

Employability Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria

Helen Chibuogwu Enwezor¹ and Nchekwube Marcel Chukwunonye²

¹Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State, Nigeria

²Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

E-mail: chiogewino@gmail.com

ABSTRACT

This paper was carried out to determine employability skills applied by principals in managing generated revenue for effective school management in Anambra State, Nigeria. Three research questions guided the study. This study adopted a descriptive survey research design. The population of this study comprises all the 261 principals in all the 261 public secondary schools in Anambra State. The entire population of 261 principals will be used for this study since the size is considered manageable. Therefore, there was no sampling for the study. The data for this study was collected through the use of a structured questionnaire titled "Questionnaire on Employability Skills for Managing Generated Revenue for Effective School Management" (QESMGRESM). This instrument was validated by three experts.

The responses are structured on a four-point rating scale of Strongly Agree (4 points), Agree (A; 3 points), Disagree (D; 2 points), and Strongly Disagree (SD; 1 point) for cluster A and B. To determine the reliability of the instrument, Cronbach Alpha Method was used to determine the internal consistency of the instrument and it yielded an overall co-efficient of 0.89. To answer the research questions, mean and standard deviation was used. The finding revealed that principals in secondary schools in Anambra State applied record management skills and did not apply financial management and communication skills for managing generated revenue for effective school management in Anambra State, Nigeria. Based on the findings, it was recommended amongst others that Anambra State government should constantly organize workshops for the principals on the proper use of communication and financial management skills to

enhance their effective management of school revenue.

(Keywords: skills, principals, revenue, school management, COVID-19)

INTRODUCTION

Over the years, humanity has fought various global health scourges of which the recent coronavirus is not an exception. The coronavirus disease in Nigeria is part of the worldwide pandemic caused by severe acute respiratory syndrome coronavirus 2 (SAR COV-2) (Maclean, 2020). This virus has greatly affected the education system throughout the world. Sequel to this, as part of the measures to contain the spread of COVID-19 in Nigeria, the Federal Ministry of Education, through the Permanent Secretary in the Ministry, on March 19th ordered the immediate closure of tertiary institutions, upper basic education, and basic education over the outbreak of the disease in the country.

Recently, in a bid to contain the virus amidst the gradual opening of educational sectors, guidelines have been provided on how schools are to operate taking cognizance of the safety measures to preventing the virus in schools especially in the basic and upper basic education. Part of the guidelines include wearing of nose-masks, washing hands regularly, maintaining social distancing, use of alcohol-based hand sanitizers amongst others. On this note, upper basic education is the second level of educational system received after primary school. They are formal public organizations charged with the objectives of preparing the younger ones after their primary school career for useful living

within any society and equip them for secondary education.

In the secondary school system, the principals are important stakeholders that run the daily affairs of the school because principals are saddled with numerous responsibilities in the administration of secondary school. The principal is one who offices the central focus of secondary schools charged with the tasks of planning, controlling, and coordinating human, material, financial and time resources to foster the attainment of the school goals and objectives (Nnebedum and Akinfolarin, 2017).

According to Obasi (2018), a principal is one who occupies the top administrative ladder in any secondary school and having control over the human and material resources of the school. Obasi further asserts that the principal as an instructional leader is responsible for matters concerning the implementation of the school curriculum and sees to the smooth running of the school in order to achieve high productivity from the staff, in terms of effective teaching and learning.

Sequel to this, it is very unlikely that a school can be strong and effective in educational programs without the active and intelligent support of the school principal. In order words, the effective administration of secondary schools lie on principals' skills for utilizing generated revenue. The need for secondary school principals to generate revenue internally for school administration is not far from the fact that government seems not to do much in the area of budgetary allocation to education.

Nyeh and Ohia (2019) revealed that the government of Nigeria for a very long time has failed to allocate the needed percentage of their annual budget to the education sector as recommended by UNESCO. This denotes that the importance of revenue in any organizational growth and development of any institution (educational especially) cannot be over-emphasized.

According to Hornby (2010), revenue can be defined as the income returned by an investment, the total income received from a given source or income generated for some political entity's treasury by taxation and other means. The term revenue has been defined by various authors in different ways. Adesoji (2013) defined revenue as

the fund required by the government and institutions to finance its activities. These funds are generated from different sources such as school fees, government subventions, government grants in form of aids, recurrent and capital, financial support from old association. It is also defined as the total amount of income that accrues to an organization (public or private) within a specified period of time (Olusola, 2014).

