

PRINCIPALS' CAPACITY BUILDING NEEDS AND THE EFFECTIVE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study is principals' capacity building needs and effective management of public senior secondary schools in Rivers State. To achieve this purpose, two specific objectives and two corresponding research questions, as well as two null hypotheses, were formulated to guide the study. The design of the study was correlational research design. The population of the study comprised all principals in senior public secondary schools from three local governments areas in Rivers State, Port Harcourt LGA 16, Obio-Akpo LGA 20 and Emouha LGA 24. The sample of the study was 60 and the census sampling technique was used. The research instrument used to collect data for the study was a questionnaire tagged 'Principals' Capacity Building Needs and Effective Management (PCBEM)' of Public Secondary Schools in Rivers State. The questionnaire for data collection was face validated by three experts in educational management and leadership and one measurement and evaluation expert. Cronbach Alpha method was used to compute the reliability coefficient and a reliability estimate of .888 was realized. The data were analyzed using descriptive and inferential statistics. Descriptive statistics such as mean and standard was used to answer the research questions, while Person Product Moment Correlation Coefficient was employed to test the hypotheses set at 0.05 level of significance with the aid of SPSS version 25. The study concluded that whatever direction the principals of these secondary schools take, will greatly affect how smoothly run their schools are, as their capacity building is directly proportional to the effective running of the school, therefore principals' capacity building should not be taken for granted. Based on the findings, the study recommended that principals in public secondary schools should consider capacity building seriously as it affects the effective management of schools and the State governments should invest in capacity building of principals for public secondary schools to be managed effectively.

Keywords: Capacity Building, Needs, Principals, Management, Secondary School, Rivers State.

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INTRODUCTION

Education is perceived as the cornerstone for national development. It is an investment in human resources and the bedrock of elevated civilization. Education is a powerful tool that arms individuals with knowledge and skills to operate in a given economy. In Nigeria, the National Policy on Education is adopted as an instrument per excellent for effective national development. The significance of education is the reason why huge financial commitment is required in the educational sector with a view of actualizing the broad goals of education. However, in most cases, the actualization of these broad goals is scarcely met and part of the explanation is lack of investment in capacity building for the workforce especially the leaders, this has led to ineffective management of educational institutions because most of them lack skills, knowledge, values and attitudes to run these institutions.

In addition, the world has become a global village as the world economy is gaining recognition, and governments are gradually coming to terms that human capital is the most important asset. The implication of this is that, for any nation to compete and be relevant globally, it is dependent on the capability, competence and proficiency of its workforce due to constant training and development through capacity building. In the same vein, Rivers state is becoming forward-thinking and swiftly changing in an environment that facilitates modernization globalization and urbanization. To be abreast with the paradigm shift or changes, it is pertinent that the educational system of the state needs to be upgraded and revamped with a skilled and knowledgeable workforce in all sectors for the development of the state. The effective management of the education system is critical, because of the vital role education plays in national transformation, the system has to be adequately and effectively managed by educational leaders who are equipped for leadership and this can be achieved by capacity building of the heads of these institutions, the contrary can jeopardize the functioning of the system for decades.

BACKGROUND

Educational leaders who are also administrators of schools, are experiencing new challenges due to metamorphosis in society that has resulted in changes in the curriculum, educational system, facilities and technology; just to mention a few. In the same light, Osuji (2014) asserted that educational changes are likely to accompany not only change in curriculum in terms of the subject taught and syllabus but also school conditions such as environment, infrastructure, social changes, community restiveness, conflict and advancement of information communication technologies which affect the capacity of principals to cope and meet these challenges in order to implement educational policies. Hence, due to these obvious changes, there is an increasing realization that secondary schools require principals that are competent, skilled, innovative and knowledgeable to provide quality education for learners to achieve the aims and objectives of secondary school education.

