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Principals Communication Skills and Personnel Management as Correlates of School Community Relations in Public Senior Secondary Schools in Rivers State, Nigeria

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ABSTRACT
The study examined principals' communication skills and personnel management as correlates of school – community relations in public senior secondary schools in Rivers State. Correlation survey design was adopted for this study and the population consisted of one hundred and forty two (142) respondents cutting across principals, vice principals and Community Development Committee Chairmen of the thirty eight (38) public senior secondary schools and twenty eight (28) communities in Emohua and Ikwerre Local Government Areas of Rivers State respectively. Census sampling was adopted for this study because the entire population was used. Two (2) objectives were stated for the study, two (2) research questions were answered and two (2) null hypotheses were formulated and tested at 0.05 level of significance. Two (2) sets of instrument titled 'Principals' Communication Skills and Personnel Management' Questionnaire (PrCoSkPmQ)'' and ''School – Community Relations' Questionnaire (ScCoReQ)''were used for data collection, which were validated by two experts in the Department of Educational Management and Measurement and Evaluation and a reliability index of 0.77 and 0.84 were obtained respectively using test-retest method. The research questions were analyzed using Pearson Product Moment Correlation Coefficient. The hypotheses were tested with the same statistical tool, and also a t- transformation test was conducted to ascertain if the null hypotheses was significant or not. One of the findings reveal that, there is a strong, positive and significant relationship between principals' communication skills and school – community relations of public senior secondary schools in Rivers State, Nigeria. It was therefore recommended that the management of senior secondary schools in Rivers State should create effective communication channels between the school and the host communities to enhance the school – community relations. Finally, the ministry of education and the management of public senior secondary schools in Rivers State should organize seminars and workshops from time to time for principals and teachers on administrative skills and school management as to enhance school community relations.
Keywords: Principals Communication Skills, Personnel Management, School - Community Relations, Public Schools, Rivers State

INTRODUCTION

The relationship between the school and the community can be described in terms of the degree of respect and understanding shared by the two parties. It indicates that a school staff, students, and other resources work together effectively and quickly to complete academic goals because there is a strong feeling of mutual understanding among all of these parties. This can be accomplished through showing the principal's managerial skills (Ndalu, Osuji & Wey – Amaehule, (2022). The ability to

communicate and manage people are two qualities that help principals run an effective school and keep positive relationships with the surrounding community. When used effectively, can make a significant difference in the relationship between the school and the community. Owabie and Osuji (2019) asserted that the principal is the administrative head of a secondary school, he is saddled with the task of coordinating all the activities of the school, manage the human resources of both academic and non-academic staff, oversee the distribution and utilization of materials, liaise with community stakeholder such as Parent Teacher Association (PTA), report to government (school inspectors) and also interact with the students as well as to attend to their individual needs.

The study of leadership and decision-making has a long history. Whose standards should we use when evaluating excellent leadership? According to Orozco (2019), school leadership can be viewed from the perspectives of teachers, students, supervisors, parents, and the community, much like in other organizations. The idea of leadership using scientific approaches is still relatively new. The most important leadership traits may be harder to validate as a result of this. The principal is the core of the secondary school system, according to this. He is in charge of planning school events to balance the supply and demand for labor and to make it easier for pupils to continue their education (Owabie & Osuji, 2019).

Numerous studies highlight how good communication might improve institutional results (Garnett, Marlowe, and Pandey, 2008). Perceptions and beliefs about people, communities, organizations, governments, and even society can be influenced via communication. The flow of information, rules, policies, and processes is one result of administrative communication (Harold, 2010). Any type of business needs to communicate, and information is a critical component of good communication. Theories of organizational communication have developed from the idea that it was once just one of many organizational factors, a management tool used to enhance job completion (Shockley-Zalabak, 2006).

Communication is "the key method through which individual action is coordinated to formulate, communicate, and achieve corporate goals" as a management tool (Gardner, Paulsen, Gallois, Callan, and Monaghan, 2011). It is a tool that enables a business to function as a system. From the perspective of scientific management, communication is a tool of organizational design that facilitates and operates task accomplishment, and theorists placed focus on communication flow from supervisors to subordinates (Shockley-Zalabak, 2006). Similar to this, Taylor's scientific management followed a clear line of command and a clear division of labor. These two ideas were created using work standards and standard measurement.