In a school setting, revenue refers to how the amount of money to be used in the school is raised. It also has to do with funds allocation which involves the procedure in which the acquired funds are allocated to different sectors of the school to achieve the stated goals and objectives of the school.

According to Obasi and Asodike (2014), revenue in terms of money is one of the vital resources apart from human and material resources needed to manage an organization particularly the secondary school system. Obasi and Asodike further encapsulated that there are revenues raised by the school either externally or internally to supplement grant allocation from government, but the scope of fund raising varies from one school to another.

External source of school funds is mainly from the government, external aids, grants and funds from alumni. Internal sources of school funds include enlisting help of local community, Parent Teachers Association (PTA) levies, proceeds: from drama club; cultural dance groups; from sales of agricultural produce; from poultry/pig keeping; from sales of crafts/arts and from renting of school facilities.

The money realized from these sources constitute large sum which demand the financial expertise of school principal to manage in order to boost the school financial base. It therefore becomes imperative that the management of school revenue involves the process of revenue collection from various sources, spending the money judiciously and keeping proper accounting system as well as placing controls over the spending pattern (Ebong, 2013). Succinctly, it is almost impossible to administer any institution of learning without finance. A properly revenue buoyant school tends to provide a template for effective management.

The Federal Republic of Nigeria in her National Policy on Education (2013) emphasized the need

for proper management of schools at all levels. The National Policy on Education also highlighted effective management as an instrument for educational development. On this note, effective management according to Interstate School Leadership Consortium (2014) relates to the standards for what the school leaders should know and are able to do.

Adeniyi and Omoteso (2014) conceived effective management as the extent to which secondary school principals achieve the goals and objectives of their schools. Operationally, effective management is the positive response to administrative efforts and actions with the intention to accomplish stated goal.

For a desired level of effective management to be achieved, there is need for principal as the leader in the school to possess necessary employability skills for managing generated revenue. The ability of the principal to generate funds internally does not come without the ability of the principal to build and develop the right skills for such venture. According to Nyeh and Ohia (2019), secondary school principals must build the following employability skills, record management skills, financial management skills, and communication skills.

Record management skill is one important skill applied by principals for utilizing generated revenue. Record management is the application of systematic and scientific control of recorded information that is required for the operation of the school. Therefore, principals who possess record management skills adequately record management program, co-ordinates and protects the school's financial records. In other words, the financial status of the school could be determined through school records. Income and expenditure of the school are entered into appropriate ledger, and this enhances accountability on the part of the school administrator.

Financial management skill is one important skill that can be applied for utilizing generated revenue. According to Ezra (2018), the function of financial management is to review and control decisions to commit and recommit funds to a new or ongoing uses. Financial management skill helps principals to be acquainted with the financial history of the school and be able to make financial predictions for the benefit of the school. Developing the right financial management skill requires the principals acquainting himself with

the right tools, techniques and knowledge that can be used to make financial predictions. This skill is important as it will help the principal to be able to determine the financial result of any business idea in the school which will help to increase the amount of revenue generated internally from the various sources in the school.

Lastly, another important skill adopted by principals for utilizing generated revenue is communication skills. Communication skills involve listening and speaking as well as reading and writing (Khan, Khan, Zia-Ul-Islam & Khan, 2017). One of the skills that a principal must develop is the ability to communicate. This will help the principals to share important information with the different educational stakeholders in the school which will help in the generation of the needed revenue.

Principals who must succeed in generating revenue internally must be able to build the right communication skills which involve using the right medium and people for passing information across to the various educational stakeholders. Communication stands at the heart of any school system and the ability of the principal to communicate with parents, teachers and the government will help to improve the revenue prospect of the school especially from internal sources.

These skills are needed to enable the principals interact with stakeholders and improve on the financial condition of the school. Furthermore, the ability to inculcate these revenue generating skills is not only for immediate use alone but will also be relevant in dealing with the financial needs of the school even in the future. These skills are therefore indispensable for any principal that will have a smooth school administration.

Expectedly, the revenue generated by the principal from the school internally is not to be used for personal aggrandizement; rather, it is expected that the principal should be able to allocate the funds generated internally for the improvement of the performance of teachers and students during their teaching and learning interactions (Nyeh and Ohia, 2019). Revenue generated internally must therefore need to be utilized in the provision of important human, material and physical resources that have direct impact on teaching and learning activities in the school.

