UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.15 (2);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2023
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

CORRELATION STUDY OF ADMINISTRATIVE COMPETENCIESOF PRINCIPALSAND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

Omobonike, Ugochukwu Obasi[1], Prof. Dan Enyi[2] and Ogbu Juliana Ibueavunam[3]
Department of Educational Foundations,Ebonyi State University, Abakaliki
Email: omobonikeobasi@gmail.com Phone: 08036250665

ABSTRACT
This study focused on correlation of Administrative Competencies of Principals and Students' Academic performance in public secondary schools in Ebonyi State. Two research purposes in line with research questions and null hypotheses guided the study. Related literature was reviewed to guide the research which gave insight into what has already been done by other researchers in the related areas of the study. Correlational survey research design was adopted for the study. The population for the study comprised one hundred thousand, six hundred students and teachers in the two hundred and twenty-six public secondary schools in Ebonyi State. The sample for the study was 398teachers and students. The instrument was validated by three experts, one expert in Measurement and Evaluation from Science Education Department and two experts from Educational Administration and Planning, Department of Educational Foundations, Ebonyi State University, Abakaliki. Pearson Product Moment Correlation Coefficient statistical tool was used to answer the research questions while Linear Regression was used to test the hypotheses. The findings from the data analysis showed that: there was a positive relationship between principals' facility maintenance, interpersonal competence and students' academic performance in public secondary schools in Ebonyi State. The result of hypotheses revealed that there was significant relationship between principals' administrative competency on school facilities, interpersonal and students' academic performance in public secondary schools in Ebonyi State. Based on the findings among others, the study recommended that the Ebonyi State Ministry of Education should introduce in-service training for principals on facility maintenance to upgrade their knowledge in ways to manage available resources.

Keywords: Administrative Competencies, School Facilities, Interpersonal Relations, Principals, Students', Academic Performance, Secondary Schools

Introduction
Administration as the activity that maintains an organization and concerns itself with the direction of activities of people working within the organization in their reciprocal relations to the end that the organizational purposes may be attained. Nwite (2014) in his view saw administration as the organization and direction of persons, in order to accomplish a specific end. Ugwu, (2013) saw administration as the pivot on which

all activities revolve because, administration is the capacity of co-ordinating many and often, conflicting social energies in a single organism. In the school system, administration is the act of bringing human and material resources together for effective and functional teaching and learning in the school. Administration is the process of utilizing, the available resources through efficient accomplishment of organizational goals. It is the art and science of getting things efficiently done. The principal as the administrator represents a crucial component of the social system. This implies that the principal as the chief executive of the school deals with people at all times, and is bound to get along with them. For the principal to perform his administrative role effectively, he is expected to ensure that he exhibits the qualities required of him, so as to achieve secondary school objectives and goals as stipulated in the, National Policy on Education (FRN, 2013). FRN, (2013) contended that when special attention is given, the principals do their works very well, and productivity is likely to be high.

Basic competencies are defined as knowledge and skills essential for the performance of a manager's job (Anaekwe, 2012). They are related to specific tasks and guaranteed manager's personal efficiency. High managerial competencies are relatively stable manifestations of behaviour and are further subdivided into cognitive, motivational, directional and performance competencies. The ability of the manager to provide sound skills for effective administration of the school programs is referred to as high managerial competency. Cranston (2012) defined high managerial competency as the ability of being efficient in the management of a duty to achieve the desired goals and to provide sound basis for effective administration.

Administrative competencies are the knowledge, skills and attitudes that can be acquired through experience and training by the principals who are professionals in their different fields of study. The acquired level of competency inspires principals to function in an organization efficiently. This is in addition to their effectiveness in school facilities management.

School facilities is the place where the school programmes and activities take place or where school curriculum is implemented. School facilities is defined by Isaac and Ajayi (2010) as a consciously designed and controlled environment with the sole aim of promoting teaching and learning activities within the school. It is putting together of facilities to protect the physical well-being of individuals associated with a school. This implies that the term "school facilities "is more than the school building and the piece of land on which it's situated. The aspect of maintenance of these school plants are totally essential in the management of schools.

