



The Synergy between Principals' Interpersonal Relationship as Index of School Milieu and Teaching Effectiveness in Secondary Schools in Delta State

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ABSTRACT

The research was on synergy of principals' interpersonal relationship as index of school milieu and Teaching Effectiveness in Public Secondary Schools in Delta State, Nigeria. School milieu refers to the atmosphere in the school interpreted as the overall interaction and interpersonal relationship within management, staff and students, while teaching effectiveness is the regenerative interaction output displayed in students' performance and achievement. The design was ex-post-factor of the relational descriptive survey method. The population was 15175 of 452 principals and 14,745 teachers in public primary schools in Delta State. The stratified random sampling technique was used to sample 1700 respondents of 226 principals and 1474 teachers. The instrument was a self-developed questionnaire titled "Questionnaire on interpersonal relationship as index of school milieu (QINTRESDM) it was validated by expert evaluation and questionnaire teaching effectiveness (QTE), adopted from Anho (2022b) on the indices of teachers performance which have been validated. The instrument QINTRESDM was also subjected to a split-half reliability test using 30 lecturers from the population but excluded from the sampled yielded 0.75 reliability coefficient and the QTE was not tested as it was adopted from Anho (2022b) which was already tested for reliability. The 1700 copies instruments administered with the aid of six (6) well instructed research assistants, 1366 copies were returned properly filled indicating 80% retrieval rate. The descriptive statistics of mean scores and standard deviation among Pearson correlation determination coefficient were used to provide answers to the research questions raised, while the Pearson Product Moment Correlation Statistics was used to test the hypotheses formulated at 0.05 level of significance. The findings were indicators of principals' interpersonal relationship as index of school milieu include; adequate applications of effective communication skills, established good

rapport with staff/teachers, recognition and taking care of happiness, anger, displeasure and fear, and building confidence in teachers among others. The teaching effectiveness determinants include; teachers follow prescribed curricular, forming scheme of work based on approved syllabus, good knowledge of subject matter, punctuality and regular to all school/classroom activities, and good lesson delivery/presentation among others. There was significant link between principals' interpersonal relationship as index of school milieu and teaching effectiveness in public secondary schools in Delta State. recommendations are; principals should maintain a high cordial interpersonal relationship with teachers by using good communication skills, building trust, being considerate, supportive, sociable, tolerant, welcoming, and by involving delegation of duty and collective decision making.

KEYWORDS: Administration, Interpersonal relationship, teaching effectiveness, feedback, communication, delegation and decision making.

I. INTRODUCTION

Background of the Study

School learning milieu plays important role in the achievement of the goals of secondary school education which depends on teachers' effectiveness and students' quality achievement. This learning environment also determines the school milieu which includes but not limited to school and classroom environment, made up of the physical facilities and the interaction of those in the environment. Physical facilities are distinct from physical environment; the latter is broad to include all of the materials, objects, buildings, furniture, equipment, the lightening system, quality of air, as well as the arrangement and socialinteraction of those in the system. Although, in recent times, stakeholders in the educational sector have focused their attention on the quality of students'



performance which can be affected by their non-commitment to their studies due to lots of distractions in the environment that hamper learning. It appears that only very little attention seems to be given to the teaching and learning environs and school milieu as factors that can determine effective and efficient learning due to teachers' effectiveness.

Schools need safe environment for teaching and learning. The school environment is where teachers and students spend about six to eight hours daily. This calls for careful planning, designing and implementation to optimize interpersonal relationships which are supportive and favourable to the teaching and learning process. School milieu as a variable in this study can be conceptually regarded as congregate measure of schools' interpersonal relationship characteristics such as the association amongst the school heads/administrators, teachers, students and parents determined by the type and level of communication, motivation and leadership styles, explained as the overall interaction and interpersonal relationship with one another and the available school plants. Therefore, school milieu refers to the physical and socio-psychological atmosphere in the school which could affect the morale and personal satisfaction of all persons involved in the affairs of the school.