The shortage of funds in most public secondary schools has made it difficult for principals to embark on meaningful projects and programs needed for the success of these schools (Nyeh and Ohia, 2019). Inadvertently, the little revenue derived from both external and internal sources are still poorly utilized. Reports showed that revenue provided to public secondary schools in Anambra State are prone to embezzlement, fund misappropriation, mismanagement of internally generated funds, collection of illegal fees from students and contractors.

Personal rapport with some public-school teachers by the researcher revealed that some principals divert funds meant for education to other channels especially because of selfish interest. Some secondary school principals embezzle school fund. Consequently, this backdrop affects the administrative effectiveness of the school. This has made some of these schools to lag in terms of educational development in this 21st century which has also affected the students in these schools academically. The study therefore intends to examine employability skills applied by principals in managing generated revenue for effective school management in Anambra State, Nigeria. Specifically, the study determined:

1. Record management skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria.
2. Financial management skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria.
3. Communication skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria.

Research Questions

1. What are the record management skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria?
2. What are the financial management skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria?

3. What are the communication skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria?

Theoretical Underpinning

System Theory: Systems theory was propounded in the 1940's by biologist Ludwig Von Bertalanffy (1910-1972). The theory viewed human organization as systems (conceptual systems) of interacting components such as system aggregate, which are carriers of numerous complex processes (organizational behaviors) and organizational structures.

System theory focuses on relationship between part of a system. Rather than reducing an entity such as a business into parts, system theory focuses on the arrangements of and relations between what and how they work together as a whole. The way the parts are organized and how they interact with each other determine the properties of that system. The behavior of the system is dependent on the properties of the elements.

According to Bertalanffy, a system may be defined as a set of interdependent parts that relate in the accomplishment of some purpose. The system theory views institutions as system that procure and transform inputs into outputs which are subsequently discharged into their external environment in the form of goods and services. Inputs can be in form of people materials, money, or information.

System theory makes provision for people to explore and characteristic the system of their interest, and its environment and its components and parts. Entrepreneurs can acquire a system view of management by integrating systems concepts and principles in their thinking and learning to use them in representing the world and their experiences. System theory empowers people to think of themselves, the environments that surround them and the groups and organizations in which they live in a new way.

The system theory relates to this study because it gives the principal insight into ways of knowing, thinking, and reasoning in their management skills as a system of interdependent parts for administrative effectiveness. In other words, the relevance of system theory in this study is that it

helps principals to look at the management skills more broadly. It has also enabled principals to recognize the various parts of the organization, and in particular, the interrelatedness of the parts.

METHODOLOGY

This study adopted a descriptive survey research design. Descriptive survey research is designed whereby a group of people are studied by collecting and analyzing data from such a group of people who are representative of the population (Nworgu, 2015). The study was conducted in Anambra State.

The population of this study comprises all the 261 principals in all the 261 public secondary schools in Anambra State. The entire population of 261 principals will be used for this study since the size is considered manageable. Therefore, there was no sampling for the study. The data for this study was collected using a structured questionnaire titled "Questionnaire on Employability Skills for Managing Generated Revenue for Effective School Management" (QESMGRESM). This instrument was validated by three experts.

The responses are structured on a four-point rating scale of Strongly Agree (4 points), Agree (A; 3 points), Disagree (D; 2 points), and Strongly Disagree (SD; 1 point) for cluster A and B. To determine the reliability of the instrument, Cronbach Alpha Method was used to determine the internal consistency of the instrument and it yielded an overall co-efficient of 0.89.

To answer the research questions, mean and standard deviation was used. The basis for decision making was on the criterion mean score of 2.50. Any item that has a mean score that is below 2.50, such item is considered agreed while any item that has a mean score that is above 2,50, such item is considered disagreed.

RESULTS

Research Question 1: What are the record management skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria?

Table 1: Respondents' Mean and Standard Deviation Ratings of Record Management Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria

S/N	As a principal in my school, I:	X	SD	Remarks
1	Ensure that teachers manage records of financial performance of the school	3.38	0.77	Agree
2	Provide accurate record on how money is spent	3.55	0.58	Agree
3	Keep record of every internally generated fund	3.47	0.82	Agree
4	Ensure school bursar attends training on how to records can be manipulated and misused	3.71	0.52	Agree
5	Give room for school bursar to attend seminar in order to recognize areas of fraud and corruption in school	3.69	0.69	Agree
6	Provide school account books for the purpose of entering detailed amount budgeted for	3.23	0.88	Agree
7	Document areas of success mapped out in the budget	3.39	0.49	Agree
8	Document evidence of expenditure of internally generated revenue	3.32	0.44	Agree
Cluster Mean		3.47		Agree

The result analysis presented in Table 1 shows that all the items with mean scores 3.38, 3.55, 3.47, 3.71, 3.67, 3.23, 3.39, and 3.32 were all rated agreed. The cluster mean of 3.47 summarized those principals in secondary schools in Anambra State applied record management skills for managing generated revenue for effective school management in Anambra State, Nigeria.