In the educational space, secondary schools are the bridge between primary and tertiary education. The relevance of secondary education cannot be overemphasized as it prepares individuals for profitable living within the society and prepares individuals for tertiary education. Also, the national policy on education states that the aim or goal of secondary schools is to prepare recipients for higher education and to prepare recipients for useful living within the society (Federal Republic of Nigeria, 2014). However, what is obtainable is a far cry from the

aims or goals for which secondary schools are established, the standards have fallen drastically. There are many factors that are responsible but, it is believed by many that one crucial reason is poor leadership of principals who are the school administrators, and many are of the opinion that many factors are responsible for poor leadership but one critical factor is the absence of capacity building programmes for these principals to keep them abreast with current educational trends and challenges globally to enable them to manage public secondary schools effectively. In the same vein, Garba et al. (2014) stated that over the years, principals of secondary schools in Nigeria have been accused of various lapses and offences; they are said to be inefficient and accused of failing to provide direction and adequate leadership for their schools as a result of inadequate leadership, managerial and administrative training.

The leaders in public secondary schools are the principals and they are the administrative heads of schools. Leadership is a complex task and requires knowledge, experience and good skills. Principals have enormous responsibilities of managing all human and material resources in their schools in order to achieve set goals. Principals are at the helm of affairs in secondary schools and as such pilot the affairs of these schools as leaders. The management and administration of these schools fall within the office of the principals. They are the drivers and implementers of educational policies in secondary schools, thus, the achievement of national and economic goals via secondary education is hinged on the principals who are leaders in these schools. Principals are responsible for influencing, directing and coordinating, human, material and financial resources to achieve stated goals and objectives of secondary schools. Also, Jaiyeoba in Agih (2015) highlighted some of the functions performed by the school manager (principal) as planning, organizing, coordinating and directing. The leadership role of principals is very significant in the effective management of public secondary schools, and to effectively manage these huge responsibilities the principals need capacity-building programmes to enhance effective management of staff, students, parents, facilities, finance and integration of information and communication technology into teaching and learning that will ultimately improve student learning outcomes and success of these public secondary schools. To be able to be effective and efficient managers of schools, it is imperative that school principals need capacity building to equip them with the required skills, knowledge, values, ideas and right attitudes to deal with the present challenges of managing schools effectively.

Capacity building has been defined by several scholars in diverse ways. Capacity building is the entire process of assessing, retaining and building on the best knowledge, skills, attitudes and other resources needed by an individual or group to do their job efficiently and effectively. Effective school management is the coordination of the various activities of staff, students and materials for the achievement of educational goals. Management in education is not an end itself but a critical area of any education service with the ultimate goal to enhance teaching and learning. To have the know-how to effectively manage these schools requires the capacity building of principals on the administration of all units of the school system. For the principals to achieve effectiveness they must synergize all components of the school system to achieve educational goals. The summary of this is that the principal should be able to maintain an environment in which management, staff and students can work as a team to effectively achieve the stated aim and objectives of the school. To effectively manage a school, the principals may need to possess high knowledge and competency, but whether the knowledge and competency can be enhanced through capacity building and what effect will it have on the effective management of these schools would be unfolded by the results and finding in the study.

Statement of the Problem

Principals' capacity building is obviously one of the important strategies employed in the education sector to improve the performance and proficiency of principals to enable them to manage schools effectively and achieve set goals and objectives. However, there appears to be a perception in many quarters that capacity building of principals have not been given priority and this has led to ineffective management of these schools and the cumulative effect is a drastic fall in the standard of education in public secondary schools in Rivers State and has resulted in moral decadence, the poor performance of students in external examination such as West Africa Senior School Certificate Examination, National Examination Council, Joint Admission Matriculation Board examinations and post-university matriculation examination.

Many stakeholders in Rivers State believe that the aforementioned is the current situation because of many factors such as poor leadership, unqualified staff, irregular staff training and professional development, Inadequate funding, inadequate infrastructural facilities, security, irregular supervision and adherence to quality control. All the factors mentioned are important but the most critical is poor leadership, this is because the principals are the leaders and as such the drivers and implementers of educational policies in secondary schools. In secondary schools, the principal as the leader pilots the affairs and as such set the tune of the school to be successful or not, so poor leadership is a result of principals' Inability to manage human and materials resources properly. It is assumed that poor leadership in public secondary schools can be due to a lack of capacity building of principals, meaning they are not armed with knowledge, skills, expertise, attitude and values that will enable them to navigate the rapid changes and new challenges in society globally. In addition, it is widely believed that capacity building of principals is not given priority and this can result in lapses in the management of these institutions. Most of these principals are greenhorns just thrown into the position of leadership without adequate training or preparation under the impression that as teachers they can handle leadership responsibilities in schools. On the other hand, some have been principals for years and are still using outdated leadership practices, skills and knowledge despite a transformation in education globally. It is against this backdrop that the researcher investigated the relationship between principals' capacity building and effective management of secondary schools in Rivers State.

