skill is the most needed at the first management level. It has to do with proficiency in activities such as managerial processes, procedures, and strategisation techniques. This skill is needed by managers to design and put into operation policies, procedures and plans. Technical skills help managers to use different machines and tools effectively to perform tasks in the workplace.

The importance of managerial skills for the school principals cannot be over-emphasized as long as school management is concerned. Warren (2021) discoursed that communication which is one of the human skills is a vital and fundamental element in the management process as it is based on the ability to work with people. He further stated that the success of managerial actions depends to the larger extent on the effective use of communication process among the staff. In other words, keeping everyone informed is a positive way of ensuring effective use of the managerial skills which help in getting the support and commitment of teachers towards the achievement of school set goals and objectives (instructional effectiveness).

Experiences have shown that in many of the schools there is no good interpersonal relationship existing between the school principals and teachers. Lack of synergy and teamwork is evident and this affects the accomplishment of school instructional effectiveness. Principals are sometimes alleged to administer the schools with their favorite without the inputs from the majority of the school teachers and as such their passion and commitment to the profession and attaining school goals are somewhat subjugated. The principal's success depends largely on the

efficient use of his managerial skills in the day-to-day management of the school. Since the school teachers are the interpreters and implementers of school plans, policies, and instructional delivery, there is a need for absolute synergy and confidence building on a good interpersonal relationship between the school principal and teachers, effective communication, and teachers' integration in the decision-making process of the school to be effective in the instructional teaching.

School principals' managerial skills play a great role in teachers' instructional effectiveness as noted by (Tessema 2006). School principals equipped with managerial skills will achieve teachers' instructional effectiveness by supporting, encouraging, and motivating them, and as a school principal, success relies upon his ability to discharge his managerial skills and competencies wisely.

According to the Education Sector Development Program IV, MOE (2015), disclosed that the Ethiopian government recommended that researchers should conduct research on principals' managerial skills since principals and teachers are the front-line actors in maintaining instruction effectiveness in the school.

Therefore, in order to meet Ethiopia's ambition to provide quality education at all grade levels, school principals need to be well equipped with managerial skills as well as teachers should be able to perform well on pedagogical competencies, hence the need to conduct this study.

### **Objective of the Study**

The objective of this study was to examine the relationship between school principals' human relations skills and teachers' instructional effectiveness in the Central Gondar Zone secondary schools, Ethiopia.

### **Hypotheses**

The following hypotheses was proposed to guide the study.

**Ho 1:** There is no significant relationship between principals' human relation managerial skills and teachers' instructional effectiveness in the Central Gondar Zone Secondary Schools of Amhara Regional State, Ethiopia.

## **Review of Literature**

### ***School Principal Managerial Skills***

The principals' managerial skills play very important roles in the improvement of activities of teachers' instructional effectiveness. Ezeugbor and Thompson (2018) opined that the principal is essentially an organizer, an implementer of plans, policies, and programs meant for specific educational objectives. Thus, the major component of principals' managerial skills includes but is not limited to communication skills, supervisory skills, interpersonal relationship skills, disciplinary skills, and time-management skills.

Roby (2012) distinguished that a skill asked of all school principals today is working smoothly and effectively with people individually and in a group to realize common organizational goals in the school. In addition, Özkan et al. (2021) demonstrated that group school management should be applied to the needs of both the individual and the group as a whole. Cooperative consideration of the existing needs and group discussions of research findings in the field of instruction should serve as the basis for any school's management program.

Callahan and Sadeghi (2015) further underscored that the common goal to both school teachers and principals is to achieve instructional effectiveness in the school in particular and to achieve the common organizational goals in general. For example, when school principals and teachers supportively interact to identify and implement changes that will positively influence teachers' instructional effectiveness.

### ***Teachers Instructional Effectiveness***

Teachers' instructional effectiveness is seen in terms of content knowledge, student evaluation classroom management, use of instructional media and methods of teaching in the teaching-learning process cordial relationships with the students, class discipline, etc. In order to achieve the expected learning outcomes, the absence of these variables tends to amount to the teachers'

less instructional effectiveness as could be seen in the areas of lateness to class and work, poor lesson presentation, irregular and unauthorized movement from duty post, intolerance, absenteeism (Ronfeldt et al. 2018).