The principal as the custodian of the school facilities must ensure the proper utilization and maintenance of school facilities in order to prevent loss of

time, money and space. He has the responsibility of ensuring that school plants are well protected against fire outbreak, pest, as well as thieves and kept in functioning condition. In the view of Olagboye (1998), Ajayi (2007) and Yusuf (2008) school principals are to mobilize and motivate their staff and students to imbibe and internalize the maintenance culture. They added that school principals, through close supervision of the staff, student and members of the community, must ensure that; equipment and facilities to be serviced, repaired and overhauled are actually serviced, that school properties should neither be misused nor converted into private property and ensure that no component of the school facilities must be illegally commercialized by individuals. Given that, school facilities is fundamental in students' academic performance, thus, this study will investigate how principals were competent in school facilities management skills as well as their interpersonal relation in the management of secondary schools.

Interpersonal relationship management skill is another area of responsibility of the school administrator. It underscores the need to establish good rapport and human relations between the school and the staff (Sherlekar, 2015). This demands that the administrator seeks appropriate ways of relating with the staff on issues of mutual interest. Principal-staff relationship is the ability of the principals to communicate with the staff by intimating them on happenings in the schools (Ahmed, 2013). This, the principals could do through the involvement of the teachers in decision making process, delegate certain functions to them, look into their personal needs. Principals could be managerially effective by assisting the staff in their various needs to solve their problems and the teachers could also solve the needs of the schools. The relationship between principals and teachers should be a fatherly relationship with children as such cordial relationship account for progress in the school system. Another managerial function of the principal is the engagement of the entire school staff in making decisions which results to commitment to school reform initiatives. Lunenburg and Ornstein (2008) saw decision making as one of the functions of the school principal as a product of interpersonal decision process and group dynamics with unity the principals and the staff. This implies that school administrator must develop group decision making skills as well as develop group decision making skills in individuals to achieve school set goals and objectives.

The involvement of teachers in decision making in the development of the school, create sense of recognition and honor to teachers but lack of managerial competence in the form of motivation skill as a result of education qualification create misunderstanding between principals and teachers in the school system. The principals' managerial competency are embedded in the outcome of the functions they perform in schools (Okonkwo, 2010). These skills appear to enhance principals' functions in school management if effectively implemented.

In secondary schools, be it public or private, the manager is generally regarded as the principal and in Nigeria. Such a person is deemed to have a proven quality and the knowledge to achieve his administrative roles. The principals are the custodians and accounting officers of their various schools. Tabotrip (2015) stated that they undertake all routine activities to accomplish numerous administrative tasks as leaders towards achieving educational objectives for posterity. Igwe (2018) pointed out that principals are the uncompromising leaders of their schools, as well as administrators in whose hands lie the future of these institutions. Most of this administrative competency might have a reflect on students' academic performance.

Academic performance is a construct which refers to the level of measurable and observable behaviour in learners. According to Meenu (2016) students' academic performance especially at the secondary school level is not only a pointer to the effectiveness of the schools but a major determinant of the future of the pupils in particular and the nation at large. Virtually, all stakeholders in education place high premium on academic achievement, hence Osiki (2001) posited that excellent academic performance of students is often the expectation of parents.

Statement of the Problem

Lack of proper maintenance of school facilities by the secondary schools principals in Ebonyi state has led to shortages of teaching facilities. Poor maintenance cultural has been the bone of Nigerian academic woes. Consequently, shortages of facilities within a school system can be overcome by efficient maintenance practices such as preventive maintenance which consists of routine checks and regular servicing of equipment.

Disciplinary acts in secondary schools have persisted over the years. Indiscipline is seen as a violation of school rules and regulation which is capable of obstructing the smooth and orderly functioning of the schools system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in case of obvious violation of the order. It is observed that some principals appear to have failed their manageable roles or responsibilities towards their students. One of the objectives of education as spelt out in National Policy on Education (2014) is to inculcate right type of value and attitude for the survival of the individual and Nigerian society.

In some secondary schools in the state there are wide gaps in school – community relation that need to be bridged in Nigerian educational system as a whole. The community sees school's properties as public properties, therefore, have little or no interest in them. Records are poorly kept and managed, accurate, reliable and trustworthy, records that fulfil evidential requirements are being created but not properly managed by the school principals. From observation, accurate, reliable and

trustworthy records are not properly kept, while some are not kept at all. There are many functions that are to be managed by the principals but they have been ignored such as interpersonal relationship, communication and several others are not being properly handled by the principals. Consequently, the effectiveness and efficiency of the schools system in achieving educational goals are affected. In the school system, there are records of poor academic performance among students because, academic activities were rushed to cover up. The issues of life devastation were the order of the day, as teachers were afraid including parents and students, which lead to students' poor academic performance. This research intends to find out the relationship between principals' administrative competencies and studentsacademic performance in public secondary schools in Ebonyi State

