International Journal of Innovative Education Research 14(3):178-184, July-Sept, 2026

© SEAHI PUBLICATIONS, 2026 www.seahipublications.org **ISSN: 2354-2942**

DOI:10.5281/zenodo.21654698

Principals' Management Skills And Attainment Of Secondary School Education Goals In Jalingo Education Zone, Taraba State, Nigeria

ALIYU Abubakar; AMINU Sani & DANMAMA M Abubakar

Department Of Educational Administration And Planning
Taraba State University Jalingo, Nigeria
Phone: 08039573393, 08038727143, 08035383173
Correspondence Email: aliyuabubakar@gmail.com,danmamadstv@gail.com

ABSTRACT
This study examined the relationship between principals' management skills and the attainment of secondary school education goals in Jalingo Education Zone, Taraba State, Nigeria. The specific Variables included human relations, decision-making, a correlational research design was adopted, and data were collected from 517 teachers across 54 secondary schools using validated questionnaires. Descriptive statistics (mean and standard deviation) and Pearson product-moment correlation were employed for data analysis. The findings revealed a statistically significant and strong positive relationship between principals' human relation skills and educational goal attainment. Decision-making and the study exhibited weak to moderate positive relationships. The study concludes that principals' management skills significantly influence the achievement of secondary school education goals, with human relation skills being and decision marking skills and the attainment of secondary school education goals in Jalingo Education Zone, Taraba State, Nigeria. The findings revealed that principals' human relation skills exhibited a statistically significant and strong positive relationship with the attainment of educational goals, underscoring their pivotal role in fostering a collaborative and conducive school environment.it also summarized by examined the principals' management kills and secondary Education goals attainment in Jalingo education zone, Taraba state**.** Five research questions and five hypotheses were formulated to guide the study. Correlational research design was used in the study. The population of the study is comprised of 1,847 teachers, made up of 1,236 male and 611 female, drowned from 54 secondary schools in three local government areas that made up the Jalingo Education Zone. (Jalingo, Lau and Ardo-kola LAG. Department, Taraba Recommendations include prioritizing professional development for principals, improving ICT infrastructure, and enhancing supervisory and organizing skills to foster better educational outcomes.
Keywords: principals, management skills, education goals

INTRODUCTION

Secondary school education is the type of education children received after primary or Basic Education. In every organization, there are set goals and objectives to be achieved; likewise, there are goals for secondary school education to be achieved. FGN (2014), stipulated the broad goals for secondary school education to prepare the individual for useful living within the society and higher education. To achieve

these stated goals, secondary school education shall be of six years duration, given in two stages, a junior secondary school stage and a senior secondary school stage, each shall be of three years duration. These secondary school education goals cannot be achieved without principals' management skills. The principals are the accounting officers of secondary school education who need to possess some management skills that may enable them to perform educational functions so as to achieve secondary school education goals. Effective school leadership today requires a broad set of management skills that enable principals to foster positive school environments and drive academic success. Recent studies affirm that strong leadership involves promoting collaboration, clear communication, and adaptability. Kilag et al. (2024) emphasize the importance of decision-making, team-building, and continuous development in achieving student-centered goals. Papilaya and Nanda (2024) also found that principals' managerial competence significantly impacts teacher performance and school climate. In addition, He et al. (2024) highlight the role of instructional leadership in improving teaching practices, while Richardson and Khawaja (2025) stress the need for learner-centered approaches that personalize student learning. Democratic leadership styles, as noted by Elkhder and Onia (2022), further enhance teacher engagement and performance.

Human relations Skill is referred to as the ability of the manager to understand communicate, work and integrate with the workers. This skill is to enable the secondary school principals to understand themselves and their teachers or subordinates to help them in management process as well as to be skillful in using it (human relations skill) in all their work relationship in the school system. This skill may help the principals to establish a healthy principal-subordinate relationship. Failure to establish and use this skill may jeopardize the attainment of secondary school goals. The success of any school depends, to a large extent, upon the quality of its leader. The principal, as the instructional leader of a school, helps to integrate human and non-human resources into a productive working mechanism. Principals' leadership approach influencing teachers' behavior and beliefs through collective supervisory activities, cooperation, motivation, effective communication and evaluation for the achievement of the educational objectives or goals of the school. Principals perform dual functions as administrators and professional teachers. As administrators, the principals perform duties like planning and coordinating, attending to mails, visiting ministries to resolve school problems among others. As a professional teacher, the principal engages in the curriculum design deployed and source for material resources to assist teaching staff. Actualizing these functions, the principal is required to possess good human relation skills (Adeyemi, 2017). The attitude of a principal towards his subordinates would influence the behavior of the teacher in a significant manner and this in turn would affect students' academic performance. (Adeyemi, & Adu, 2020). Human relation is a complex term that encompasses areas like collective bargaining, negotiations, employment legislation, work life, equal opportunities and managing diversity. Has been described as their level of involvement in the day to day running of school. Study by Awodiji, and Ololo (2019) recommend that training or capacity building programmers on human relations strategy should be organized for principals of secondary schools of the sampled area.