Instructional effectiveness is the use of skills and different pedagogical strategies to disseminate knowledge to learners for the achievement of educational goals and objectives in the school system. Muhammad and Zaka (2021) defined instructional effectiveness as the ability to produce gains on students' achievement scores, taking account of a baseline measure of the students' intake. Thus, teachers' instructional effectiveness is identified in relation to the teachers' ability to master pedagogical issues measured by later attainment in learning outcomes by the students.

## **METHODOLOGY**

### **Research Design**

Correlation research design was the most relevant for this study because the researchers were determined to see to what degree the relationship exists between two or more quantifiable variables (Curtis et al. 2016). Therefore, the researchers used to establish the relationship between school principal human relations managerial and teachers' instructional effectiveness in secondary in central Gondar zone, Ethiopia. The researchers used quantitative methods to gather data from the school principals, vice principals, and teachers.

### **Target Population of the Study**

The study targeted 50 principals, 50 vice principals, and 1500 teachers who are the target groups of the study. According to the Regional Draft Guideline, there is only one assigned principal and vice-principal in 50 secondary schools and 1500 teachers in Central Gondar Zone. In total, the study targets 1,600 personnel in the Central Gondar Zone.

## **Sampling Techniques**

Firstly, the list of all names of teachers, school principals, and vice-principals were taken from the Central Gondar Zone Education office, which were 1500 teachers and 50 school principals and 50 vice-principals. School principals and vice-principals was considered as a sample using the census technique because they are very useful in providing information on the area to be studied and their number is limited; therefore, collecting the data takes less time and resources. Teachers' population was sampled using a simple random technique so that each subject is left in the population and has the same probability of being selected for the study.

## **Sample Size**

The research study finally had a total of 407 sample size, which is 50 school principals' and 50 vice-principals' and 307 teachers to carry out the study.

## **Description of the Data Collection Instrument**

This segment contains a description of the instruments in the current study to collect the data. The study employed closed-ended questionnaires to collect data from teachers', principals', and vice-principals'. Thus, the closed-ended questionnaire was the primary method of data collection for a correlation research study (Landy and Conte 2016).

The questionnaires were written in a list of questions to which answers were recorded by the respondents (Kumar 2014). The questionnaires contained four Likert scales type of closed-ended questions. The purpose of closed-ended questions was to get numerical data from the respondents.. Thus, the researchers were able to collect and analyze quantitative data more easily. In supporting the above ideas, the larger the sample size, the more structured, closed-ended, and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open the questionnaire may be (Cohen et al. 2007). Similarly, closed-ended questionnaire instrument for data collection is appropriate to reach a sample of teachers in a short span of time and to confirm privacy. It is also cost effective, familiar, and simple to

administer as well, for gathering more general and accurate information with objective responses from the respondents (Orodho 2009).

The instruments were prepared in English since all people sampled were secondary school principals, vice principals, and teachers who were expected to know how to speak, read, listen, and even teach in English and understand the concepts contained in the questionnaire as well as benefited from the assistance of the researcher when there was any ambiguity about it.

### **Data Collection Procedure**

The researchers got permission from Kenyatta University, School of Education, Department of Education Management, Policy and Curriculum studies, and Central Gondar Zone Education office before data collection. This is a mandatory requirement before going to filed for data collection to carry out this research. After getting the permit and letter of authorization, the researchers proceeded to Education Office of the Central Gondar Zone, then to teachers, principals, and vice-principals by the time when they were in the semester meeting, to collect the data. Then, the researchers clarified the importance and purpose of the study for the respondent, free consent of participation was also sought by describing the freeness of the participation. Finally, assurance of confidentiality of the respondents was given.

### **Method of Data Analysis**

After collecting the data, emphases were given on the ways of organizing the data as well as the application of appropriate methodologies for analysis based on the types of questions to be answered and the data were presented in frequency tables. The data collected through closed-ended questions tallied, tabulated, and filled into SPSS version 20. The quantitative data were presented in frequency table. Therefore, for this study to establish the relationship between school principals' managerial skills (human relations) and teachers' instructional effectiveness (use of instructional media, classroom management, and continuous assessment implementation) Pearson product-moment correlation coefficient was used for method of data analysis.