Purpose of Study

The main purpose of this study is to correlate principals' administrative competencies and studentsacademic performance in public secondary schools in Ebonyi State. Specifically the study sought to**:**

1. identify the relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State
2. Ascertain the relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State?
2. What is the relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

There is no significant relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State

1: There is no significant relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State

2: There is no significant relationship between principals' administrative

effectiveness in interpersonal management and students' academic performance in public secondary schools in Ebonyi State

Review of Related Literature

Managing of Facilities Maintenance Competence and Students Academic Performance

School facilities means the school building, all materials, furniture and equipment attached and unattached to the building, all structures and features on the school site, including paths, roads, parking lots, playgrounds, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational programme. The school facility is not only to provide conducive environment for both teaching and learning but also to ensure a safe, a hygienic and comfortable shelter for students, teachers, and other staff as teaching, learning and other activities go on.

From the above explanations and definitions, it can be deduced that, school facilities play an undisputable role in the maintenance and promotion of teaching in the school system. It is the physical expression of a school, the quality and quantity which contributes in part to the nature and level of the tone of the school. School facilities security means taking certain precautions to ensure that there is safety and security of school plant. The precautions are taken before and after the sitting to insure the continuity of safety. No matter how laudable the school programme is, if the safety of lives and properties in the school is not guaranteed, such a school cannot boast of a good academic achievement (Oluchukwu, 2018). Unless schools are well sited with, buildings adequately constructed and equipment adequately utilized and maintained to ensure the safety of the users, much teaching and learning may not take place. In effect, there is need to give adequate attention to choosing the site of a school. The high level of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective and have formed death traps. They maintained that it is not good to site a school very close to an industry for fear of noise and air pollution.

In view of these, it is clear to note that schools should not be located along air path, near the market or too far away from town. This is not to the best interest of the life of the students to locate a school along an express way, too near a thick forest or very close to a deep sea. Ajayi opined that the school compound should be walled with a single gate which can always be locked. Furthermore, Williams, Persand and Turner (2018) reported that safe and orderly school facilities environment and school facilities were significantly related to students' academic performance. They also emphasized that a comfortable and caring environment among other treatments help to contribute to student's academic performance. Safety, teachers and plant space are the major tools that can bring about new outcomes.

School facilities should be friendly, attractive and stimulating place to impact a

feeling of security and sense of pride to all whom it serves. Reporting about the conditions of some of our public secondary schools, Lanwanson, Anike and Ngozi (2011) observed that most of the schools are deroofed buildings, no office, leaking roofs, cracked walls, half broken down vehicles, typewriters, tables, windows and doors. In view of this Deighton, Nwagwu and Ani cited in Lanwanson, Anike and Ngozi (2011) stated that school principals have major roles to play to have a proper school facilities security. They can do it by – identification of areas of school facilities that needs repairs, the establishment of repairs inventory, the establishment of maintenance workshops, renovation of dilapidated school plant, repair and redecoration of school plant. Appointment of teachers to custodial duties, instruction to students on the careful use of the school plant; preventing students from damage or defacements through the drawing and writing on the walls.

In addition, the school principals have to ensure that the school facilities is adequate for students' population. There is supposed to be supervision of custodian staff, allocating un-accommodated buildings where applicable to staff as residential quarters since building deteriorate faster when they are not in use. Again, principals are to report all major damages to the government on time and they should organize regular safety programmes, teaching students on how to handle school facilities as personal properties instead of government facilities. To have a good school facilities security according to Castal cited in Peretomode (2001), three types of maintenance services should be involved to keep school facilities safe and secure. The first one is regular maintenance. This type of maintenance is given to special equipment in the school on a periodic basis for example, servicing of machines like typewriters, vehicles, generators and computers. These routine services are aimed at keeping the equipment working and to minimize total breakdown of the equipment which can constitute security threats in the school plant.

