



Head Teachers' Human Relation Abilities as Correlates to Educators' Instructional Efficacy in Secondary Schools in Ethiopia

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The purpose of the study was to establish the association between the human relation abilities of the school heads and the efficacy of the educators in schools in Ethiopia. The study used a correlational research design. The population of the study was a hundred heads and one thousand five hundred instructors, totaling one thousand five hundred eighty-eight personnel. All head teachers were nominated using the census technique. There hundred seven educators were selected using straightforward random sampling methods and a closed-ended questionnaire was used as the primary method data collection tool. The data were analyzed by using the product-

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moment correlation coefficient of Pearson. The study discovered that there was no statistically significant association between the heads' human relation abilities with educator efficacy. The study concludes that heads human relation abilities have no significant association with educator efficacy. In light of the results, the study concludes that there is no significant association between heads' human relation abilities and educator efficacy, and the direction of the association was found to be weakly negative.

Keywords: Ethiopia; human relations; instructional effectiveness; school heads secondary school.

1. INTRODUCTION

The effectiveness of educators determines whether an organization succeeds or fails. The effectiveness of the educators is the main concern of school heads because it is only through their efforts that the school's goals can be achieved. Being an effective educator means carrying out a task effectively and efficiently within a set amount of time. Another way to put it is as the capacity to effectively apply the appropriate knowledge to accomplish academic goals and objectives. According to Adeyemi [1], made the case that an educator's level of involvement in the day-to-day operations of the school can predict their effectiveness as educators in this regard. It is clear that different situations in head leadership and management affect how well educators perform. By detecting their wants and attempting to meet them, school heads' must constantly encourage their educators to effective performance in order to achieve the best outcomes.

The role of school heads as instructional leaders places them in a unique position to oversee, monitor, assess, and disseminate information to teachers about current educational issues and contemporary teaching methods in order to encourage them to use the best practices for instructional effectiveness [2]. In order to ensure that the school's instruction is effective and that its goals and objectives are achieved effectively and efficiently, the heads should make good use of their managerial abilities to place the appropriate person in the appropriate place and time to do that [3]. As a result, never be enough emphasis placed on how crucial it is for a school head to have the necessary managerial abilities to achieve the educational goals and school-set targets.

According to Bukhari et al. [4], the abilities necessary for effective and efficient planning, staffing, organizing, coordinating, controlling, and decision-making in schools are known as heads' managerial abilities. Therefore, the capability,

knowledge, and experience required for managing tasks and accomplishing organizational goals and objectives, which in turn affects educators' instructional efficacy in the classroom, are referred to as school heads managerial abilities. In this sense, the term "school head managerial abilities" refers to the capacity to competently and magnificently plan, supervise, organize, coordinate, and control, as well as to decide on and take the necessary actions to assist and motivate educators to realize the goals and objectives set by the school.

Scholars in the field of school management have outlined the skills used by school heads as managers in both private and public organizations. These globally recognized managerial competencies: conceptual, human relation, and technical abilities were clarified by Mukarromah et al. [5].

Conceptual Skill: refers to the ability of the manager can effectively coordinate all of the tasks carried out by the various divisions of the institution. It consists of analytical, imaginative, and initiative abilities. Top-level management primarily requires these abilities. This is due to they devote more time to organizing, planning, and solving problems. It assists them in resolving issues for the good of the entire company, as well as the managers in setting company-wide goals and making contingency plans for a variety of contingencies that could occasionally occur.

Human Relation Skill: refers to the ability to work with others, inspiring, motivating, and managing interpersonal relationships in the workplace. Additionally, it improves the managers' ability to comprehend, communicate, and act as cohesive team leader who comprehends each member of the group.

Technical Skill: It refers to the ability to deal with expertise in activities such as managerial processes, procedures, and strategization performances. The first management level is

where this skill is most required. To create and implement policies, procedures, and plans, managers need this skill. Technical proficiency enables managers to work efficiently with a variety of tools and machines.

To the extent that school management is concerned, the significance of managerial abilities for school heads cannot be overstated. According to Warren [6], since management is based on the ability to work with people, communication, one of the human relations abilities, is a central and decisive component of the process. He went on to say that an effective communication process among the staff is more important than anything else for the success of managerial responsibilities. To put it another way, maintaining transparency is a good way to guarantee the efficient application of managerial abilities that aid in gaining the backing and dedication of educators to the accomplishment of objectives.

Experiences have shown that there are many schools where the heads and educators do not have positive working associations with one another. There is no doubt that a lack of collaboration and teamwork between school heads and educators hinder the success of school instruction. It is sometimes claimed that heads run the schools in their favor without consulting the majority of the instructors; as a result, their enthusiasm for the job and dedication to achieving educational objectives are somewhat diminished. The success of the head largely depends on how well he uses his managerial abilities to run the school on a daily basis. Since, the school heads and educators must work in complete harmony and have a positive working relationship because educators are the interpreters and implementers of school plans, policies, and instructional delivery. Moreover, proper communication and educators' integration in the decision-making process leads to effective instructional teaching in the school.