Aim and Objectives of the Study

The study aimed at investigating principals' capacity building needs and effective management of public secondary schools in Rivers state. In more specific terms, the objective of the study is to:

- Identify the capacity building needs of principals for effective management of public secondary schools in Rivers State.
- Determine how principals' capacity building influence effective management of public secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

- What are the capacity building needs of principals for effective management of public secondary schools in Rivers State?
- To what extent does principals' capacity building needs influence effective management of public secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

- There is no significant relationship between principals' capacity building needs and effective management of public secondary schools in Rivers State.
- There is no significant relationship between principals' capacity building needs on leadership and effective management of public secondary schools in Rivers State.

LITERATURE REVIEW

Theoretical Framework

ERG Theory of Motivation by Alderfer (1969)

The theory suggests that there are three groups of core needs and they are existence (E), relatedness(R) and growth (G) hence the acronym ERG. The root of this theory is from Maslow need hierarchy theory of motivation. Alderfer posited that when a certain category of need is not met, people fulfill needs in the lower category. Alderfer redefined and re-categorized Maslow's hierarchy of needs into three simpler and broader classes. Firstly, Existence needs are basic needs that are physiological and safety needs. Secondly, Relatedness needs are maintaining relationships and recognition, so it includes social needs and self-esteem needs. Thirdly, Growth needs are self-esteem and self-actualization, it includes self-development and growth and advancement.

The theory states at every point in time more than one need is operational. ERG theory shows that if the fulfillment of a higher need is not met, there is a tendency for satisfying a lower-level need. This is called the frustration-regression aspect of the theory. This theory depicts that growth needs are important in every profession. To achieve quality service delivery in any sector the growth needs must be met to achieve effectiveness and efficiency.

The relevance of this theory to the study is that for principals to be productive and perform their duties optimally their growth needs must be met and this can be achieved by capacity building. When growth needs are not met they could get frustrated and try to satisfy lower needs which will result in inefficiency and ineffectiveness. Furthermore, teachers who are appointed as principals are professionals in teaching but lack adequate leadership skills knowledge, attitude, values to be principals. For principals to be proficient they need capacity building which is meeting their growth need to manage staff, students, parents, community, facilities and finances in the school. Also, Wassem et al. (2019) postulated that capacity building is a core component to enhance employees' performance. If the capacity building of secondary

school principals is done properly, it will facilitate efficient management of human and materials resources to achieve the set goals of these institutions.

Capacity Building Needs for Principals

Capacity building is one of the ways of equipping principals with the capacities required for the effective management of secondary schools. The concept of capacity building has been defined by several scholars in diverse ways and the concept is far from new. Fullan in Alma (2011) suggested that capacity building concerns competencies, resources and motivation. Groups and individuals are high in capacity if they possess and continue to develop knowledge and skills and if they are committed to putting in the energy to get important things done collectively and continuously. According to Mestry and Grobler in Uwakwe (2017) capacity building is the process of equipping individuals with the understanding, skills and access to information, knowledge and training to increase their abilities to (a) perform core functions, solve problems, define and achieve objectives and (b) understand and deal with their job performance needs and in a sustainable manner.

Kempen (2006) summarized the Netherland Public Social Organization vision of capacity building in three levels which are human resource development, organization development and institutional development. Human resource development is the process of furnishing individuals with skills, understanding and access to information, knowledge and training that enables them to perform effectively. Organizational development focuses on the improvement of management structures, procedures and processes and the management of relationships within and outside the organization. Institutional, capacity building refers to the overall performance and functioning capabilities, as well as the ability of an organization to adapt to change. In the context of this study, capacity building will be viewed from the angle of human resource development since principals are part of human resources in education. In line with this capacity building is defined as a designed program undertaken by school stakeholders in response to context and driven by a need for improvement (Stringer, 2013).