The standard deviation scores ranging from 0.44 – 0.88 shows how closely related the respondents' mean scores are to one another.

Research Question 2: What are the financial management skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria?

Table 2: Respondents' Mean and Standard Deviation Ratings of Financial Management Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria.

S/N	As a principal in my school, I	X	SD	Remarks
9	Ensure there is strict adherence to budgets and plans in the school	2.55	0.89	Agree
10	Ask the school bursar to account for the quarterly income and expenditure and I keep it	2.51	0.92	Agree
11	Ask for the annual financial statement of accounts from the bursary department	1.99	1.01	Disagree
12	Give priority to the areas of the school that is needed most	2.03	0.73	Disagree
13	Ask the heads of department to account for the fund disbursed to their office	2.19	0.82	Disagree
14	Ensure records of receipts/voucher of all moneys expended by the heads of department are kept	2.32	0.69	Disagree
15	Ensure surplus money are returned to the bursary department after expenditure	1.92	1.13	Disagree
Cluster Mean		2.21		Disagree

The result analysis presented in Table 2 shows that items 9 and 10 with mean scores 2.55 and 2.51 respectively were rated agreed while items 11 – 15 with mean scores 1.99, 2.03, 2.19, 2.32 and 1.92 were rated disagreed.

The cluster mean of 2.21 summarized that principals in secondary schools in Anambra State did not apply financial management skills for managing generated revenue for effective school management in Anambra State, Nigeria. The standard deviation scores ranging from 0.69 – 1.13 shows how closely related the respondents' mean scores are to one another.

Research Question 3: What are the communication skills applied by principals for managing generated revenue for effective school management in Anambra State, Nigeria?

Table 3: Respondents' Mean and Standard Deviation Ratings of Communication Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria.

S/N	As a principal in my school, I:	X	SD	Remarks
16	Use notice board only to communicate to all staff on income and expenditure	2.11	0.82	Disagree
17	Communicate to the teachers about school financial transactions only during staff meeting	2.58	0.87	Agree
18	Communicate financial transaction to all members of the school only through bulletin which comes out every day	2.01	0.79	Disagree
19	Communicate income and expenditure to all members of the school only through bulletin which comes out once in a week	2.28	0.91	Disagree
20	Ensure that revenue received from the ministry/proprietors are communicated effectively to all members of the school	1.91	1.02	Disagree
Cluster Mean		2.18		Disagree

The result analysis presented in Table 3 shows that item 17 with a mean score of 2.58 was rated agreed while items 16, 18, 19 and 20 with mean scores 2.11, 2.01, 2.28 and 1.91 were rated disagreed.

The cluster mean of 2.18 summarized that principals in secondary schools in Anambra State did not apply communication skills for managing generated revenue for effective school management in Anambra State, Nigeria. The standard deviation scores ranging from 0.79 – 1.02 shows how closely related the respondents' mean scores are to one another.

DISCUSSION OF FINDINGS

The findings revealed that principals in secondary schools in Anambra State applied record management skills for managing generated revenue for effective school management in Anambra State, Nigeria.

This finding agreed with the finding of Mumtaz (2014) that it is the responsibility of the principal to ensure that school bursar attends training on how records can be manipulated and misused also to ensure that school bursars to attend seminar in order to recognize areas of fraud and corruption in school. On the other hand, this finding opposed the finding of Garba (2015) who remarked that the major findings of this research indicated that the role performances of principals in record management were not carried out well. The difference in both findings could be because of different opinion of the respondents based on geographical location.

The finding revealed that principals in secondary schools in Anambra State did not apply financial management skills for managing generated revenue for effective school management in Anambra State, Nigeria. This finding indirectly agreed to the finding of Nwafukwa and Bennadethe (2020) that principals' application of financial management skills was to a low level for the improvement of academic performance of students in Ebonyi state secondary schools. The finding also supported the finding of Aliyu (2018) that factors militating against financial management such as ghost workers, untimely disbursement of funds, lack of ICT training in the bursary department and neglect of internal auditing.