Personnel management can be seen as obtaining, using and maintaining a satisfied workforce. It is a significant part of management concerned with employees at work and with their relationship within the organization and its environs. The principal (Chief Executive) of the school is obligated under the concepts of human relations and interpersonal interactions in administration to maintain an approachable yet respected distance from the student body. Any member of the school community should be able to quickly contact him or her because of his or her administration's open door policy. For instance, the principal ought to treat everyone equally and cultivate more friendships because too much familiarity with someone could influence their judgment, which might then result in contempt or disagreement (Ayeni, 2014). Through a good working connection with the school administration and the entire school community, a community could learn about the school's strengths and weaknesses and discover strategies to strengthen the areas where the school is lacking for the attainment of educational objectives.

To be a successful social institution and socialization agent, the school needs to have strong linkages to both local and far-off groups. Their mutually beneficial relationship is always what makes the school and the community successful. According to Bakwai (2013), the community and school have a two-way symbiotic relationship in which they collaborate to accomplish both the community's and the school's goals. Aminu (2006) asserts that both the school and the community in which it is located have a responsibility to shape and mold young people's conduct. If educational objectives are to be achieved, it is essential for the school and the community to share ideas on educational techniques, policies, programs, means, and purposes.

The administrative skills of the principal and the staff must be in place for the school to successfully achieve its broad and more specific goals. According to Micah, Yaro and Isaac (2017), a school-community relations is the process through which two communities come together in mutual

collaboration and work together to give some reciprocal services to one another. The relationship between the school and the community, according to Ogbonna (2003), is defined as a series of pre-planned activities and media that the school utilizes to comprehend its community, tell it of its objectives, programs, problems, and needs, and interpret them as needed. The community is also included in the formulation of school policy and performance evaluation.

The principal serves as the institution's public relations representative. The school administration must communicate politely and keep channels of communication open with parents regardless of their level of education. Given that it is a vital part of the community in which it is located, the administration of the school should involve both its students and other local residents (Ndalu, Osuji & Wey – Amaehule (2022). The study successfully highlights the need for efficient communication between school leaders and the success of their administrative efforts as a result. By fulfilling this role, the principal fosters a bond of respect among the school, community, and broader public. It is in the light of the above, that this study is aimed at examining the principal's communication skills and personnel management as correlates to school – community relations in public senior secondary schools in Rivers State.

Statement of the Problem

The community and school should work well together for the school to function as a mini-society. On the other side, the neighborhood depends on the school for its existence and development. According to Madumere (2014), the school is an integral part of society because it is a social system. According to Madumere (2014), a sociologist sees the school as a part of the neighborhood that helped to create it. In accordance with Oniyangi (2018), schools that are tasked with developing, bringing up, and forming responsible members of society do not exist in a vacuum and might not function well without the host community. The school head and staff need to have a good working relationship with the community in order to effectively achieve the general and specific objectives of the school.

The researcher noticed that in Rivers State, there appears to be less community involvement in secondary school management. The issues of the schools in their communities are treated with disdain and disregard by some community leaders (Ndalu, Osuji & Wey – Amaehule (2022). In order to effectively contribute to the growth of their children's schools, parents in the majority of communities also do not want to attend Parents Teachers Association (P.T.A.) meetings. Instead, they only pay the P.T.A. levy when compelled to do so, and then they complain that the school administration extorts money from them without providing their children with quality education. Pev (2014) ascribed this to a shift in the state's priorities from security to education. This has the effect of continuing to undermine Nigeria's educational system.

Ndalu, Osuji & Wey – Amaehule (2022) assert that, it is also important to note that while a positive relationship between the school and community can be seen as a requirement for achieving a meaningful educational goal in our community and Nigeria generally, the majority of schools within the study area do not function with a school PTA, old students' associations do not function, and school heads are constantly working alone without the help of school committees. According to Micah, Yaro and Isaac (2017), there are rumors that the majority of school boards of governors, which should be active in administering the schools and establishing rules and regulations, are only there in name. With the type of relationship between schools and their host communities on ground, discipline of students, provision of school facilities, and quality and quantity of teachers among other issues affect the management of secondary schools.