The management of physical and financial resources in secondary schools in Delta State has become a serious challenge in recent times as the teaching and learning environment, culture and milieu in the schools seem to be hindering effective teaching and learning. They include; poor physical environment, poor lighting, noise, poor ventilation and unfavourable temperature among others. These can result to frustration and temperament or hyperactivity, apathy, lethargy, stress and low enthusiasm to teaching and learning. Consequently, if the effective accomplishment of the purposes, objectives and goals of educational programs is to be achieved, school working condition or welfare should influence teachers' effectiveness, through some indicators of interpersonal relationship such as: acknowledgement of their contributions, prompt payment of salaries, continuous training and development, involving from in decision making and implementation, housing, transportation and health schemes, quick implementation of good retirement benefit and creation of conducive working environment, and other welfare incentives to motivates workers for effectiveness. Compensation is another concept associated with staff welfare which motivates staff to quality output. It is the amount of money an organisation can offer

employees in return for the efforts and services rendered. Compensation in schools could promote interpersonal relationship leading to effectiveness of teachers.

There have been many attempts at explaining organizational milieu or climate. For this research work, the explanation in Hoy and Miskel (2005, p. 185) is used along others, they viewed an organizational milieu as "a set of measurable properties of a work environment based on the collective perceptions of the people who live and work in the environment and demonstrated to influence their behaviours". Nevertheless, authorities like Bossert, Dowyer, Rowan and Lee (1982) and Etuk (2005) respectively, referred to organizational milieu as work environment as the prevailing atmosphere surrounding the organization. Therefore, school milieu is a broad term that refers to perception of the general work environment of the school.

Milieu refers to the atmosphere in an organization which could affect the morale and personal satisfaction of all persons involved in the school. Consequently, school milieu is a general term that refers to the feeling, atmosphere, tone, ideology or climate of a school. Just as individuals have personalities, so do schools; a school milieu may be the personality of a school. From the work of Anho (2018), school milieu is the same as school climate, and is one of the variables in this study which is regarded as an aggregate measure of school's characteristics, such as relationships between parents, teachers and administrators, communication, motivation and instructional supervision. It could be seen as the overall interaction resulting from human relationships with each other and with the physical parts in the school environment.

School milieu variables such as communication, motivation and interpersonal relationship are key variables to staff quality effective performance. It is generally accepted that effective communication and interpersonal relationship is the heart of effective management. The principal and teachers sets the tone of the school and develops a distinct school milieu by cordial acceptance, emphatic offering incentives and inducements; as a result, the behaviour of the principal, teachers would be humane.

Institutional integrity according to Anho (2018), as organizational milieu index at the institutional level, it is the measure of the ability of a school to adapt to its environment and cope in such a way that maintains sound programmes without undue interruptions.



Institutional integrity is essential to the success of an organization. It is to be noted that whether or not a person (teacher) is going to give his/her services wholeheartedly to the school as organization, depends on how he/she feels about the job, his/her fellow workers and what is happening around him/her. The social influences including integrity are indicators of the prevailing milieu of the school predicated along the lines of how one feels and peacefulness of the school. If a school is noted for exam malpractices, crises and riots, some teachers may not feel safe working or in such schools. But if a teacher on the other hand is not threatened by what is happening around him/her in a school, he/she is likely to perform better and this will go a long way in ensuring teaching effectiveness.

Service Delivery: Service delivery affects schools negatively and positively, according to Robert (2018), effective service delivery is a challenge facing secondary schools in Nigeria it is therefore the prerogative of schools to offer unique services in different areas to influence components of school climate/milieu such as effective communication, supervision, conducive classroom environment, physical environment, human, interpersonal interaction, community relations, and information communication technology (ICT).

To create a conducive school milieu for effective teaching and learning, principals are to have concern for people which as a indication of effective interpersonal relationship because consideration behavior of the principal is another milieu factor at the managerial level. It describes how the principal is friendly, open and supportive. Teachers are human beings and do have their need dispositions. It is expected principals who desire to have good results in the school should take out time to take interest in matters affecting his/her teachers. This consideration behavior of the principal goes a long way to contribute immensely to the teacher's teaching effectiveness. School administrators, capability and ability to source for financial and physical resources, create and sustains interpersonal relationship leading to enhancing teaching effectiveness.

Teacher Morale: Morale of teachers is very crucial as it is from the technical level of the milieu factor in the school. Principals should be able to enhance teaching effectiveness by boosting the morals of teachers. Morale is the enthusiasm, confidence and sense of accomplishment the teachers. A school administrator who desires to develop and stimulate need for achievement will want to design an internal

institutional environment that will both attract and maintain high achievers. Recognition, praise and other allied matters which are show of interpersonal relationship could boost the morale of teachers. It needs not necessarily be monetary, if a teacher is commended openly for achieving a great feat in the school, it can keep the fire in him/her burning for greater achievements. His/her achievements can also spur other teachers in the school to follow suit in order to receive recognition or commendation from the principal which will help in boosting the morale of teachers and directly contributes to teaching effectiveness.