The finding also revealed that principals in secondary schools in Anambra State did not apply communication skills for managing generated revenue for effective school management in Anambra State, Nigeria. This finding agreed with the finding of Olanrewaju (2017) that there was ineffective application of non-verbal communication in teaching learning in secondary schools in Oyun Local Government Area of Kwara State, Nigeria. The finding of Nwafukwa and Bennadethe (2020) was in line to the finding of this study that principals' application of communication skills was to a low-level for the improvement of academic performance of students in Ebonyi state secondary schools.

CONCLUSION

Based on the finding of the study, it was concluded that principals in secondary schools in Anambra State applied record management skills and did not apply financial management and communication skills for managing generated

revenue for effective school management in Anambra State, Nigeria.

RECOMMENDATIONS

1. Principals should endeavor to promote internal supervision, principals and classroom administrators should develop a positive attitude towards record keeping.
2. Anambra State government should constantly organize workshops for the principals on the proper use of communication and financial management skills to enhance their effective management of school revenue.
3. Principals should be exposed to effective communication through seminars, workshops and conferences such that they can communicate to both staff and students in a way that they will understand in a clear language what staff needs to understand about revenue in the school.

REFERENCES

1. Adeniyi, W.O. and B.A. Omoteso 2014. "Emotional Intelligence and Administrative Effectiveness of Secondary School Principals in Southwestern Nigeria". *International Journal of Psychology and Behavioral Sciences*. 4(2): 79 – 85.
2. Adesoji, A.A. 2013. "The Effect of Internal Revenue Generation on Infrastructural Development. A Study of Lagos State Internal Revenue Service". *Journal of Educational and Social Research*. 3(2): 90 – 99.
3. Aliyu, B.B. 2018. "Assessment of Financial Management Practices among Secondary School Principals in Kaduna State". *International Journal of Hospitality and Tourism Management*. 2(2): 22 – 27.
4. Ezra, S. 2018. *The Theory of Financial Management*. Columbia University Press: New York, NY.
5. Federal Republic of Nigeria. 2013. *National Policy in Education (revised)*. NERC Press: Lagos, Nigeria.
6. Garba, M.A. 2015. "Assessment of the Role of Performance of Principals in Secondary schools in North-West Geo-Political Zone, Nigeria". An Unpublished Thesis Submitted to the Department

of Educational Administration and Planning,
Ahmadu Bello University, Zaria.

7. Hornby, A.F. 2010. *Oxford Advanced Learner's Dictionary of Contemporary English 8th Edition*. Oxford University Press: Oxford, UK.
8. Khan, A., S. Khan, S. Zia-UI-Islam, and M. Khan. 2017. "Communication Skills of a Teacher and its Role in the Development of the Students' Academic Success". *Journal of Education and Practice*. 8(1): 18 – 21.
9. Maclean, R. 2020. "Nigeria Responds to First Coronavirus Case in Sub-Saharan Africa". *The New York Times*.
10. Mumtaz, S. 2014. "Application of Classroom Management Strategies in Public and Private Sector at School Level in Pakistan". *Journal of Information Technology for Teacher Education*. 9(3): 90 – 99.
11. Nnebedum C. and A.V. Akinfolarin. 2017. "Principals' Supervisory Techniques as Correlates of Teachers' Job Performance in Secondary Schools in Ebonyi State, Nigeria". *International Journal for Social Studies*. 3(10): 13-22.
12. Nwafukwa, P.O. and N.O. Bennadethe. 2020. "Level of Application of Administrative Skills and Academic Performance of Secondary School Students". *International Journal of Humanities and Social Science Invention*. 9(3): 59 – 65.
13. Nyeh, C.O. and A.N. Ohia. 2019. "Principals' Management Skills for Generating and Utilizing Internal Revenue for the Administration of Public Secondary Schools in Rivers State". *International Journal of Scientific and Research Publication*. 9(10): 446 – 453.
14. Obasi, F.N. 2018. "Democratic Model of School Administration" Fredstary Pintest Publishers: Rivers State, Nigeria.
15. Obasi, F.N., and J.D. Asodike. 2014. *Educational Resource Management*. Pearl Publishers: Port-Harcourt, Nigeria.
16. Olusola, O.O. 2014. "The Role of Internally Generated Revenue in Local Government Administration in Nigeria". *Journal of Management and Social Sciences Research*. 3(5): 12 – 33.

SUGGESTED CITATION

Enwezor, H.C. and N.M. Chukwunonye. 2022. "Employability Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria". *Pacific Journal of Science and Technology*. 23(2): 66-73.