Afe in Igwe and Ibara (2019) asserted that capacity building is the aspect of an educational system that deals with the education and training of educators to bequeath them with necessary competencies and skills in teaching for the enhancement of quality of educators in the school system. Capacity building is a process of developing and strengthening teachers' skills, knowledge, attitude and abilities (Uchendu, 2015). This shows that capacity building is essential for educators for quality education. In the views of Okenjom et al. (2017), capacity building is a deliberate program planned for school administrators to acquire a wide range of competencies, skills and knowledge with which to effectively implement educational policies. In the same vein, Azikwe in Ezihuo (2019) postulated that it is necessary to build the administrative capacities of administrators in order for them to be competent and productive.

Uwakwe (2017) posited that capacity building refers to the efforts, strategies and methodologies taken towards improving the level of knowledge, skills and attitudes possessed by the school principals for proficiency in their responsibilities of taking charge of all that happens in the school. In a nutshell capacity building is any program designed to help personnel acquire updated skills and knowledge to meet the contemporary demand of their profession and to be productive. Capacity building programs usually take the form of in-service training, workshop/seminars, refreshers courses, electronic training, conferences, staff meeting and orientation among others.

The principals as leaders of secondary schools have the responsibility to provide an enabling environment for the professional growth of staff. This will enhance their productivity and enable them to implement educational policies better. Principals as the administrative heads of schools need to be armed with appropriate knowledge, skills, attitude, values and expertise to pilot the affairs of schools to achieve aims and objectives. The absence of this will result to doom in secondary schools.

Similarly, Uko (2015) connoted that the absence of a dynamic and effective administrative unit in school spells doom to such secondary schools. Thus, the effective and efficient management of secondary schools can be achieved perhaps by principal's regular participation in capacity building programs. In Nigeria educational policies are adequate but the challenge is with the implementation process. In line with this, Ololube (2017, 2019) argued that Nigeria does not have problems with adequate policies but rather with practical management and sustainable implementation of such policies. The principals as heads or leaders secondary are responsible for the management of these schools and so policy implementation lies with them; to be effective principals need to be trained and retrained through capacity building programs.

Capacity Building Needs of Principals

Capacity building needs for principals are programs that will keep principals abreast with current happenings in the education sector to enable them to acquire knowledge, skills, values and competencies to effectively manage human and capital resources to achieve set goals and objectives. In the same perspective, Okenjom et al. (2017) and Ololube and Ololube (2017) posited that capacity building is a deliberate program planned for school administrators to acquire a wide range of competencies, skills and knowledge with which to effectively implement educational policies. According to Nnebedum et al. (2019) contextually, capacity building is any program designed to help personnel acquire up to date skills and knowledge to meet contemporary demands in their profession.

For administrative success, principals need to show capacity in leadership, motivation, communication, technology and group dynamics which will metamorphose to effective management of schools and these can be actualized capacity building needs. Principals' capacity needs can be achieved through various channels of training and retraining. Channels of training include in-service training, workshop, seminars, conferences, refreshers courses, electronic training, staff meeting, part-time courses within and outside the school and so on. Since principals are the school administrators and managers of human and capital resources they need capacity building programs in order to have adequate knowledge to guide teachers and staff on appropriate methods for implementation of educational policies. In the same vein, Ezihuo (2019) assumed that these programs will keep them abreast with contemporary trends in the field of education through which proper guidance will be given to teachers and other administrative staff on strategies for proper implementation of the educational program. The program may be the area of leadership, staff -Personnel Management, student support management, financial management, information and communication management, school facilities management and so on. Nnebedum et al. (2019) presumed that programs may be in the area of financial management, personnel management and facilities management among others.