Decision making skill is also another management skill that referred to the ability and competence of school managers in taking effective and appropriate decision relating or concerning to school management, according to the author, this skill helps the managers to differentiate among many decisions, determine the type of information and data need for decision, determine the category of personnel that many take part in decision making, decide in the approach to a problematic situation, established the priorities for action on to anticipated both intended and unintended consequences of decision taken additionally, Akpan and Etor (2015) added that organizing skill can also be a very good element skill for effective management. Organizing skill to them is the ability and competence of the school manager to build up the structure, both human and material resources for attainment of school goals. This implies that the ability of school manager involves establishing of structure of authority and state dearly the method, and procedures for doing a particular job using appropriate resources and equipment and effectively managing them for goal attainment of the school. Decision making skill is competence of school managers in taking effective and appropriate decision relating or concerning to

school management. This skill helps the managers to differentiate among many decisions, determine the type of information and data needed for decision, determine the category of personnel that many take part in decision making, decide in the approach to a problematic situation, established the priorities for action on to anticipated both intended and unintended consequences of decision taken (Akpan and Etor, 2015) Every administrator or teacher has to make decisions based on their positions, lessons plan, classroom management and different tasks. Decision making is viewed in the form of identification of a stimulus for action, and end with specific commitment to action. Decision making aims at changing school or organizations, to prevent or solve problems that influence the teachers' (Colakkadioglu, 2019). Duze (2020) described decision making as the process by which principals choose the best action or most preferred course of action among alternative sources of action with the purpose of solving problem and achieving set goals effectively and efficiently. Study by Ibrahim, H. (2020) the findings indicated a strong positive correlation between effective decision-making and improved academic performance, aligning with similar studies that underscore the importance of sound decision-making in educational settings. Recommendations made included that principals should learn how to delegate tasks, encourage staff through job enrichment, empowerment and also learn how, when and where twill enable them (principals) to concentrate on more important tasks while at the same time giving teachers opportunities to grow.

State and the Federal governments have made some frantic efforts on the national policy on education to ensure that the principals who are the chief executive or accounting officers of secondary school education to possess new methods of assessment of students' academic performance as well as modern technology tools or skills to achieving secondary school education goals, yet there is still inadequate attainment of secondary school education goals in Jalingo education zone of Taraba state. Some stakeholders in education appointed accusing on of the secondary school principals who are the chief executive for their inabilities to apply managerial skills such as human relation and decision making skill. controlling and harnessing both materials and non-material resources to attain secondary school education goals. It is, against this background that the researcher intends to carry out study on principals' management skills and attainment of secondary education goals in Jalingo Education Zone, Taraba state.

Statement of the problem

Secondary school education is the type of education children received after primary or basic Education, with the broad goals for useful living within the society and higher education. However, it has been observed that in public secondary schools in Jalingo education zone, Taraba state there seemed to be inadequate or little attainment of secondary school education goals. The evidence is shown in the area of preparing individuals for useful living in the society. Most secondary school leavers appear to be roaming about the streets without any meaningful goals for themselves or to the society they belong to. Some of them appear to be a nuisance to the society. Some of the secondary leavers also appear to be harmful, fearful and threat to the society.

It was also observed that some of the secondary school leavers could not gain admission to higher institutions of learning due to their inability to read and write well nor speak good English language to pass well in either West Africa Examinations Council or National Examination Council, which is one of the requirements to gain admission to higher institutions of learning. Inadequate attainment of secondary school education goals seemed to have resulted to some secondary school leavers to be street hawkers, which are vendors or sellers of all kinds of food and truck pushers. Some of the secondary school leavers also appear to exhibit all forms of in disciplinary behaviors, leading to the state of insecurity in the society.

State and the Federal governments have made some frantic efforts on the national policy on education to ensure that the principals who are the chief executive or accounting officers of secondary schools to possess new methods of assessment of students' academic performance as well as modern technology tools or skills to achieving secondary school education goals, yet there is still inadequate attainment of secondary school education goals in Jalingo education zone of Taraba state. Some stakeholders in education appointed accusing figures on the secondary school principals who the chief executive for their inabilities to apply managerial skills such as human relation, decision making skill, for planning,

coordinating, controlling and harnessing both materials and non-material resources to attain secondary school education goals. It is against this background that the researcher intends to carry out study on the principals' management kills and secondary Education goals attainment in Jalngo education zone, Taraba state.