Leadership: The unhealthy school is vulnerable to destruct internal and outside forces. Teachers and administrators are bombarded with unreasonable demands from parental and community groups where principals do not provide leadership, there is little direction, limited consideration and support for teachers, and virtually no influence with superiors and morale of teachers is low and act aloof, suspicious, and defensive but in a school with appropriate learning environment and conducive school milieu, because of the leadership, people are likely to be respected and engaged. This is the level of interpersonal relationship where learners, community, parents and educators can work together, live and contribute to a shared vision.

Safe and nurturing environment: Schools perceived as being positive, safe and with nurturing environment that focus on learners' learning could perform better in examinations regardless of available technology or teaching/training. This means that the learning environment, culture and milieu created by the school may foster or hinder learning through the teachers' teaching effectiveness. Therefore, tutoring, safe, learning environment of school milieu can influence teaching effectiveness.

This means that with effective operational interpersonal relationship principals through the exhibition of behaviour that enhance cordiality among school members/teachers will also enhance the school institutional milieu through their duties and responsibilities. Teaching effectiveness takes place in an atmosphere that is conducive with the openness and authenticities of interpersonal relationship and interaction that exists in the school, it reflects the principals' and teachers' cooperative, supportive and receptive attitude to each other's ideas of learning and teaching effectiveness.

The school environment is much instrumental to the achievement of school goals and



objectives, various research findings indicate that when the school milieu is not supportive of teaching and learning, the activities of such a school is usually seriously hindered, brought about by available and inadequate financial and physical resources to boost teachers' morale, motivation and commitment, principals' interpersonal relationship, teachers capacity in terms of qualification, experience, knowledge of subject matter, proper utilization of the right teaching methods and good class management affect the general school milieu and promotes principals' quality administration, leading to teachers effectiveness and final entertainment of expected school goals.

The disorder or malfeasance as a result of lack of interpersonal relationship between school heads and teachers noticeable in some schools is fast becoming of great concern to researchers, parents, students and educational stakeholders in general. These have perceivable, negative behaviour in our schools including secondary schools in Delta State; such as kidnapping, fighting, lying, beating, bullying, carrying of weapons, drug and alcohol abuse, gangtarrism, stealing, truancy, absenteeism, late coming, robbery, quarrel and fighting.

There is no gain saying the facts that these malfeasance affects the school milieu-teachers' teaching effectiveness and students' effective learning, such milieu leads to the cultivation of the feelings of fears, anxiety, sadness, intimidation, hopelessness, frustration and dissatisfaction in those concerned with education. It is a known fact that effective teaching depicts effective learning and both can only take place in a conducive and safe atmosphere, where management, staff and students work as a team with cooperation, trust, understanding and mutual respect.

Teaching effectiveness: Teaching effectiveness is describe as the achievement of instructional objectives, involving a regenerative interaction between the teacher and students, involving a positive change in knowledge, attitudes and behaviours of individuals and communities involved. There are three kinds of teacher behaviours which are usually stressed in the conceptualization of teaching effectiveness, according to Avalos (1985)include "measurable observed behaviours, non-quantifiable modes of communicating to others or interacting in the classroom, and present or transferable actions, skills, beliefs and commitment". As a corollary, students' behaviours which constitute evidence of teaching effectiveness include; the acquisition of basic cognitive skills, the development of higher order intellectual activities and the awareness of the social

world or evidence of social skills. However, the atmosphere or milieu of a school has a major impact on the organizational behaviour and since school administrators can have a significant influence on the development of the personality of its schools it is important to highlight organizational milieu of a school. More so, as it is assumed that a favorable school milieu would bring out the best in the teachers and consequently the best in students.

A closer look at the school system generally and Delta State public secondary schools in particular, it is perceived that most teachers seem not to be having effective interpersonal relationship with their principals thereby not to be properly motivated by their management/principals. They seem not asked take part in the decision making process, another issue is the use of poor human and communication skills by school heads, and most do not support staff orencouragetraining or staff development programmes for teachers. These have created noticeable negative teachers non-challant attitude such as; lateness to work, non-writing of lesson notes, absenteeism, poor classroom management, poor students' evaluation, lack of involvement of students' and teachersapathy to teaching programme.To provide solutions, hence this research is investigating the synergy between principals' interpersonal relationship index school milieu and teaching effectiveness in public secondary schools in Delta State.