The second type of maintenance is emergency maintenance. This is the type of maintenance that is more common in the system. It simply means that service men are called in when the equipment break down or are out of use. Example, the wall of a dormitory may crack and this crack requires urgent repairs to avoid total breakdown of the building which may lead to loss of lives. The last type of maintenance is prevention and periodic maintenance. This is a programme for servicing machines, systems and structures devised to prevent a breakdown of the system or one of its components. This allows an equipment or building to remain in the original useful state. Maintenance is carried out before there is malfunction of the equipment. Manufacturers usually indicate parts of equipment to be replaced at intervals to avoid breakdown and give the equipment maximum useful life. School facilities are to be maintained regularly because the best plant that is not maintained soon becomes defaced, loses its aesthetic value and worth, produce many things which can form threats to the students and the entire school facilities.

Interpersonal Relationship Competence and Students Academic Performance

Principals-staff relationship is believed to be an indisputable asset to school management. Ukeje, Akabogu and Ndu in Chukwuemeka (2018) reiterated that involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principal alone. Udoh and Akpa (2011) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goals will be easy. In this regard, apathy and opposition within the school will be minimized. Glew and Griffin (2009) called the system of involving other parties rather than the principal taking decisions alone, as participative decision making. It is higher level individual's effort to provide those at a lower level with a greater voice in organizational performance. Participative decision making represents a deliberate change from traditional management in which minority of upperlevel management employees make all of the decisions regarding organizational policies and functioning. Jewell (2010) summed up participative decision making as an effort to avoid the "nobody asked" syndrome; and explained it to mean soliciting employee's idea for turning the situation in an organization around.

Mgbodile (2004) stressed that while avoiding the behaviours that keep the subordinates sad, dispirited, nervous and tensed up, the principal should make effort to see that his teachers enjoy a measure of security by ensuring that they get what belongs to them in due time especially as it concerns regular and timely payment of salaries, promotion and allowance by liaising with the schools boards. This will make teachers to be prepared to work cooperatively with the principals in the pursuit of school goals. The extent of provision of incentives to the teachers and students and the factors that relate to this will be examined in this study. Proper training and development programmes are expected to be continually given to workers relative to their roles in an organization to enhance their performance due to innovations. The principal according to Ikpeba (2012) should ensure the professional and academic development of his staff through meetings, nominating staff for in-service training like seminars and workshops, building a sense of team work to help each staff achieve their potentials, and setting time in staff meeting to discuss professional issues relative to instructional improvement as well as personal contacts as enhances effective relationship between teachers and the principals. On the other hand, effective communication strengthen relationship.

The communication climate created by the school management directly influences the extent to which communication is positive or negative in an organization. Richard (1999) opined that an open or supportive communication climate promotes co-operative working relationship and it is therefore conducive for effective information gathering and transfer. A closed or defective information climate has

the opposite effect. The communication climate influence productivity. Jack cited in Richard (1999) suggested that in an open or supportive communication environment, people are more likely to have a sense of worth and speaks freely without fear of reprisal. This kind of environment created by the school administrator promotes an understanding of what each team member wishes to accomplish and the mutual coexistence towards a common goal of the school. Scorth (1992) stated that in the school system, when suggestions are welcomed and acted upon, and mistakes used as an opportunity to learn while crises being evenly handled, then staff are more likely to be open in their communication. They will feel trusted, secured and confident in their jobs for the organizational growth as a whole. Thus, in this context, effective team working, flexibility and a sense of involvement all contribute to and benefit from an open and supportive communication climate operated by the principal in the management of secondary schools.

Research Method

This study adopted a correlational survey research design. The design entailed using two set of questionnaires to gather information from respondent by conducting a field investigation and draw inferences in order to determine the principals administrative competency and students' academic performance in public secondary schools in Ebonyi State. This type of design according to Nworgu (2015), seeks to establish the relationship that exists between two or more variables, such as principals administrative competency and students' academic performance. The area of study is Ebonyi State which is located at the South-East Geo Political Zone of Nigeria. Ebonyi State was created in 1st October, 1996 out of Abia and Enugu States, with her capital located in Abakaliki. The State is known as the 'Salt of the Nation', named after its extensive, huge salt deposits located at the Okposi and Uburu Salt Lakes (Federal Republic of Nigeria, 2015). Ebonyi State comprises 13 local government areas, with three (3) Education Zones, namely Abakaliki, Afikpo and Onueke. The residents of Ebonyi State are mostly civil and public servants, farmers, traders, businessmen and women, clergy men and women and medical practitioners. Ebonyi State operates formal, informal and non-formal education systems especially at the secondary education level. The system of schools' administration in Ebonyi State furthermore operates as public secondary schools with different administrative task that influence students' performance. The sample for the study was 398respondents which comprised 382 students and 16 teachers. This sample size was arrived by using Taro Yamane formular for finite population. Two questionnaire which were developed by the researcher were used for data collection from the respondents. Both questionnaires designed for teachers and students as the respondents, was constructed in line with the purpose of the study and research questions. The first one was titled "Principals Administrative Competencies Questionnaire (PACQ)" containing 30 items. The instrument was used to determine Competencies of Principals in Ebonyi State. PACQ has two sections of A and B. Section