Furthermore, there are instances where certain members of the community pass legislation that are unfriendly to schools, trespass on school property, and negatively affect how the school is run on a daily basis. Furthermore, it is believed that in some schools, older pupils in the neighborhood pay little attention to the issues and advancements of the schools they previously attended. Cultism, kidnapping, classroom vandalism, and other manifestations of young restlessness all play a role in the strained connection between the school and the community (Ndalu, Osuji & Wey – Amaehule (2022). The researcher's findings are both harmful to children's development and a threat to the bastion of learning from the cradle. It is against this backdrop, that the study investigated the principals' communication skills and personnel management as correlates of school-community relations in public senior secondary schools in Rivers State.

Purpose of the Study

The purpose of this study was to determine the relationship between principal's communication skills and personnel management as correlates of school – community relations in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. examine the relationship between principal's communication skills and school – community relations in public senior secondary schools in Rivers State.
2. ascertain the relationship between principal's personnel management skills and school – community relations in public senior secondary schools in Rivers State.

Research Questions

The following research questions were formulated for the study.

1. What is the relationship between principal's communication skills and school – community relations in public senior secondary schools in Rivers State?
2. What is the relationship between principal's personnel management skills and school – community relations in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated for the study at 0.05 level of significance.

1. There is no significant relationship between principal's communication skills and school – community relations in public senior secondary schools in Rivers State**.**
2. There is no significant relationship between principal's personnel management skills and school – community relations in public senior secondary schools in Rivers State**.**

Theoretical Underpinning

This study anchored onthe Path – Goal Theory developed by Roberts House in 1971, this is because it underpin the objective of the study.

Path–Goal Theory - Robert House, 1971

The path–goal theory (PGT) of leadership was developed by Robert House in 1971 and revised in 1996. The original version of the theory included four leadership philosophies (directive, participative, supportive, and achievement-oriented leadership). According to Northouse (2018), the overview of various leadership philosophies is as follows: Leaders that are directive provide their followers task directions and instructions that include what is expected of them, how to follow them, and when to accomplish them. He also mentioned that followers are provided with performance expectations, guidelines, and norms. When employees are under pressure to meet difficult targets and goals, the directive leadership style is preferable. While adopting a directive style of leadership, principals must maintain cordial and approachable relationships with the teachers they supervise. Relationships with teachers that are wholesome and enjoyable result in productive workplaces. These fortunate elements foster more effective directed leadership. According to Northouse (2018), supporting leadership is personable and approachable. It places a strong emphasis on the needs of the followers as individuals, their wellbeing (particularly the creation of pleasant working conditions), and their rights to respect, acknowledgment, and equality. Teachers can do this by offering principals ideas and proposals to improve the quality of their learning and teaching, or by taking part in important policy-, decision-, and execution-related activities. According to Northouse (2018), participative leadership fosters shared decision-making by including followers and incorporating their views and proposals into policy-making. Principals must support teachers' on-going professional development in order for this leadership style to fully or partially deliver the desired results.

In order for teachers to accomplish the set, difficult goals, principals must also have faith in their abilities. Successful leaders communicate their goals to their supporters. They routinely establish objectives with high performance potential, have faith in the competence of their staff, and promote ongoing performance improvement. Northouse (2018). (2018). In a summary, directive principals typically assign tasks without involving teachers in significant administrative decisions or school policy-making. Supportive leadership hence efficiently enlightens and bolsters directive leadership. To achieve challenging aims and goals, supportive leadership creates favorable work environments that promote good morale, job integrity, emotions of dignity, and more. As a result, achievement-oriented leadership enables principals to establish these objectives and goals, which in turn encourage and energize teachers. The participation of teachers qualifies when they successfully perform their job based on criteria. The participatory leadership style combines the knowledge and imagination of

instructors to find answers to issues by including recommendations, ideas, and opinions. Principals are also required to find a way to compensate teachers for errors, carelessness, or other actions related to the failure to complete tasks or teach certain subjects.