Related Empirical Review

Uwakwe (2017) carried out a study on capacity building needs of school principals for effective student personnel services in secondary schools in South-East Nigeria. To achieve this purpose, three specific objectives and three corresponding research questions, as well as two null hypotheses, were formulated and tested at a 0.05 level of significance. The design of the study was a descriptive survey research design. The population of the study comprised all the principals and teachers in public secondary schools in five states of Abia, Anambra, Ebonyi, Enugu and Imo states in the South-east geopolitical zone. The sample of the study was 1239, made up of 162 principals and 1077 teachers drawn from three states of Anambra, Eboni and Enugu states using proportionate simple random sampling techniques. The research instrument used to collect data for the study was a questionnaire (Principals capacity building needs Questionnaire). Five experts, two from the department of education foundations, two from the department of arts education and one from measurement and evaluation, all from the faculty of education, university of Nigeria, Nsukka validated the instrument. The Cronbach Alpha method was used to compute the reliability coefficient of the PCBNQ. Mean and standard deviation were used to analyze the data collected for the study. Mean was used to answer research question one and two. Need Gap Index was used to answer research questions 3 while t-test was used to test the two null hypotheses at 0.05 level of significance. Major findings of the study were that school principals require capacities for effective student personnel and school principals perform poorly in all the capacities in student personnel management. The study also determined the capacity building needs of School principals for effective student management. The study recommended that Government should organize and fund capacity building programs for the retraining of school principals to upgrade the capacity to effectively perform their student personnel services and sponsor school principals to attend compulsorily capacity building programs, like workshops, seminars, symposia to acquire the required capacities for effective personnel management.

Nnebedum and Ofojebe (2019) conducted a study on capacity building needs of principals for the management of federal unity schools in South East, Nigeria. Mismanagement of school funds, dilapidated school facilities as well as lateness and absenteeism among personnel in Federal unity schools in South, East, Nigeria indicated the unsatisfactory state of affairs which demands immediate response through the determination of capacity building needs of principals. Three research questions guided the study. The research design employed for the study was a descriptive survey. The population of the study comprised 12 principals in the federal unity schools in South-East, Nigeria and all were used for the study. The instrument for data collection was a researchers-developed questionnaire titled Capacity Building Needs of Principals Questionnaire (CBNPQ). Data collected were analyzed using arithmetic mean and standard deviation. The results of the study revealed among others that the capacity building needs of principals for facilities management in federal unity schools in South-east, Nigeria included; keeping an accurate record of school facilities, regular inspection of the available school plant, planning for procurement of school plant, renovation of school buildings, regular repair of school furniture and servicing of school machines to keep them in functioning states. On the basis of these findings, the researchers recommended among others that government should increase reasonably the budgetary allocation for regular training of principals to enable them to keep abreast with the knowledge of personnel management in school.

The above reviewed empirical studies were closely related to this study in their topics, but differed in their research designs. They were both descriptive designs while this study was correlational. The above studies had larger samples which comprised different states and regions, while this study was delimited to local government areas with a small and definitive number of principals to ensure maximum scrutiny and analysis, giving the need for a census sampling technique to be adopted unlike others. The method for data analysis for the reviewed studies were both t-test, while this present study adopted the Pearson product moment correlation coefficient to test the hypothesis and discover existing relationships between principals' capacity building needs and effective management of public secondary schools. Although, a lot has been done in this area, but not much has been done in the area of principals' capacity building needs on leadership which is the major emphasis of this study as domesticated in the research question two.

METHODOLOGY

The study adopted a correlational and survey design. Survey studies are usually appropriate in cases of social and behavioural sciences which are examples of field's research involving understanding and controlling relationships between variables. The population of the study consisted of the entire principals of public senior secondary schools in three Local government Areas of Rivers state, they include: Port Harcourt LGA: 16 principals, Obio-Akpo LGA: 20 principals, and Emouha LGA: 24 principals, which sums up to 60 principals. (Source: Planning, Research & Statistics Department, Rivers State Senior Secondary Schools Board, 2022). A sample of 60 principals was drawn for the study which represented approximately 100% of the total population. This was because the sample was small and could be easily covered by the researcher, hence, the use of census sampling technique to determine the sample. A structured/close ended questionnaire was used as data collection instrument. The questionnaire was developed by the researcher called Principals' Capacity Building and Effective Management (PCBEM) of Public Secondary Schools in Rivers State Questionnaire. The questionnaire was structured using the four point Likert-type scale of strongly agreed (SA) = 4, agreed (A) = 3, disagreed (D) = 2, and strongly disagreed (SD) = 1, and VHE, HE, LE and VLE. In answering the research questions, the mean scores of each item are compared with the real limit of the numbers: $4+3+2+1 = 10$, $10 \div 4 = 2.5$. The questionnaire (instrument) for data collection was face-validated by 3 experts in educational management and leadership and one measurement and evaluation experts. The questionnaire was administered personally with the help of 2 research assistants, who were directed on what to respond par adventure any question arises. Cronbach Alpha coefficient was adopted as a measure of internal consistency for this study. And a reliability of .888 was gotten using the SPSS (version 25) computer application. The data were analyzed using descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation was used to analyze the research questions, Cronbach alpha for reliability analysis and Pearson Product moment correlation coefficient for the analysis of hypotheses at .05 level of significance with the aid of SPSS version 25 computer package.