## RESULTS

As indicated in Table 1, the Pearson product-moment correlation coefficient of the relationship between principals' human relation skills and teachers' classroom management was found to be -.138. The value for the Pearson product-moment correlation coefficient of -.138 revealed that the strength of the association between principals' conceptual skills and teachers' classroom management was found to be weak and the direction of association was found to be negative. This suggests that the high scores of either of the variables significantly lower the relationship of the other variable and the vice versa is true. Furthermore, the p-value of 0.214 was above the level of significance of 0.05, and hence, the study established that there was no statistically significant relationship between the principals' human relation skills and teachers' classroom management in the teaching-learning process in secondary schools, Central Gondar Zone, Ethiopia. Therefore, the Pearson product-moment correlation coefficient of principals' human relation skills and teachers' classroom management was found to be weakly negative and a non-significant relationship which is  $r(366) = -.138, p > 0.05$ .

**Table 1: Correlation analysis between principals' human relation skills and teachers' classroom management (N=368)**

<i>Variables</i>	<i>Correlation</i>	<i>Variables</i>	
		<i>Human relation skills</i>	<i>Classroom management</i>
Human relation skills	Pearson Correlation	1	-.138
	Sig. (2-tailed)		.214
	N	285	83
Classroom management	Pearson Correlation	-.138	1
	Sig. (2-tailed)	.214	
	N	83	83

\*\* Correlation is significant at the 0.05 level

Source: Field Study 2021

As revealed in Table 2, the Pearson product-moment correlation coefficient of the relationship between principals' human relation skills and teachers' human relation skills and teachers'

continuous assessment implementation was found to  $-.072$ . The value for the Pearson product-moment correlation coefficient of  $-.072$  revealed that the strength of the association between principals' human relation skills and teachers' continuous assessment implementation was found to be weak and the direction of association was found to be negative. This indicates that the high scores of either of the variables significantly lower the relationship of the other variable and the vice versa is true. Besides, the p-value of  $0.520$  was above the level of significance of  $0.05$ , and hence, the study established that there was no statistically significant relationship between the human relation skills and teachers' continuous assessment implementation in the teaching-learning process in secondary schools, Central Gondar Zone, Ethiopia. Therefore, the Pearson product-moment correlation coefficient of principals' human relation skills and teachers' continuous assessment implementation was found to be weakly negative and a non-significant relationship which is  $r(366) = -.072, p > 0.05$ .

**Table 2: Correlation analysis between principals' human relation skills and teachers' continuous assessment implementation (N=368)**

Variables	Correlation	Variables	
		Human relation skills	Continuous assessment
Human relation skills	Pearson Correlation	1	$-.072$
	Sig. (2-tailed)	-	$.520$
	N	285	83
Continuous assessment	Pearson Correlation	$-.072$	1
	Sig. (2-tailed)	$.520$	-
	N	83	83

\*\* Correlation is significant at the 0.05 level  
 Source: Field Study 2021

As reported in Table 3, the Pearson product-moment correlation coefficient of the relationship between principals' human relation skills and teachers' use of instructional media in the teaching-learning process was found to be  $.038$ . The value for the Pearson product-moment correlation coefficient of  $.038$  revealed that the strength of the association between principals' human relation skills and teachers' use of instructional media was found to be moderate and the

direction of association was found to be positive. This implies that the high scores of the principals' conceptual skills are associated with the high scores of teachers' use of instructional media in the teaching-learning process. Furthermore, the p-value of .736 was above the level of significance of 0.05, and hence, the study established that there was no statistically significant relationship between the principals' human relation skills and teachers' use of instructional media in the teaching-learning process in secondary schools, Central Gondar Zone, Ethiopia. Therefore, the Pearson product-moment correlation coefficient of principals' human relation skills and teachers' use of instructional media was found to be moderately positive and a non-significant relationship which is  $r(366) = .038, p > 0.05$ .