Conceptual Review

Principals' Communication Skills

The lifeblood of any company, according to Mbiti (2010), is communication. Without effective communication, no institution can meet the needs of its constituents. The head of department must be briefed by the principals before sharing the news with other staff members and students, as information must flow from the school administration to the staff and students. However, principals should use their communication skills wisely to promote effective communication between the school and the community, build parent-teacher relationships by regularly meeting with parents, and establish close relationships between parents. It is hard to overstate how crucial communication skills are to a principal's administrative effectiveness, which is why Morgan (2012) lamented that working with people—which is accomplished through some forms of communication—is perhaps the most important and fundamental aspect of the management process. He continued by saying that an effective communication process is crucial to the outcome of managerial actions.

Keeping everyone informed, according to Nwankwo and Luisggel (2016), is a good strategy to ensure successful leadership, co-operation, coordination, support, and commitment. According to Palsey's (2013) research on the idea of a school as an organization, a group of individuals can be said to be organized when they are able to communicate, eager to contribute, and share shared goals and objectives. Scott and Mitchell (2016) list the following four primary functions of communication to illustrate how communication ability affects a principal's ability to administer effectively. Employees have the chance to express their emotions through communication, which also serves as a dispute resolution tool, lowering tension and enhancing personal direction. It encourages achievement in subordinates and serves as a motivator. It provides the necessary information for decision making. It is used to control the activities in an organization (school).

Beginning in the last quarter of the 20th century, communication gradually became more complex due to technological advancements. These advancements represented a significant step forward for people and organizations in developed and developing nations alike, opening the door to a new era and evoking similar feelings of excitement and confusion to Neil Armstrong's first steps on the moon. The new theories, concepts, techniques, and technologies offered by the new perspectives of the new era of communication are likely to be absorbed and digested by the dynamic nature of human relations, changing the quality of relationships in the process and necessitating a critical examination of interpersonal and organizational communication. The majority of definitions of communication employed in academic literature on organizational behavior emphasize the use of symbols to convey information's meaning (Luthans, 2017). Communication is the communication of concepts, viewpoints, and knowledge through spoken or written words, signs, or behaviors (Baird, Post and Mahon, 2020.) The social process of communication involves two or more parties exchanging information and conveying meaning (Griffin and Moorhead, 2013).

Essentially, communication is a perceptual process. To produce communications, the sender must encrypt the intended meaning. The message is subsequently decoded by the receiver to produce the desired meaning. A shared knowledge of the rules used to encrypt messages with meaning is necessary for effective communication between the sender and the recipient (Stroh et al. 2002). Because it influences almost every aspect of organizational behavior, effective communication is crucial (George & Jones, 2017). According to experts, good communication results from the communicator and the receiver having a shared understanding. Only when the communicator conveys their understanding to the receiver is communication successful (Gibson, Ivancevich, Donnelly and Konopaske, 2016). In this regard, Stroh et al. (2016) stated that in order to improve communication, one must raise the likelihood that a sender's attempt at communication will be correctly understood by the recipient. The sender must be skilled in communication in order to convey information effectively. When a person conveys the wrong message, interpersonal communication can become problematic.

One of the most crucial interpersonal processes in organizations is communication. Employees, groups, and organizations may achieve their objectives and perform at a high level through effective communication (George and Jones, 2017). Gaining employment, excelling at work, and being a

productive coworker, subordinate, or manager all require effective interpersonal communication (Harris and Nelson, 2018). A message is exchanged from one person to another through a communication channel during interpersonal contact (Aamodt, 2019). The conveyance of information from one person to another is the main focus of interpersonal communication. The fundamental strategy for changing behavior is thought to be communication, which combines language and psychological processes like perception, learning, and motivation (Luthans, 2017). All organizations must prioritize communication between individuals and groups. Effective group functioning depends on communication, which is likely the most visible of all group activities (Stroh et al., 2019). An organization without communication would just be a group of individuals performing different responsibilities. Organizational action would be disorganized and focused on individual objectives rather than organizational aims (Griffin and Moorhead, 2013). By making clear to workers what has to be done, how they are doing, and what can be done to enhance performance if it is below standard, communication promotes motivation (Robbins, 2018).