II. REVIEW OF RELATED LITERATURE

The theory of emotional intelligence is the theoretical framework Theroots of the concept of Emotion intelligence can be traced back to earlier work by researchers such as Salovey and Mayer, in 1990.

Emotional intelligence theory encompasses several key components related to interpersonal relationship as follows:

Self-awareness: It is recognizing and understanding one's own emotions, strengths, weaknesses, values, and motivations. Self-awareness principals are better equipped to understand how their feelings affect their thoughts and behaviour of others including teachers.

Self-management: Is the ability to manage one's emotions in a healthy way, including controlling impulses, maintaining a positive attitude with teachers and adapting to changing circumstances. Self-management also includes emotional regulation, which is the ability to respond to emotional experiences in constructive manner.



Social awareness: This involves empathizing with others, understanding their emotions, and responding appropriately in time and space. It includes skills such as active listening and recognizing social cues, which are essential for building strong interpersonal relationships.

Relationship Management: This involves developing and maintaining healthy relationships, communicating clearly, inspiring and influencing teachers and work well individualizing and in teams. It also involves conflict management and the ability to navigate socialpsychological complexities.

Relevance of theory of emotional intelligence to this study

Emotional intelligence theory which encompasses the ability to recognize, understand, and manage one's own emotions as well as the emotions of others, is highly relevant for studying the synergy between principals interpersonal relations as index of milieu and teachers' effectiveness in public secondary schools in Delta State. Principals play a crucial role in shaping the emotional climate of a school through their interpersonal relationship by creating a supportive and conducive, positive environment, which can enhance teachers' effectiveness by enacting increased collaboration, accountability, integrity, creativity, and commitment among staff and the administrator.

In addition, effective communication is a cornerstone of successful administrator. Principals with high emotional intelligence are typically better communicators, and human personal relationshippractitioners allowing teachers to freely expose themselves empirically to teachers' complaints – feeling of joy or sadness and able to convey their vision and expectations clearly while also being receptive to feedback.

Organizational/institutional milieu

Organisational milieu is a set of properties of the work environment perceived by individuals who work there and other stakeholders which serve as a major force in influencing their job behaviour and how to support the organization/institution. Relating it to school milieu, it is an enduring characteristics which describe a particular school, distinguish it from other schools and influence the behaviour of leaders and students. Therefore, it is considered as a feel which teachers, students, parents and visitors have of that school. Milieu is an end product of the school groups, such as administrators, teachers, students, the formal and informal organizations.

The dimensions and definitions of organisational milieu as autonomy, cohesion, trust, pressure, support, recognition, fairness, and innovation are closely linked to the application of milieu thinking in an organisation including schools. Organisational milieu indices based on Hellriegel, Slocum and Woodmen (1998, p. 422) are both suitable for assessing milieu and for taking action to change milieu and they include:

- **Communication** — the frequency and the types of means by which information is communicated in the organisation.
- **Values** — the guiding principles of the organisation and whether or not they are modelled by all integrity employees, including leaders.
- **Expectations** — types of expectations regarding how managers behave and make decisions.
- **Norms** — the usual, routine ways of behaving and treating one another in the organisation.
- **Policies and rules** — these convey the degree of flexibility and restriction in the organisation.
- **Programmes** — programming and formal initiatives help support and emphasizes a workplace milieu.
- **Leadership** — leaders that consistently support the milieu desired.

Looking at the view of the organisational milieu by Hellriegel et al (1998) the concept of organisational milieu is gradually moving away from tension and relaxation conceptualization to embrace relationship, leadership behaviours and expectations by members of the organisation which is the main idea of this research.

This justify why Mullins (1996, 2005) referred to organisational milieu as the prevailing atmosphere surrounding the organisation, the level of morale and the strength of feelings of belonging, care and goodwill among members. In the same more embracive conceptualization Isaksen and Ekvall (2007) viewed the organisational milieu as the recurring patterns of behaviours, attitudes and feelings that characterize life in the organisation. The organisational milieu is the individual psychological feeling of the organisation and the perceptions held by members about the work situation.