Purpose of the study

The main purpose of the study is to determine the relationship between the principals 'management skills and the attainment of secondary school goals in Jalingo education zone, Taraba state. Specifically, the study seeks to:

1. Determine whether principals' human relation skill relates with attainment of secondary school education goals in Jalingo education Zone, Taraba State;
2. Determine whether principals' decision-making skill relates with attainment of secondary school education goals in Jalingo education Zone, Taraba State.

Research Questions

The following research questions was guide the study

1. To what extent does principals' human relation skill relate with attainment of secondary school education goals in Jalingo education Zone, Taraba State?
2. To what extent does principals' decision-making skill relate with attainment of secondary school education goals in Jalingo education Zone, Taraba State?

Research Hypotheses

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

H_1: There is no significant relationship between principals' human relation skill and attainment of secondary school education goals in Jalingo Education Zone, Taraba State

H_{02}: Principals' decision-making skill does not significantly relate to attainment of secondary school education goals in Jalingo education Zone, Taraba State.

RESEARCH METHODS

The correlational research design was adopted for the study. Whitley and Kite (2013) explained correlational study as the research method that describes and predicts how variables are causation between them. The population of the study is comprised of 1,847 teachers, made up of 1,236 male and 611 female, drowned from 54 secondary schools in three local government areas that made up the Jalingo Education Zone. (Jalingo, Lau and Ardo-kola LAG. Department, Taraba. The area of the study is Jalingo Education Zone, Taraba state. The sample of the study consists of 554 teachers was selected from the population of 1,847 teachers from 54 secondary schools in Jalingo education zone, The researcher designed one research instruments and two questionnaire for data collection. The first questionnaire titled "Principals' Managerial Skills Questionnaire (PMSQ)" while the second questionnaire titled "Education Goal Attainment Questionnaire (EGAQ)" for both the respondents (i.e., Teachers Students). In order to ascertain the validity of the instruments that used for this study, copies of the "Principals' Managerial Skills Questionnaire (TMSQ)" and "Goal Attainment Questionnaire (GAQ)" were presented to the researcher's supervisor, which were later subjected to face and content validity by three experts, one from Measurement and Evaluation unit and two from Educational Administration and Planning, all in Educational Foundations Department, Faculty of Education, Taraba State University, Jalingo. To determining the reliability of the instrument, a trial test of the instruments was conducted in secondary schools in Zing Local Government, which was not part of the population in Jalingo Education Zone of Taraba state. 15 Items questionnaire of (PMSQ) and 10 questionnaires (GAQ) were administered to 50 teachers in the piloted schools. Descriptive and inferential statistics was employed to analyze the data collected for the study. Mean scores and standard deviations w utilized to address the research questions, with a benchmark mean of 2.50 set as the threshold for acceptance; any value below this was considered a rejection. To test the hypotheses, the Pearson product-moment correlation was applied at a 0.05 level of significance, as it is suitable for determining the strength and direction of linear relationships between variables.

RESULTS

Research Question 1: *To what extent do principals' human relation skill relate with the attainment of secondary school education goals in Jalingo Education Zone, Taraba State?*

Table 2: Mean Rating and Standard Deviation of Respondents on Human Relation Skills

S/N	Items Description	N	$\bar{X}$	σ	Remark
1.	In my school principal's human relation is very candid.	517	2.90	.916	HE
2.	In my school, our principals relate with every member of staff.	517	2.51	.741	HE
3.	In my school, our principals is very approachable.	517	2.84	.917	HE
4.	In my school our principal is friendly.	517	2.13	.966	LE
5.	In my school our principals 'is very authoritative.	517	2.84	.873	HE
6	In my school, our principals 'carry every teacher along.	517	2.65	.581	HE
7	In my school, our principal involves teachers in decision-making.	517	2.69	.889	HE
	Grand Mean		**2.66**	**0.84**	**HE**

Source: Field work (2025)

Decision Rule: 1.00-1.49 Very Low Extent (VLE), 1.50-2.49 Low Extent (LE), 2.50-3.49 High Extent (HE), and 3.50-4.00 Very High Extent (VHE)

Research Question 2: *To what extent does principals' decision-making skill relate with attainment of secondary school education goals in Jalingo Education Zone, Taraba State?*

Table 3: Mean Rating and Standard Deviation of Respondents on Decision-Making Skills

S/N	Items Description	N	$\bar{X}$	σ	Remark
8	Teachers take decisions along.	517	2.50	1.234	HE
9	Teachers involve every member of staff in decision-making.	517	2.37	.632	LE
10	Teachers give room for subordinate to air their opinion	517	2.61	.637	HE
11	Teachers' decision making is not final.	517	2.89	1.008	HE
12	Teachers often operate open door policy over classroom task	517	2.72	1.013	HE
13	Teachers always receive of staff.	517	2.32	.615	LE
14	Teachers often reject the decision of their colleagues.	517	3.09	.765	HE
	Grand Mean		**2.64**	**0.85**	**HE**

Source: fieldwork (2025)

Decision Rule: 1.00-1.49 Very Low Extent (VLE), 1.50-2.49 Low Extent (LE), 2.50-3.49 High Extent (HE) and 3.50-4.00 Very High Extent (VHE)

DISCUSSION OF FINDINGS

The findings arrived at in this study are discussed in this section. The study examined the relationships between principals' skills (human relations and decision-making, and the attainment of secondary school education goals in Jalingo Education Zone, Taraba State, Nigeria. The findings of the study were discussed based on the answers to the research questions and the test of the corresponding hypotheses.