RESULTS

Research Question One: What are the capacity building needs of principals for effective management of public senior secondary schools in Rivers state?

Table 1: Capacity building needs of principals for effective management of public senior secondary schools in Rivers state

| S/N | Items | Mean | SD | Remarks |
|-------------------|--|-------------|--------------|--------------|
| 1 | Principals need capacity building on leadership | 2.59 | 1.03 | Agree |
| 2 | Principals need capacity building on financial management | 3.00 | .814 | Agree |
| 3 | Principals need capacity building on monitoring and training | 2.82 | .984 | Agree |
| 4 | Principals need capacity building on student support | 2.51 | .814 | Agree |
| 5 | Principals need capacity building on ICT | 2.54 | 1.27 | Agree |
| 6 | Principals need capacity building on communication skills | 2.73 | 1.09 | Agree |
| 7 | Principals need capacity building on knowledge and skill acquisition | 2.52 | 1.06 | Agree |
| Grand Mean | | 2.67 | 1.008 | Agree |

The data in table 1 shows the mean and standard deviation of respondents in response to the issue of capacity building needs of principals and the effective management of public secondary schools in Rivers State. With a grand mean of 2.67 and a standard deviation of 1.008, which is greater than the criterion mean of 2.5, shows that the capacity building needs of principals influence the effective management of public secondary schools in Rivers State. Judging from the items on the tables and their respective means, we see that principals need capacity building on leadership, financial management, monitoring and training, student support, ICT, communication skills and knowledge and skill acquisition.

Research Question Two: To what extent does principals' capacity building influence effective management of public senior secondary schools in Rivers state?

Table 2: Principals' capacity building on leadership and effective management of public senior secondary schools in Rivers state

| S/N | Items | Mean | SD | Remarks |
|-------------------|---|-------------|-------------|--------------|
| 8 | Principals capacity building on instructional leadership | 2.68 | 1.02 | High Extent |
| 9 | Principals capacity building on staff leadership | 3.01 | .875 | High Extent |
| 10 | Principals capacity building on parent teachers management | 2.62 | 1.14 | High Extent |
| 11 | Principals through leadership training identify programs suitable for teachers development | 3.00 | .808 | High Extent |
| 12 | Principals leadership training empowering teachers with knowledge and skills for school improvement | 2.83 | 1.02 | High Extent |
| Grand Mean | | 2.83 | .972 | Agree |

The above table shows the mean and standard deviation of respondents in response to the impact of principals' capacity building on leadership and effective management of public secondary schools in Rivers State. With a grand mean of 2.83 and a standard deviation of .972, which is greater than the criterion mean of 2.5, shows that principals' capacity building on leadership influence the effective management of public secondary schools in Rivers State. These include principals' capacity building on instructional leadership, staff leadership, parent-teachers management, etc.

Testing of Hypotheses

Hypothesis One: There is no significant relationship between principals' capacity building needs and effective management of public senior secondary schools in Rivers state?

Table 3: Pearson Correlation Coefficient of Respondents Answer to principals' capacity building needs and effective management

| | | Principals' Capacity Building Needs | Effective Management of Public Senior Secondary Schools |
|--|---------------------|-------------------------------------|---|
| Principals' Capacity Building Needs | Pearson Correlation | 1 | .236** |
| | Sig. (2-tailed) | | .000 |
| | N | 60 | 60 |
| Effective Management of Public Senior Secondary Schools | Pearson Correlation | .236** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 60 | 60 |

**. Correlation is significant at the 0.01 level (2-tailed).

The results from the table of analysis for hypothesis one stated above, showed that there is a significant relationship between principals' capacity building needs and effective management of public senior secondary schools in Rivers state, where (correlation value $r = .236$, $p < .000$). The implication of this result is that the respondents agreed that principals' capacity building needs does have a significant relationship with the effective management of public senior secondary schools in Rivers state. Thus, the hypothesis was rejected.