Milieu is said to influence the attitudes which members of the organisation bring to bear on their work performance and personal relationships. Organisational milieu is an indication of the employees' feelings and beliefs of what the organisation is about. Milieu is basically the



perceptions of members towards the organisation which make them behave in their own characteristic ways of doing things (Hoy and Miskel, 2005). Tamara-Weyemi (2023) studied the connection between teachers' working milieu and their job performance using the correlation design on 440 sampled high school teachers' in River State, Nigeria. The self-constructed questionnaire was analyzed with mean scores and standard deviation while the hypotheses were tested at 0.05 level of significance. The research concluded that there was a significant connection between teachers working milieu and their job performance and that the indices of school milieu include; communication pattern, leadership pattern, health of workers effectiveness, concern the workers/teachers, available resources, welfare, personal relationship, and job security. This is related to the topic on the synergy between principal interpersonal relationship as index of milieu and teachers' effectiveness.

Hoy and Miskel (2005, p. 185) presented a modern conceptualization of organizational milieu as consisting of two dimensions: openness of the milieu and organisational health. Indices of organisational openness include interpersonal predators such as: co-operation, collaboration, love, justice, fair-play, trust, support, care and respect, while indices of organisational health are also inked to interpersonal relationship and are further broken into three levels. These are health at the institutional, at the managerial and health at the technical/teacher level. Health at the managerial level has four sub- categories comprising principals' influence, concern for the system (initiating structure), concern for people (consideration behaviour) and resource support. Indices of organisational health at the technical have two sub-categories as being the morale of teachers and academic emphasis. From the above, it is assumed that a favourable organisational/institutional milieu would bring out the best in the teachers if the administrator effectiveness model of above. It is important therefore that educational administrators should not overlook the impact organisational health openness of milieu and teachers as they interact with principals and students. The working environment should be such that it may enable the teachers put in their best and then help in achieving the educational outcome of teaching effectiveness.

The Concept of Teaching Effectiveness

Although many researchers have been conducted on the concept of teaching effectiveness, a universal theoretical conceptualization of the phenomenon seem to be generally lacking. The

general tendency is for researchers to employ operational definitions probably to avoid being entangled in the intricacies of clarifying the concept of teaching effectiveness. Teaching effectiveness majorly concerns with the relationship between the dispositions of teachers, teaching acts, classroom environment, and their effect on the learning of students. It depends on the emotional (kind, warm, compassionate), cognitive (using innovative teaching techniques, mastery of subject), and behavioural competence (patience, punctual, attentive) of a teacher (Gupta and Verma, 2021). Teaching effectiveness is an area of research which is concerned with the attributes of teachers, classroom environment, teaching acts, and their effects on the students. One can say that teaching effectiveness is the capability of teacher to teach in such a manner that he/she gets success to bring the desirable change in the students' behaviour. It can be further explained as a product of teachers' dispositions which determines the quality of a teacher's performance. Teaching effectiveness may also be explained as a combination of cognitive and non-cognitive attributes such as academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience, and socio-personal interaction (Kumari and Padhi, 2014). It is a regenerative interaction between the teacher and students, in contrast with teacher ineffectiveness which is a degenerative interaction. Furthermore, teaching effectiveness is the perfection of work, level of efficiency, and productivity on the part of the teacher. It allows a teacher to mature with experience and knowledge. Tamara-Weyemi(2023), reported that the effectiveness of teaching makes learning more meaningful, fruitful, and understandable. It is the measure of success of a teacher in implementing institutional and other specified duties demanded by the nature of his/her position.

In the opinion of Gupta and Verma, (2021), teaching effectiveness directly depends on whether a teacher is effective in their teaching or not. Teachers are essential for developing the future of students and teaching effectiveness is the capability of teachers to teach in such a manner that he/she succeeds into bringing out the desirable changes in students' behaviour. It is assessed not only by the academic achievements of students but also from the sum total influence of an effective teacher. There are behaviours which constitute effective teaching and as well as activities which are embodied in teaching effectiveness; these are evident in behaviours of teachers and students.



Effective teaching can be achieved when a set of behaviors effective teachers incorporate into their daily professional practice. These involved a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development (Robert, 2020).

Similarly, Anho (2022b) using performance to describe teaching effectiveness as the level of teachers' commitment to their job work schedules which determine their performance rate. Teaching productivity is determine from some predictors teaching such as; teachers' lesson, preparation, delivery, class management, questioning techniques, teaching methods used, teachers' knowledge of subject matter, teachers' personality, teachers'/students' relationship, evaluation of lesson, and teachers academic accomplishment, amongst others. The effectiveness of a teacher lies not only in the presentation of his subject matter in an effective way but to make the whole environment of the classroom conducive for learning ensuring the complete development of a child (Toor, 2014). Additionally, a teacher's morale also affects their teaching effectiveness (Devamma, 2018).