Findings on the impact of principals' human relation skills revealed a statistically significant and strong positive relationship with the attainment of secondary school education goals in Jalingo Education Zone. This implies that the extent of principals' human relation skills, such as interpersonal communication and conflict resolution, significantly enhances the achievement of educational objectives. The finding agrees with Otamiri and Diseph (2025) that principals' social intelligence skills, including conflict management, strongly impacted administrative effectiveness in Cross River State, Nigeria. The finding concurs with Ekpenyong and Aniekwu (2021) that principals' ability to foster positive relationships with teachers and students in Taraba State significantly improved academic performance. The finding collaborates with Mbadiwe-Woko, Ogwo, and Daerego (2020) that effective human relation skills by principals in Kogi State fostered school-community relationships, facilitating educational goal attainment.

CONCLUSION

The study investigated the relationships between principals' human relation skills, decision-making, and the attainment of secondary school education goals in Jalingo Education Zone, Taraba State, Nigeria. The findings revealed that principals' human relation skills exhibited a statistically significant and strong positive relationship with the attainment of educational goals, underscoring their pivotal role in fostering a collaborative and conducive school environment. Decision-making demonstrated statistically significant and moderate positive relationships, indicating their balanced contributions to effective school management, though constrained by resource limitations.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed to enhance the attainment of secondary school education goals in Jalingo Education Zone:

1. Educational authorities should prioritize professional development programs focusing on principals' human relation skill, conflict resolution, and team-building skills to leverage their strong impact on educational outcomes.
2. Workshops and mentoring programs should be implemented to improve Decision-making skills, planning and resource allocation skills, addressing the moderate impact observed and mitigating resource constraints.

REFERENCES

Adeyemi, T. O & Adu, E. T. (2017). Head Teachers' Leadership Styles' and Teachers Job Satisfaction in Primary Schools in Ekiti State, Nigeria. International Journal of Academic Research in Economics and Management Sciences, 2(2), 69-79. Retrieved from http://hrmars.com/admin/pics/1727.pdf on 15/08/2023.

Adeyemi, T. O. (2017). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Journal of Education Administration and Policy Studies, 2(6), 83-91.

Adeyemi, T. O. (2017). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Journal of Education Administration and Policy Studies, 2(6), 83-91

Akpan, C.P.& Etor, C.R. (2015). Resource Management in Higher Education in Nigeria: Problems and measures for improvement in L.C. Chova, A. L Martine & I.C. Torres (eds.)

Akpan, C.P.& Etor, C.R. (2015). Resource Management in Higher Education in Nigeria: Problems and measures for improvement in L.C. Chova, A. L Martine & I.C. Torres (eds.)

(Colakkadioglu, 2019). Students' and teachers' participation in decision-making and impact on school work and school internal discipline in Nigeria. *International Multi-Disciplinary Journal, 5*(2), 200 – 214.

Duze, C. O. (2020). Students' and teachers' participation in decision-making and impact on school work and school internal discipline in Nigeria. *International Multi-Disciplinary Journal, 5*(2), 200 – 214.

Ekpenyong, U. I., & Aniekwu, J. O. (2021). *Decision-making and curriculum implementation in public secondary schools in Taraba State*. Journal of Policy and Educational Development, 7(2), 76–91.

Ekpenyong, U. I., & Aniekwu, J. O. (2021). *School leadership practices and academic performance of public secondary schools in Taraba State, Nigeria*. Nigerian Journal of Educational Management and Leadership, 13(1), 45–60.

Federal Republic of Nigeria (2014) National policy On Education. Abuja: NEDCR press

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research an introduction (2nd ed.)*. Boston, MA: A & B Publications.

Ibrahim, H. (2020) in decision-making and impact on school work and school internal discipline in Nigeria. *International Multi-Disciplinary Journal, 5*(2), 200 – 214.

Mbadiwe-Woko, J. O., Ogwo, P. N., & Daerego, D. N. (2020). *Principals' administrative competencies and school effectiveness in Northern Nigeria: Challenges and prospects*. African Journal of Contemporary Education, 6(2), 88–102

Otamiri, E. C., & Diseph, B. E. (2024). *ICT skills and educational administration: A study of secondary schools in Ogun State, Nigeria*. International Journal of ICT in Education, 9(3), 57–70.