A contained the personal data of the respondents and elicited such information as the status of the respondents. Section B of the PACQ was arranged and organized into 2 clusters. The second questionnaire titled "Students Academic Performance Questionnaire (SAPQ)" was designed to gather information on students' performance, which has 10 items. The response items in the two questionnaires were organized on a 4 point scale with response options and numerical values assign. Three draft copies of the two sets of questionnaires were submitted to three experts, one from Measurement and Evaluation option in Science and Computer Education Department and two from Educational Administration and Planning option in Educational Foundations all in Ebonyi State University, Abakaliki. The experts were requested to examined the content of the two instruments in line with the purpose of the study, in terms of their content relevance, items clarity, design, as well as ascertain if the items were related to the purpose of the study, research questions and hypotheses. The reliability index gave an overall internal consistency and reliability coefficient 'r' value of 0.892 for the PAEQ and the for the second instrument - SPQ with only 10 items on students' performance, an internal consistency and reliability coefficient 'r' value of 0.772 was obtained.

The research questions were answered using Pearson Products Moment Correlation Statistics. The null hypotheses were tested at 0.05 alpha levels using Linear Regression tool. This was used to determine the degree of relationship between the variables under study. In answering the research questions Pearson Product Moment Correlation was used. The decision rule was that any coefficient between 0.80 to 1 was described as very high or near perfect positive correlation while any coefficient between 0.60 to 0.79 was described as high positive relationship. Coefficient between 0.40 to 0.59 was described as moderate positive relationship. After applying the Linear Regressions tool, the researcher rejected the null hypotheses when the P value was less than the alpha value and did not reject the null hypotheses when the P value was greater than the alpha value.

Presentation of Results

Research Question 1: What is the relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State?

Table 1: Relationship between principals' Facility Maintenance Competence and Students' Academic Performance

	Facility Maintenance Competence	**Academic Performance**
Facility Maintenance Competence	1.0000	.713
	(380)	(380)
Academic Performance	.713	1.0000
	(380)	(380)
	r=0.713	**r^2=0.51**

As can be seen from data in Table 1, the correlation coefficient is 0.713 indicating a high relationship. This signifies that there is a very high relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State. However, the coefficient of determination (r^2) is 51% when converted, which shows the variation in academic performance as indicated by secondary school principals.

Research Question 2: What is the relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State?

Table 2: Relationship between Principals' Interpersonal Management Competence and Students' Academic Performance

Interpersonal Management Competence		**Academic Performance**
Interpersonal Management Competence	1.0000 (380)	.616 (380)
Academic Performance	.616 (380)	1.0000 (380)
	r= 0.616	**r^2= 0.38**

Data in Table 2 indicate a correlation coefficient (r) of 0.56 which is within the range of high relationship according to Nwana (2008). This signifies that there is a high relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State. Nevertheless, the coefficient of determination (r^2) is 0.616 which when converted to percentage 38%. This value explains the variation in academic performance as indicated by secondary school principals.

Test of Hypotheses

HO_1: There is no significant relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State

Table 3: Significant relationship between principals' facility maintenance competence and students' academic performance

Computed r (r)	R: Squared (r^2)	Adjusted r -Square	Standard error	Beta	t-cal	P-Value	Dec.
.713	.508	.507	3.93884	.713	10.312	.0000	Sig.

From Table 3, r represents the coefficient of correlation which is established on relationship between the two variables. The coefficient of determination (r^2) for computed r value is 0.713. This value explains principals' opinion on the adoption of facility maintenance competence determines students' academic performance in secondary schools. On the test of significance of the hypothesis as indicated in table 3, the calculated't' value is 10.312 while the p-value is 0.0000. This indicates a significant result between the p-value (0.000) is less than the level of significance (0.05). Therefore, the hypothesis that there is no significant relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State was rejected.