Clark (2020) also conducted a research on what constitute teaching effectiveness on students' academic achievement secondary schools in Nigeria using some states in south-south geopolitical zone Edo, Delta, Bayelsa and Rivers. The sample population was teachers principle, instrument, used was a self-constructed questionnaire tagged predictors of teaching effectiveness questionnaire (PTEQ). The descriptive statistics of frequency, mean scores and standard deviation were used to analyse the data. The findings indicated the following as some of the predictors of teaching effectiveness in secondary schools. Good knowledge of subject matter, teaching according to curriculum, scheme of work and lesson note/plan, Being regular to school, Proper presentation of lessons, use of teaching aids, good lesson delivery, Classroom management/discipline, Good record keeping and quality examination supervision/invigilation, marking and correction of students' work, Good use of black/white board, having sense of creativity/improvisation, punctuality to school and class and writing for good behavior objectives. Also, it is plus to a teacher who knows his/her subject matter very well, this would enhance

teaching effectiveness and contribute in the performance of students both in national and international examinations and would go a long way in reducing failure rates.

Idiaki (2022), observed that effective teachers know their subject matter, organized it and spend major part of the class time on academic activities, structure learning experiences carefully and clearly present both directions and content information, maintained high student interest and engagement, ensured that students sufficient time to practice skills, involved all students in discussions, asked both higher lower level questions as appropriate to the objectives of the lesson, used adequate wait time, provide clear feedback, teach content at a level that ensured a high rate of success, vary students activities procedures, hold high expectations for students, were enthusiastic about teaching. They had record for students and treated them with respect, connected new learning to prior knowledge, develop rather than shallow knowledge, and build classroom learning communications.

There are several methods which can influence how effective a teacher can be during class room delivery, these can be summarized as: lecture and exposition, project, discussion, field trips and excursions, textbooks and supplementary readings, case studies role playing/discovery/inquiry approach, questioning, individual approach, laboratory technique, demonstration among others. The manner the qualified teacher presents his/her lessons to the pupils or students matters a lot. There is a great diversity in teaching methods and techniques. No one method is the best for every teaching-learning situation. Therefore, a skilled teacher does not only use one method in his teaching no matter how short the duration of the lesson may be. The success in the use of any method will depend on factors such as the subject matter, the students, the teacher and the environment. The teacher should have the knowledge of these variables which affect the teaching and learning process as this will greatly contribute to teaching effectiveness in our nation schools (Idiaki, 2022). Okorugbo et al., (2024a) refer to teaching effectiveness as the performance, output to include; good time management, collaborative and shared decision making, creating accountability, use of good communication skills, provision and maintenance of instructional materials and creating positive schools/classroom climate among others.

Principals' Interpersonal Relationship as index of school milieu and Teaching Effectiveness



This refers to the ability of the principal to make members of the school behave in a desired manner. The extent to which the school head wields power and have his/her requests the Board of Education pass through successfully. The extent to which the Board listens to the principal's complains and requests, for example, for certain teachers to be moved or for teachers to be posted to the school. Interpersonal relationship is the ability to work with people based on a person's knowledge about people and how they believe, how they operate in groups, how to communicate effectively with them and their motives, attitudes and feelings, it is also called human resources skills required to effectively influence superior, peers and subordinates in the achievement of goals, Okorugbo et al., (2024b).

Bolie (2012), conducted a research on staff' perceptions of head staff' human relation skill practice in secondary school management and how this influences their work commitment: the case of Baringo district, Kenya. The research endeavoured to investigate staff perceptions of head staff' human skills practice in secondary school management and how this impacted on staff' commitment to their work. All the secondary school staff in Barigo districts were the target population. Survey research design was used in the study. Purposive sampling was used to select 6 secondary schools and subsequently 90 staff. The independent variables of the study were the head staff practice of human skills, while the dependent variables were the staff perceptions to their commitment to school work, sex, staff teaching experience and type of school, formed moderator variables. The instruments were validated by the supervisor and other experts in the department of Curriculum, Instruction and Educational Management of Egerton University. The Cronbachs' reliability coefficient of the instruments was 0.92. This was above the acceptable reliability coefficient of 0.7. A staff questionnaire (TQ) was used to collect data, on their perceptions of head staff' human skills practice. The data was to collect data, on their perceptions of head staff' human skills practice. The data was organized on a five - point likers-scale. Data was analysed using descriptive and inferential statistics and the Statistical Package for Social Science (SPSS) was used. The hypotheses were tested at 0.05 level of statistical significance. The results were presented using frequencies, tables and pie charts. The findings of the study showed that there was a mild relationship between the staff' perceptions of head staff' practice of human skills and their commitment to school work.