Communication lays the groundwork for effective action and clears the way for a more cooperative workplace. Effective communication is necessary for collaboration. It is the process by which we communicate ideas, facts, objectives, directions, expectations, sentiments, and feelings in the context of planned action. Effective interpersonal and cross-organizational communication is valued and encouraged in successful organizations (Schermerhorn, Hunt, Osborn and Uhl-Bien, 2016). Organizational communication serves a variety of purposes and can sometimes go wrong. According to Keyton (2015), some organizational communication serves as a means of introducing new members to the group or negotiating one's place within it. Some forms of intra-organizational communication serve as a conduit for management to shape or regulate the organization. Negotiating and arranging job activities takes up some organizational communication.

Finally, some forms of organizational communication serve to position the company in the marketplace and within society. Control, motivation, emotional expression, and information are the four main purposes of communication, according to Robbins (2002). According to Champoux (2015), these tasks include facilitating information sharing and assisting managers in integrating or coordinating various organizational components. The dysfunctions were characterized by Champoux (2015) as selective perception, semantic issues, and information overload. (Schermerhorn et al. 2016) utilized glue to describe how organization and communication are related. They claimed that the bonding agent that keeps businesses together is communication. Similar to this, Griffin and Moorhead (2013) effectively used the human nervous system as a metaphor to describe the role of communication in an organization. They claimed that achieving coordinated action is the main goal. Communication helps an organization's numerous elements coordinate their operations, just as the human nervous system does when it reacts to stimuli and sends messages to different regions of the body.

It's crucial to understand that communication abilities may be taught and learnt rather than being innate (William, 2014). Therefore, while communication is essential to an organization's operation, it is not relevant to ask if managers communicate. Instead, whether managers communicate effectively or poorly is the main problem. In other words, while communication is necessary for an organization to operate, inefficient communication can be avoided. All managers need to be good communicators. In truth, a manager conveys something to someone or some group by everything they do (Gibson et al. 2016).

Personnel Management Skills

Different academics who have sought to explain the concept of personnel management have provided diverse definitions of the term. In contrast to other sources of power, Vaghela (2015) claims that this phase of management focuses on the effective management and utilization of labor. It involves organizing, coordinating, and managing numerous operational tasks related to hiring, training, retaining, and employing a workforce in order to achieve the goals for which the firm was founded in an efficient and cost-effective manner. According to Prachi (2018), personnel management is the methodical process of hiring, retaining, and using a happy staff. It is an important aspect of management that is concerned with how employees interact with one another within the business and at work. Planning, organizing, motivating, and controlling are two types of tasks that fall under the umbrella of personnel management, according to Singh (2015). These tasks are carried out by all managers, including personnel managers.

According to the definitions mentioned above, personnel management is the systematic process of ensuring that all individuals associated with an organization are appropriately chosen, hired, paid, and provided with other working circumstances that can help them execute their jobs and achieve their goals. Its main focus is on enhancing organizational productivity through the efficient use of each and every employee. The goal of personnel management is to help all employees achieve work-life balance. The school administrator must carefully design the personnel management procedure. Thus, personnel management refers to the process by which administrators or those charged with running an organization make sure that the right things are done to raise employee morale and encourage the achievement of goals and objectives. The manager must be conceptually and technically skilled in the execution of his or her administrative duties for proper personnel administration.

School – Community Relations

School-community relations refers to the process through which a school and a community join together in mutual collaboration and work together to deliver some reciprocal services to one another. According to Ogbonna (2013), the interaction between the school and the community is defined as a series of organized actions and media that the school utilizes to comprehend its community, tell it of its objectives, programs, problems, and needs, and interpret them as needed. The community is also included in the formulation of school policy and performance evaluation. The degree of respect and understanding that exist between the school and the community can be used to describe the relationship between the two, claims Akpakwu (2017). As a result, the understanding that unites the school's students, staff, and other resources and promotes the growth of a healthy learning environment is characterized as the relationship between the school and its community. This can be accomplished by showing the principal's managerial abilities.