**Table 3: Correlation analysis between principals' human relation skills and teachers' use of instructional media (N=368)**

<i>Variables</i>	<i>Correlation</i>	<i>Variables</i>	
		<i>Human relation skills</i>	<i>Use of instructional media</i>
Human relation skills	Pearson Correlation	1	.038
	Sig. (2-tailed)	-	.736
	N	285	83
Use of instructional media	Pearson Correlation	.038	1
	Sig. (2-tailed)	.736	-
	N	83	83

\*\* Correlation is significant at the 0.05 level  
 Source: Field Study 2021

## DISCUSSION

As described in Table 4, the Pearson product-moment correlation coefficient of the relationship between principals' human relation skills and teachers' instruction effectiveness was found to be -.054. The value for the Pearson product-moment correlation coefficient of -.054 revealed that the strength of the association between principals' human relation skills and teachers' instructional effectiveness was found to be weak and the direction of association was found to be negative. Additionally, the p-value of .625 was above the level of significance of 0.05, and hence, the study established that there was no statistically significant relationship between the

principals' human relation skills and teachers' instruction effectiveness in secondary schools, Central Gondar Zone, Ethiopia. Therefore, the Pearson product-moment correlation coefficient of principals' human relation skills and teachers' instruction effectiveness was found to be weakly negative and a non-significant relationship which is  $r(366) = -.054, p > 0.05$ . Hence, H1 was supported.

**Table 4: Correlation analysis between principals' human relation skills and teachers' instructional effectiveness (n=368)**

<i>Variables</i>	<i>Correlation</i>	<i>Variables</i>	
		<i>Human relation skills</i>	<i>Teachers' instructional effectiveness</i>
Human relation skills	Pearson Correlation	1	-.054
	Sig. (2-tailed)	-	.625
	N	285	83
Teachers' instructional effectiveness	Pearson Correlation	-.054	1
	Sig. (2-tailed)	.625	-
	N	83	83

\*\* Correlation is significant at the 0.05 level  
 Source: Field Study 2021

The findings of study agree with the previous study by Awodiji et al. (2020) that the Pearson correlation analysis is used to examine the relationship between human relation skill and teachers' instructional effectiveness revealed that there is no significant association between human relations strategies and teachers' instructional effectiveness in secondary schools in Patigi Local Government Area, Kwara State, which is ( $r=0.118$ ) with respect to the non-significance level of 0.240.

On the other hand, the findings of the study contradicted with the previous study by Giami and Obiechani (2019) that there was a high positive and statistically significant relationship between principals' human skills and teachers' teachers' instructional effectiveness in public secondary

school in River's state, Nigeria and the calculated probability value of 0.001 is less than the critical probability value of 0.05.

The finding also disagrees with the statement of Paturusi (2017) who found that human relation skill which is a vital and fundamental element in the management process of the day-to-day administration of the school, enforces good interpersonal relationship among the principals and teachers, promote effective team work among teachers and guarantee teachers` full support and commitment to the actualization of school goal and objectives. This affirms the fact the principals that involve teachers in decision- making process of the day-to-day administration of the school, achieve greater positive outcome. This democratic action of the principal would make the teachers to own up all rules and regulations of the school, since they were party to the decisions and as such would be enthusiastic in enforcing it to the letters for the benefit of the school. This approach makes the teachers happy that they are being carried along in the scheme of things. When teachers are happy, they become more efficient and productive.

Similarly, the findings of study also contradict with the previous study by Hosseinpou et al. (2014) that the Pearson correlation analysis is used to examine the relationship between human relation skill and teachers' instructional effectiveness revealed that ( $r = 0.73$ ) with respect to the significance level of 0.01 is significant. In other words, there is a direct and positive relationship between human relation skill and teacher instructional effectiveness.

## **CONCLUSION**

Based on the findings of this study, the research study concludes that, there is no significant relationship between the school principals' human relations skills and teachers' instruction effectiveness and the direction of the association was found to be weakly negative in secondary schools, Central Gander Zone, Ethiopia.

## **RECOMMENDATIONS**

Ministry of Education should organize constantly and compulsory workshops for principals to interact and acquire human relations skills for working effectively with teachers to improve their

managerial effectiveness and teachers' instructional effectiveness in the other hand. School principals should invest much time and effort in their ultimate responsibility of helping teachers to enable to implement continuous assessment, good classroom management, and use instructional materials to make teachers effective in the teaching-learning process. Moreover, teachers should be engaged in continuous professional development in order to boost the capacity that enables them the use modern pedagogy

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