According to research carried out by Tessema [7], school heads' managerial abilities significantly influence how effectively educators are able to teach. The success of a school head depends on his ability to use his managerial abilities and competencies wisely. School heads who possess managerial abilities will increase educators' instructional effectiveness by supporting, encouraging, and motivating them.

The Ethiopian government advised researchers to study on heads' managerial abilities since head teachers and educators are the front-line actors in preserving instruction effectiveness in the school, according to the Education Sector Development Program IV [8].

The need for this study stems from the fact that in order for Ethiopia to fulfill its goal of offering high-quality education to all pupils in every grade level, school heads must be well-versed in managerial techniques and educators must be capable of meeting pedagogical competency standards.

1.1 Objective of the Study

The objective of this study was to examine the association between school heads' human relations abilities and educators' instructional efficacy in the Central Gondar Zone secondary schools, in Ethiopia.

1.2 Hypotheses

The research was to be guided by the following hypotheses.

Ho 1: There is no significant association between heads' human relation managerial abilities and educators' instructional efficacy.

2. LITERATURE REVIEW

2.1 School Heads Managerial Abilities

The advancement of educators' activities and instructional effectiveness is greatly aided by the managerial abilities of the school heads. According to Ezeugbor and Thompson [9], the role of the head is primarily that of an organizer and implementer of plans, policies, and programs designed to achieve particular educational goals. As a result, communication, supervisory, interpersonal relationship, disciplinary management, and time management skills are all major components of a head's managerial abilities.

Working smoothly and effectively with people both individually and in groups to realize shared organizational goals in the school is a skill that Roby [10] noted is required of all school heads today. Additionally, Zkan et al. [11] showed how group school management should be used to

address both the needs of the individual and the needs of the group. The cornerstone of any school's management program should be collaborative analysis of the current requirements and group discussions as revealed by the current research findings in the area of instruction.

Callahan and Sadeghi [12] went on to emphasize that achieving instructional effectiveness in the school in particular and accomplishing shared institutional goals, in general, are the two things that school educators and heads share as a common objective. For instance, when educators and school head teachers work cooperatively to identify and put into place changes that will enhance educators' instructional efficacy.

2.2 Educators Instructional Effectiveness

A number of variables, such as subject-matter expertise, pupils evaluations, classroom management, the use of teaching resources and delivery methods, relationships with the students, and others, are used to evaluate how well an educator instructs their pupils. As one can be seen in the areas of inattentiveness to class and work, poor lesson presentation, irregular and unauthorized movement from duty post, intolerance, and absenteeism, the absence of these variables tends to result in the educators being less effective in their instruction in order to achieve the desired learning outcomes [13].

In order to achieve educational goals and objectives in the school system, educators must effectively disseminate knowledge to learners using a variety of pedagogical competencies and strategies. Taking into account a baseline indicator of the pupils' intake, Muhammad and Zaka [14] defined instructional effectiveness as the capacity to produce improvements in pupils' achievement scores. As a result, educator's ability to master pedagogical concepts as demonstrated by the pupils' later achievement of learning objectives determines the effectiveness of their instruction.

3. METHODOLOGY

3.1 Research Design

For this study, the correlation research design was the most appropriate because the researcher was determined to investigate the association between two or more quantifiable variables Curtis et al. [15]. As a result, the

investigator used to establish the association between school heads' human relation managerial abilities and educators' efficacy in the instruction. To collect information from school educators, vice heads, and heads, the researcher used quantitative methods.

3.2 Target Participants of the Study

The study's target populations included 1500 one thousand five hundred teachers, fifty school vice heads, and fifty heads. According to the regional draft guideline, there is only one assigned head and vice-head in fifty secondary schools and one thousand five hundred educators. In total, the study targets one thousand six hundred participants in the Central Gondar Zone.

3.3 Sampling Techniques

First, the names of all educators, heads, and vice heads a total of one thousand five hundred educators, fifty heads, and fifty vice heads were obtained from the Central Gondar Zone Education Office. The census technique was used to select a sample of school heads and vice-heads because their small numbers make it easier to collect data and they are very helpful in providing information about the area being studied. To ensure that every subject is retained in the population and has an equal chance of being chosen for the study, a simple random sampling technique was used to select teachers in the population.

3.4 Sample Size

As a result, the study lastly had a total of four hundred-seven sample size, i.e. fifty school heads and fifty vice heads' and three hundred-seven educators carrying out the study.

3.5 Description of the Data Gathering Tool

This part provides an explanation of the data collection tools used in the existing study. The study used closed-ended questionnaires to gather information from vice-heads, heads, and educators. As a result, closed-ended questionnaire helped as the main tool for gathering data for the associational research [16].