METHODOLOGY

This study investigated principals' communication skills and personnel management as correlates of school – community relations in public senior secondary schools in Rivers State. Correlation survey design was adopted for this study and the population is one hundred and forty two (142) respondents made up of (38 Principals, 76 Vice Principals and 28 Community Development Committee (CDC) Chairmen of the twenty eight (28) communities hosting 38 public senior secondary schools in Emohua and Ikwerre Local Government Areas of Rivers State. The two Local Government Areas have 38 senior secondary schools in 28 Communities as at February 2022. Census sampling was adopted for this study because the entire population was used. Two (2) sets of questionnaire titled ''Principals' Communication Skills' and Personnel Management Questionnaire (PrCoSkPmQ)'' and ''School – Community Relations' Questionnaire (ScCoReQ)'' with a four (4) point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagreed (D-2) and Strongly Disagree (SD-1) respectively were adopted and were validated by two experts in the Department of Educational Management and Measurement and Evaluation. In order to establish the reliability of the instrument, the instrument was administered to twenty five (25) respondents which include principals, vice principals and Community Development Chairmen in the public senior secondary schools and communities respectively in Obio/Akpor local government area of Rivers State who were not part of the population. The same instrument were re-administered to the same group after two weeks interval. Specifically, 'Principals' Communication Skills' and Personnel Management Questionnaire (PrCoSkPmQ) which represented the independent variables computed with Pearson Product Moment Co-efficient indicated a reliability co-efficient of 0.77 while dependent variable representing 'School – Community Relations' Questionnaire (ScCoReQ) were equally computed and 0.84 reliability co-efficient was obtained using test re - test method. This revealed that the instrument was reliable for the study. Research questions were analyzed using Pearson Product Moment Correlation Coefficient. The hypotheses were tested with the same statistical tool, and also a t- transformation test was conducted to ascertain if the null hypotheses were significant or not.

RESULTS

Research Question 1: *What is the relationship between principal's communication skills and school – community relations in public senior secondary schools in Rivers State?*

Table 1: Correlation Coefficient between Principal's Communication Skills and School – Community Relations in Public Senior Secondary Schools

Variables	N	Σx Σy	Σx² Σy²	Σxy	r	Remarks
Prin. Comm. Skills	133	441.3	1478.7			
Sch. Com. Relations	133	392.5	1175.6	1312.4	0.64	Strong/Positive Correlation

Source: Field Work, 2022

Table 1 shows that the correlation co-efficient between principal's communication skills and school – community relations in public senior secondary schools in Rivers State is 0.64. This shows a strong, positive relationship between principal's communication skills and school – community relations in public senior secondary schools. It implies that if communication skills increases, school – community relations will be high.

Research Question 2: *What is the relationship between principal's personnel management skills and school – community relations in public senior secondary schools in Rivers State?*

Table 2: Correlation Coefficient between Principal's Personnel Management Skills and School – Community Relations in Public Senior Secondary Schools

Variables	N	Σx Σy	Σx² Σy²	Σxy	r	Remarks
Personnel Mgt. Skills	133	455.4	1570.1			
Sch. Com. Relations	133	392.5	1175.6	1354	0.74	Strong/Positive Correlation

Source: Field Work, 2022

Table 2 shows that the correlation co-efficient between principal's personnel management skills and school – community relations in public senior secondary schools in Rivers State is 0.74. This shows a very strong, positive relationship between principal's personnel management skills and school – community relations in public senior secondary schools. It implies that if personnel management skills increases, school – community relations will be high.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between principal's communication skills and school community relations in public senior secondary schools in Rivers State.