Ho_2: There is no significant relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State

Table 4: Significant relationship between principals' interpersonal management competence and students' academic performance

Computed r (r)	r:Squared (r^2)	Adjusted r-Square	Standard error	Beta	t-cal	P-Value	Dec.
.616	.380	.378	4.89286	.616	8.755	.0000	Sig.

From Table 4, r represents the coefficient of correlation which is established on relationship between the two variables. The coefficient of determination (r^2) for computed r value is 0.616. This value explains respondents' opinion on adoption of interpersonal management skills determines students' academic performance in secondary schools. On the test of significance of the hypothesis as indicated in table 4, the calculated 't' value is 8.755 while the p-value is 0.0000. This indicates a significant result between the p-value (0.000) is less than the level of significance (0.05). Therefore, the hypothesis that there is no significant relationship between principals' interpersonal management skills and students' academic performance in public secondary schools in Ebonyi State was rejected.

Discussion of Findings

Findings from result of analysis of research question three as shown on table 3 revealed

that there was a high positive relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State. The finding anchored on the computed r and co-efficient of determination (r^2), which indicate that principals competence on facility maintenance competence is attributed students' academic performance in secondary schools. Hypothesis 1 on table 3 shows that there is significant relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State, as the alpha level (0.05) is t (probability) value of 0.000. In all indication, it was revealed that there was significant between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State.

This finding agreed with Oluchukwu, (2018) who asserted that, school facilities plays an undisputable role in the maintenance and promotion of teaching in the school system. It is the physical expression of a school, the quality and quantity which contributes in part to the nature and level of the tone of the school. School facilities security means taking certain precautions to ensure that there is safety and security of school plant. In addition, the school principals have to ensure that the school facilities is adequate for students' population. There is supposed to be supervision of custodian staff, allocating un-accommodated buildings where applicable to staff as residential quarters since building deteriorate faster when they are not in use. Again, principals are to report all major damages to the government on time and they should organize regular safety programmes, teaching students on how to handle school facilities as personal properties instead of government facilities. To Peretomode (2001), asserted that maintenance services should be involved to keep school facilities safe and secure, given to special equipment in the school on a periodic basis for example, servicing of machines like typewriters, vehicles, generators and computers. These routine services are aimed at keeping the equipment working and to minimize total breakdown of the equipment which can constitute security threats in the school plant. It simply means that service men are called in when the equipment break down or are out of use. Example, the wall of a dormitory may crack and this crack requires urgent repairs to avoid total breakdown of the building which may lead to loss of lives. The last type of maintenance is prevention and periodic maintenance. This is a programme for servicing machines, systems and structures devised to prevent a breakdown of the system or one of its components. This allows an equipment or building to remain in the original useful state. Maintenance is carried out before there is malfunction of the equipment.

The finding of the study shows that there was a high positive relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State. Findings anchored on computed r and co-efficient of determination (r^2), which implies that principals'

competence on interpersonal management attribution to students' academic performance. Hypothesis 2 on table 4 concludes that there was significant relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State. However, the findings are in line with Udoh and Akpa (2011) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goals will be easy. In this regard, apathy and opposition within the school will be minimized. Interpersonal relationship between teachers, students and principals in the administration of secondary schools play a vital in improving students' performance. Chukwuemeka (2018) reiterated that involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principal alone. Furthermore Oboegbulem and Onwurah (2011) enumerated the purposes of communication in the school system as: influencing the performance of organizational members that is to motivate, direct, instruct and evaluate; to clarify and express feelings; and to serve as an information input or exchange. In the school system, communication is vital in the relationships between principals, teachers, students, parents and the public for the achievement of the goals and objectives of education. Effective communication could play an important part in all forms of relationship between the school and the public. This is because it is the process by which ideas, attitudes, and opinions are exchanged between the school and the public. Oboegbulem and Onwurah further noted that the medium of communication is perhaps one of the most crucial determinants for effectiveness of communication in the school system. They enumerated the following as medium the principal could use to enhance communication in the management of secondary schools.

Conclusion

The study focused mainly on Principals Administrative Competencies and Students' Academic performance in public secondary schools in Ebonyi State. Based on the findings, the following conclusions were made: There is a very high positive relationship between principals' school facilities maintenance competence and students' academic performance in public secondary schools in Ebonyi State while in the areas of principals' competence on interpersonal management has a high relationship which is an indication that principals administrative competence attributed to students' academic performance in secondary schools.