The principal's behaviour deals with the manner the principal interacts with teachers, students and parents. This, to a large extent, seems to affect the way teachers interact with one another, with students and parents. This interaction has a considerable impact on the general atmosphere of the school. Four characteristics of school principal behavior have been identified by Agwaya, (2023). They are: aloofness, production emphasis, consideration and thrust.

Aloofness: These explain the extent to which some principal keep social distances from the staff give excessive rules and regulations. Thus unfriendly, they do not show human feelings as they relate to the staff. This distance is both psychological and physical, it is psychological because these principals avoid informal discussions, they do not joke with staff and the staffs are aware of the manner of the principal's expectations. The distance is also physical in the sense that the principal may choose to be reserved or to be open and interact freely with the staff they may either choose to use their voice, mannerism and behaviour to show their superiority. Both the psychological and physical distance has influence on interpersonal relationship and the school milieu (Agwanya, 2023).

Consideration: Consideration has to do with how the principal relates and responds to staff and their needs; having personal interest in things that concern his staff, students and parents even if it means sacrificing some time to do this, the principal showing sympathy when need arises and celebrates teachers, students and parents achievements. Arzara (2001) asserts that it shows concern for teachers, parents and students, is the heart of leadership. Therefore, for the principal to be effective, he/she must relate to stakeholders in a way that demonstrates the principal's concern for them. Rooney (2003) and Heller (2002), opined that students and teachers function effectively when their basic needs are met and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning. Principals differ in this aspect; they range from being highly considerate to not being considerate at all. Arzara (2001) asserts that principal who is highly considerate, is most effective, because the development of positive personal relationship with the entire school is the core of school leadership and lack of consideration may contribute to teacher frustration and apathy; therefore, negative milieu will prevail within the school and among teachers.



Engagement: The school as a system of social interaction allows interpersonal relationship among its stakeholders; teachers interact with one another, with the principal, students and parents. The ways teachers interact among themselves and with others determine the school milieu. Agwaya (2023) identified four characteristics of teachers' behaviour influence on the school milieu. These characteristics are: disengagement, hindrance, esprit and intimacy. In contrast, in a school characterized by low disengagement or engaged teachers are committed to their work. They respect each other and conduct themselves as professionals. The principal's negative behaviour does not prevent the teachers from doing and enjoying their work. Thus, these teachers are productive regardless of the principal's autocratic leadership. In this situation, it may be difficult for a positive milieu to thrive because the principal's autocratic behaviour does not promote a positive milieu.

Esprit: Agwaya (2023) uses this term esprit to describe teachers' satisfaction with their social and professional needs. In a school characterized by high esprit and accomplishment, teachers help, support and work with each other. As a team, they like and respect each other. They enjoy each other's company and they are committed to their work and school. They are enthusiastic, innovative and they are willing to render mutual assistance where necessary. In case of low esprit, teachers do their work reluctantly. They do not derive satisfaction from their work. Thus, they work just to earn a living. There is no strong relationship among teachers; they are careless about each other. No interpersonal relationship. This kind of situation produces a milieu that is not conducive for work.

Hindrance: Agwaya (2023) stated that hindrance "as a concept used to describe some teachers' attitude toward paper work and non-instructional school activities, teachers see routine duties committee requirements as hindrance to their teaching responsibilities". It had been asserted that these teachers are only concerned with teaching and consider rules, paper work and other administrative work quite unnecessary. Such teachers do not enjoy writing their daily preparation notes, keeping class attendance record, recording test marks and communicating with parents.

Intimacy: Intimacy in school administration refers to a situation where there is open, honest and positive relationship between colleagues and between administration and teachers and staff. Agwaya (2023), opined that intimacy is a term used to picture the kind of relationship that exists

among teachers in a school which varies from school to school where asserts that high intimacy may exist among teachers in some schools, while low intimacy may exist among teachers in some other schools and yet, there may be no intimacy at all among teachers in some other schools.