The questionnaires were written as a list of inquiries, and respondents recorded their

responses [17]. Four Likert scale-style of closed-ended questions were included in the questionnaires. To collect quantitative data from the participants, closed-ended questions were most appropriate. As a result, gathering and analyzing quantitative data was made easier for the researcher. In order to support the aforementioned ideas, a questionnaire may need to be more structured, closed-ended, and numerical when the sample size is larger, whereas when the sample size is smaller, a questionnaire may need to be less structured and more open (Cohen et al. 2007). In a similar view, a closed-ended questionnaire for datagathering is suitable to quickly reach a sample of educators and ensure privacy. Additionally, it is familiar, easy to use, and affordable for gathering more comprehensive and accurate data from the respondents [18].

The questionnaire's concepts were clear to all of the secondary school heads, vice heads, and educators who participated in the study because they were expected to be fluent in English in terms of speaking, reading, and listening. They also benefited from the researcher's help when there was any doubt about the concepts of the issue to be studied.

3.6 Data Collection Procedure

Prior to collecting data, the researcher obtained approval from the Central Gondar Education Office, School of Education, Department of Education Management, and Policy and Curriculum Studies at Kenyatta University. Before starting the data collection process for this study, this is a requirement that must be met. After receiving the letter of authorization, the investigator went to the Central Gondar Education Office and then met with educators, heads, and vice-heads during their semester meetings in order to gather data. The researcher then explained to the respondent the significance and aim of the study and also asked for their free consent to participate in the study. Lastly, assurance of confidentiality of the participants was given.

3.7 Method of Data Analysis

Focus was given to how to organize the data after it had been collected and how to use the best methodologies for analysis based on the kinds of questions that needed to be addressed. Frequency tables were then used to present the data. Closed-ended survey questions were used

to gather data, which was tallied, tabulated, and entered into SPSS version 20. As a result, the product-moment correlation coefficient of Pearson was used as the method of data analysis to determine the association between heads' managerial abilities (human relations) and educators' instructional efficacy (use of teaching resources, classroom management, and use of regular evaluation).

4. RESULTS

The product-moment correlation coefficient of Pearson for the association between educators' classroom management and heads' human relation abilities was found to be $-.138$, as shown in Table 1. The product-moment correlation coefficient of Pearson value of $-.138$ showed that the association between educators' classroom management and heads' human relation abilities were found to be weak, with a negative direction of the association. This implies that both variables are significantly lowered by high scores for either of them and vice versa. The study found that there was no statistically significant association between the heads' human relation abilities and educators' classroom management in the instruction due to the fact that the p -value of 0.214 was above the level of significance of 0.05 . The product-moment correlation coefficient of Pearson between educators' classroom management and heads' human relation abilities was therefore found to be weakly negative and non-significant, with a value of $r(366) = -.138$, $p > 0.05$.

The product-moment correlation coefficient of Pearson for the association between educators' use of regular evaluation and heads' human relation abilities was found to be $-.072$, as shown in Table 2. The product-moment correlation coefficient of Pearson value of $-.072$ showed that the association between educators' use of regular evaluation and heads' human relation ability was found to be weak, with a negative direction of the association. This shows that the association between the two variables is significantly lowered when one of the variables has high scores and vice versa. Additionally, the p -value of 0.520 was higher than the threshold of significance of 0.05 , and as a result, the study found no statistically significant link between educators' use of regular evaluation and heads' human relation abilities in the instruction. The product-moment correlation coefficient of Pearson between educators' use of regular evaluation and heads' human relation abilities

was therefore found to be weakly negative and non-significant, with a value of $r(366) = -.072$, $p > 0.05$.

The Pearson product-moment correlation coefficient of Pearson between educators' use of teaching resources and heads' human relation abilities in the instruction was found to be .038 as shown in Table 3. The product-moment correlation coefficient of Pearson value of .038 showed that the association between educators' use of teaching resources and heads human relation abilities were found to be moderately strong and positive direction of the association. This suggests that the high scores

of educators' use of teaching resources during the teaching-learning process are related to the high scores of heads' human relation abilities. Furthermore, the study indicated that there was no statistically significant association between the heads' human relation abilities and educators' use of teaching resources in the instruction, because the p-value of .736 was above the level of significance of 0.05. As a result, the product-moment correlation coefficient of Pearson principals' human relation abilities and educators' use of teaching resources, which is $r(366) = .038$, $p > 0.05$, was found to be moderately positive and non-significant.