Hypothesis Two: There is no significant relationship between principals' capacity building needs on leadership and effective management of public senior secondary schools in Rivers state?

Table 4: Pearson Correlation Coefficient of Respondents Answer principals' capacity building needs on leadership and effective management

| | | Principals' Capacity Building on Leadership | Effective Management of Public Senior Secondary Schools |
|--|---------------------|---|---|
| Principals' Capacity Building on Leadership | Pearson Correlation | 1 | .115** |
| | Sig. (2-tailed) | | .040 |
| | N | 60 | 60 |
| Effective Management of Public Senior Secondary Schools | Pearson Correlation | .115** | 1 |
| | Sig. (2-tailed) | .040 | |
| | N | 60 | 60 |

**. Correlation is not significant at the 0.01 level (2-tailed).

The results from the table of analysis for hypothesis one stated above, showed that there is a significant relationship between principals' capacity building on leadership and effective management of public senior secondary schools in Rivers state, where (correlation value $r =$

.115, $p < .040$). The implication of this result is that the respondents agreed that principals' capacity building on leadership does have a significant relationship with the effective management of public senior secondary schools in Rivers state. Thus, the hypothesis was rejected.

DISCUSSION

How capacity building needs of principals for effective management of public senior secondary schools in Rivers state

Hypothesis one of this study stated that "capacity building needs of principals is not related to the effective management of public senior secondary schools in Rivers state", the hypothesis was rejected because principals' capacity building needs is significantly related to the effective management of public senior secondary schools in Rivers state, which was shown on the result analysis thus; correlation value $r = .236$, p -value of $.000$. In line with the findings of this study, Uwakwe (2017) recommended that Government should organize and fund capacity building programs for the retraining of school principals to upgrade the capacity to effectively perform their student personnel services and sponsor school principals to attend compulsorily capacity building programs, like workshops, seminars, symposia to acquire the required capacities for effective personnel management. This shows the relevance of capacity building to principals' effective management of schools. Similarly, Nanyo (2020) on account of the findings, recommended that principals should continually attend mandatory workshops and mandatory continuous professional development leadership training program since they significantly related with and predicted principals' performance in public secondary schools in Bayelsa State. This findings revealed that there is a relationship between principal of secondary schools and capacity building if academic goals must be attained.

How principals' capacity building on leadership influence effective management of public senior secondary schools in Rivers state

Hypothesis two of this study stated that "principals' capacity building on leadership is not significantly related to the effective management of public senior secondary schools in Rivers state", the hypothesis was rejected because, principals' capacity building on leadership is significantly related to the effective management on public senior secondary schools in Rivers state, which was shown on the result analysis thus; correlation value $r = .115$, p -value of $.040$.

Ojike (2006) asserted that the quality of principals is influenced by the quality of staff development programs. The research also recommend that staff should attend development training programs on a regularly bases, motivations should be given to best performance and deserving teachers, parents and guardians should interact with teachers and students in other for them to integrate on the issues at hand. Regular capacity building can be used as a tool to update these principals to bring them up to speed and furnish them with all that they require as leaders to propel them to manage these schools effectively and improve the falling standards of education in public secondary schools in Rivers State.

CONCLUSION

The findings of the study have revealed a very significant relationship that exists between principals' capacity building and the effective management of public senior secondary schools in Rivers state. Hence, it is safe to say that whatever direction the principals of these secondary schools take, will greatly affect how smoothly run their schools are, as their capacity building is directly proportional to the effective running of the school, therefore principals' capacity building should not be taken for granted.

Recommendations

In view of the findings and conclusions of the study, the following recommendations were made:

- Principals in public senior secondary schools should consider capacity building very seriously, as it affects the effective management of their schools.
- State governments should look out for redundant secondary school principals, and take steps to ensure capacity building on leadership in affected these schools.

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