Table 3: Test of Correlation of Relationship between Principal's Communication Skills and School Community Relations in Public Senior Secondary Schools at 0.05 Level of Significance and t-transformation computation

Variables	N	Df	r-cal	r-crit	t-cal	t-crit	Decision
Prin. Comm. Skills	133						
		131	0.64	0.195	9.54	1.96	Rejected
Sch. Comm. Relations	133						

(r-value = 0.64, t-value = 9.54)

Table 3 shows that the calculated r - value of 0.64 is greater than r-critical value of 0.195. However, to confirm the significance or otherwise of r, a post hoc test of t-transformation was conducted and found to be t = 9.54, against a critical t-value of 1.96. Therefore, since the computed t-value is greater than the critical value, the hypothesis which states that there is no significant relationship between principal's communication skills and school community relations in public senior secondary schools is hereby rejected. This implies that there is a significant relationship between the two (2) variables.

Hypothesis 2: There is no significant relationship between principal's personnel management skills and school community relations in public senior secondary schools in Rivers State.

Table 4: Test of Correlation of Relationship between Principal's Personnel Management Skills and School Community Relations in Public Senior Secondary Schools at 0.05 Level of Significance and t-transformation computation.

Variables	N	Df	r-cal	r-crit	t-cal	t-crit	Decision
Personnel Mgt. Skills	133						
		131	0.74	0.195	12.7	1.96	Rejected
Sch. Comm. Relations	133						

(r-value = 0.74, t-value = 12.7)

Table 4 shows that the calculated r-value of 0.94 is greater than r-critical value of 0.195. However, to confirm the significance or otherwise of r, a post hoc test of t-transformation was conducted and found to be t = 12.7, against a critical t-value of 1. Therefore, since the computed t-value is greater than the critical value, the hypothesis which states that, there is no significance relationship between principal's personnel management skills and school community relations in public senior secondary schools is hereby rejected. This implies that, there is a significant relationship between the two (2) variables.

Summary of Major Findings

The following are the synopsis of the relationship and significance discoveries of the study:

1. Result from research question one (1) on the relationship between principals' communication skills and school community relations of public senior secondary schools in Rivers State indicated a strong, positive relationship with a correlation coefficient of 0.64. On testing the hypothesis that, there is no significant relationship between the two (2) variables, the finding revealed that a significant relationship exist between principals' communication skills and school community relations of public senior secondary schools in Rivers State.
2. Result from research question two (2) on the relationship between principals' personnel management skills and school community relations of public senior secondary schools in Rivers State revealed a strong, positive relationship with a correlation coefficient of 0.74. On testing the hypothesis that, there is no significant relationship between the two (2) variables, the finding showed that a significant relationship exist between principals' personnel management skills and school community relations of public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Principals' Communication Skills and School – Community Relations

The result analysis in Table 1 shows that, there is a strong, positive relationship between principal's communication skills and school community relations in public senior secondary schools in Rivers State. Also, the result of the hypothesis shown in Table 2 indicates that, there is a significant relationship between principal's communication skills and school - community relations. This is in agreement with the study of Ogundele, Sambo & Bwoi (2015) who studied Principals' Administrative Skills for Secondary Schools in Plateau State, Nigeria.

Principals' Personnel Management Skills and School – Community Relations

The result analysis in Table 4.5 shows that, there is a strong, positive relationship between principal's personnel management skills and school community relations in public senior secondary schools in Rivers State. Also, the result of the hypothesis shown in Table 4.11 indicates that, there is a significant relationship between principal's personnel management skills and school - community relations. This is in agreement with the study of Amadi (2013) who studied the principals' administrative techniques and effective school-community relation in Ahoada East Local Government Area of Rivers State. Findings indicated that there is no significant difference between principals' administrative techniques and school community relations.

CONCLUSION

From the findings above, it was concluded that principals' communication skills and personnel management were significantly related to the school community relations in public senior secondary schools in Rivers State.

RECOMMENDATIONS

In view of the findings, the following recommendations were made:

1. The study therefore recommend that the management of senior secondary schools in Rivers State should create effective communication channels between the school and the host communities to enhance the school – community relations.
2. The ministry of education and the management of public senior secondary schools in Rivers State should organize seminars and workshops from time to time for principals and teachers on administrative skills and school management as to enhance school community relations.

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