Recommendations

1. Given the positive relationship between principals' facility maintenance competence and students' academic performance in public secondary schools in Ebonyi State, Ebonyi State Ministry of Education should introduce in-service training for principals on facility maintenance to upgrade their

knowledge in ways to manage available resources.

2. As related to the relationship between principals' interpersonal management competence and students' academic performance in public secondary schools in Ebonyi State, Secondary School Management Board should always organize workshop for principals to strengthen their skills on interpersonal relationship for effective administration.

REFERENCE

Ahmed,O.(2013). Industrial democracy and conflict management effectiveness in private sector: Nigerian experience. *Journal of Creative and labour Studies, 1(1), 10 – 21.*

Anaekwe, K. (2012) Some teachers characteristics and students' outcome: A meta-analysis of research. *Journal of Research, 6(5), 46-59.*

Chukwuemeka, E.O. (2018). *Motivation. The substance of public administration in Nigeria; a compendium of public policy and local government*. Enugu: Computer Edge Publishers.

Cranston, U. (2012). *Managerial Competencies in school management*. New York: Paris Press

Federal Republic of Nigeria FRN, (2013). *National policy on education (6th edition),* Abuja: National Educational Research Council Press.

Glew, D.J. & Griffin, R.W. (2009). Participation in organizations: A preview of the issues and proposed framework for future analysis. *Journal of Management, 21, 395-421.*

Igwe, L.E.B. (2018). *Elements of education law*. Choba-Port Harcourt: Pam Unique Publishing Company limited.

Ikpeba, V.A. (2012). Internal supervision of schools. In I.E. Okokoyo, (eds.). *Educational Planning and Supervision – An Introductory text*. Agbor: Izinabor publications.

Jewell, L.N. (2010). *Contemporary industrial and organizational psychology*. (3rd ed.), New York: Cole Publishing Company.

Lanwanson,O. Anike, I.&Ngozi, P. (2011). level of institutional support for professional development of teachers in Rivers State tertiary institutions. *Journal of Institutional Development and Research 2(3),23-39.*

Lunenburg, F.C. & Ornstein, A.O. (2008). *Educational administration: Concepts and practices* (5th ed.). Belmont, CA: Wadsworth/Cengage.

MeenuDev, (2016). Students' academic Performance in some selected schools. *International Journal of Social Science* 8(6)23-38

Mgbodile, T.O. (2004). *Fundamentals of educational administration and planning*, Enugu: Magnet Business Enterprises.

Nwite, O. (2014). Teacher perception of administrative roles of secondary school principals in Nigeria. *Journal of Nigeriaacademy of education. 9(12),31-49.*

Nworgu, B.G. (2015). *Educational research basic issues and methodologies,* 3rded.Nsukka: Enugu University Trust Publishers.

Ogbaji, A.C. &Oti, C.U. (2006). Performance based leadership education: An appraisal and criticism of its concept and operation. *Education leadership, 61(7), 48-52.*

Olagboye, A.A. (1998). *Introduction to educational management in Nigeria*. Ibadan: Daily graphics (Nigeria) Limited.

Oluchukwu, M. (2018). The influence of principals' leadership styles on secondary school teachers' job satisfaction. *Journal of Educational and Social research, 2 (9), 45-53.*

Osiki, I. (2001).Principals and school-community relations as perceived by teachers. *African Journal of Educational Research,*5*(3), 32-49.*

Peretomode, V.F. (2001). *Educational administration applied concepts and theoretical perspectives for students and practitioners*. Lagos: Joja Educational Research and Publishers Ltd.

Richard, M. (1999). *Personal communication at work*, the capable manager, Open University Business School. Milton Kynes, UK: Oxford University Press.

Scorth, W.G. (1992). *Organizational theory – A structural and behavioural analysis*. Homewood: Irwin publishers.

Sherlekar, S.A. (2015). *Modern business organization and management: System-Based Contingency Approach to the organization and management of business*. Girgaon Bombay: Himalaya Publishing House.

Tabotrip, O. (2015) *Organizational behaviour (14th ed.).* Upper Saddle River, NJ: Prentice Hall.

Udoh, S.U., &Akpa, G.O. (2011). *Educational administration in Nigeria. Theory and Practice.* ISBN 978-236-049-X. Short, P.M, Miller-Wood.

Ugwu, S.C. (2013*). Introduction to public administration*. Enugu: Info fact publisher.