Table 1. Correlation analysis between heads' human relation abilities and educators' classroom management (N=368)

Variables	Correlation	Variables	
		Human relation abilities	Classroom management
Human relation abilities	Correlation of Pearson	1	-.138
	Sig. (2-tailed)		.214
	N	285	83
Classroom management	Correlation of Pearson	-.138	1
	Sig. (2-tailed)	.214	
	N	83	83

*** At the 0.05 level, correlation is significant*

Table 2. Correlation analysis between heads' human relation Abilities and educators' use regular evaluation (N=368)

Variables	Correlation	Variables	
		Human relation abilities	Use of regular evaluation
Human relation abilities	Correlation of Pearson	1	-.072
	Sig. (2-tailed)	-	.520
	N	285	83
Use of regular evaluation	Correlation of Pearson	-.072	1
	Sig. (2-tailed)	.520	-
	N	83	83

*** At the 0.05 level, the correlation is significant*

Table 3. Correlation analysis between heads' human relation abilities and educators' use of teaching resources (N=368)

Variables	Correlation	Variables	
		Human relation abilities	Use of teaching resources
Human relation abilities	Correlation of Pearson	1	.038
	Sig. (2-tailed)	-	.736
	N	285	83
Use of teaching resources	Correlation of Pearson	.038	1
	Sig. (2-tailed)	.736	-
	N	83	83

*** At the 0.05 level, the correlation is significant*

5. DISCUSSION

As shown in Table 4, the product-moment correlation coefficient of Pearson for the association between educator efficacy of instruction and heads human relation abilities was found to be $-.054$. The product-moment correlation coefficient of Pearson value $-.054$ showed that the association between educators' instructional efficacy and heads human relation abilities in the instruction was found to be weak, with a negative direction of the association. Additionally, the study indicated that there was no statistically significant association between educator efficacy of instruction and the heads' human relation abilities in the instruction, because the p -value of $.625$ was above the level of significance of 0.05 . As a result, the product-moment correlation coefficient of Pearson between the efficacy of educators' instruction and the heads' human relation abilities was found to be weakly negative and non-significant, with a value of $r(366) = -.054, p > 0.05$. H_1 was consequently maintained.

The study's findings concur with those of a prior study by Awodiji et al. [19], which used the product-moment correlation coefficient of Pearson correlation analysis to examine the relationship between heads human relation ability and educators' instructional efficacy. That study found that there was no significant association between heads human relation abilities and educators' instructional efficacy in secondary schools in Patigi Local Government Area, Kwara State, with a $r = 0.118$ value with respect to the non-significance level of 0.240 .

On the other hand, the study's findings ran counter to those of a prior study by Giami and Obiechani [20], which found a positive and statistically significant association between

heads' heads human relation abilities and educators' instructional efficacy in public secondary schools in River's State, Nigeria. The calculated probability value of 0.001 is also lower than the critical probability value of 0.05 .

The results also go against what Paturusi [21] found, which was that human relation abilities are a crucial and essential component of school management. These abilities enforce good interpersonal association between heads and educators, foster effective teamwork among educators, and ensure educators' full support and commitment to the realization of school goals. This proves that school heads who include educators in decision-making regarding day-to-day operations of the school achieve a greater positive outcome. Since they participated in the decision-making process and would therefore be eager to enforce the rules and regulations to the benefit of the school, this democratic action of the school heads would force the educators to take responsibility for all school activities. The educators appreciate this strategy because it keeps them moving forward in the overall scheme of things. Educators are more effective and productive when they are happy.

Similarly, the findings of the study also contradict with the previous study by Hosseinpou et al. [22] that the product-moment correlation coefficient of Pearson correlation analysis is used to examine the association between heads' human relation abilities and educators' instructional efficacy revealed that ($r = 0.73$) with respect to the significance level of 0.01 is significant. In other words, there is a direct and positive association between heads' human relation abilities and educators' instructional efficacy.

Table 4. Correlation analysis between heads' human relation abilities and educators' instructional efficacy (n=368)

Variables	Correlation	Variables	
		Human relation abilities	Educators' instructional efficacy
Human relation abilities	Pearson Correlation	1	$-.054$
	Sig. (2-tailed)	-	$.625$
	N	285	83
Educators' instructional efficacy	Pearson Correlation	$-.054$	1
	Sig. (2-tailed)	$.625$	-
	N	83	83

At the 0.05 level, the correlation is significant

6. CONCLUSION

Based on the study findings, the study concluded that there is no significant association between the school heads' human relations abilities and educators' instruction efficacy, and the direction of the association was found to be weakly negative.

7. RECOMMENDATIONS

The Ministry of education should organize constant and compulsory workshops for heads to interact and acquire human relations abilities for working effectively with teachers to improve their managerial effectiveness and educators' instructional efficacy in the other hand. School heads should invest much time and effort in their ultimate responsibility of helping educators to enable to implement regular evaluation, classroom management, and use of teaching resources to make educators effective in the teaching-learning process. Moreover, educators should be engaged in continuous professional development in order to boost the capacity to apply modern pedagogy.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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