Hoy and Miskel (2001) observed that high intimacy reflects a close relationship among principals and teachers. Teachers in a school characterized by high intimacy know each other well and share personal issues with each other. This kind of relationship does not end at school: they socialize on a regular basis in school and outside school. They provide strong support for each other, that is, they exchange visits, know each other's family members, they are always there for each other even in difficult situation. High intimacy among teachers may either have positive or negative impact on the school milieu. If burdens are lifted, sorrow give way to joy and a smile is brought to somebody's face when teachers share their personal matters with one another. In this kind of situation, teachers' emotional and psychological needs are met. They get the encouragement needed to function effectively, everybody is happy and positive milieu prevails. Nevertheless, high intimacy if not applied cautiously may lead to negative milieu.

Principals and teachers in a school characterized by low intimacy school have a positive attitude toward each other they are friendly, but not very intimate. Thus, the friendship does not go beyond the school compound. Sharing of private matters is not common, they have their closest friends in other groups of people outside the school.

Production Emphasis: It is the light control and supervision of workers minimizing inter personal relationship emphasizing commitment, dedication and productive work. Benitie and Shalomi (2023), production emphasis ranges from "very strong to no emphasis". A principal who emphasizes production very strongly believes that people work best under tension and pressure. Such principal also believes that when all attention is directed to work, it minimizes personal clashes that sometimes occur among the staff. This principal believes that social and psychological needs of teachers are met when they are dedicated and committed to their work. This type of principal's behaviour influences how the staff will discharge their responsibilities and it will ultimately affect the school milieu.

Thrust: The feeling of building and sustaining, relationship belief and motivation, Agwaya (2023), describes thrust 'as the way principals act as a role model for the type of behaviour they expect of their staff. They set the standard and support the staff so



as to maintain the standard. Thrust is characterized by the following: the principal is hard working; the staff is both intrinsically and extrinsically motivated, the staff work hard and enjoy their work. The principal's behaviour may range from showing high thrust to no thrust. The principal with high thrust influences the school milieu positively; all activities are focused and directed to achieving the school goals, both teachers and students enjoy teaching and learning. Robbins (2001) maintains that the principal with no thrust also affects the school milieu. This researcher says further that, there is no example of expectations and standard by the principal, and that this may result in lack of motivation and performance on the part of teachers'. This is because the quality of leadership of the principal is critical to the effectiveness of the school.

Cohesiveness: Interpersonal relationship is closely associated with cohesiveness. Cohesiveness can be seen in school when the people form a positive unity and are committed to education. It has been observed that school milieu with good rapport and effective communication depends on cohesion. Cohesion also describes how individuals of the same group feel about the group as a whole. Teachers and faculty appreciate one another and are happy to be a part of the group in cohesive classrooms and schools. Ultimately, cohesiveness can enhance the systems by creating a "we" feeling, which in turn promotes conformity to school norms (Agwaya, 2023).

Conformity: They leads to committed, effective, and productive performance: Teachers are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and antisocial, the whole system is doomed. If they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous. At the same time, it is their duty to ensure that adequate learning facilities are put in place. Moreso, one can say that school organisations should adapt to their environments and assume an advantageous bargaining position, capitalize on such to acquire scarce and valued resources to achieve maximum effectiveness and efficiency (Benitie and Shalomi, 2023).

Interaction: Principals should accept and include their teachers in working, decision making and implementation. Babalola, Ayeni, Adedeji, Suleiman and Arikewuyo (2006) assert that employees (teachers) who are subjected to hostility, rejection or exclusion cannot be expected to perform their job effectively. In other words, we are all what our relationships make us to be. Similarly, Helsel, Aurbach and Willower (2009) found that individual

teachers' perceptions of school milieu in relation to their expectations regarding changes in education, individual's perceptions of the principals' thrust, consideration, and production emphasis were directly related to optimism of expectations, whereas perceived hindrance was directly related to pessimism. From the teacher's point of view, the principal's behaviours but not the teachers' was related to anticipation of successful desired changes. A study by Arzara (2020), explored the relationship among principals' leadership styles, school milieu and the organizational commitment of teachers. Data were obtained from 227 teachers from twenty schools, with participants responding to three instruments: the organizational Commitment Questionnaire (OCQ), the Leadership Opinion Questionnaire (LOQ) and the Organizational Milieu Descriptive Questionnaire (OCDQ). The principal's leadership style, school milieu and the organizational commitment of teachers were found to be inter-related. Teachers received higher commitment under a leadership characterized by high consideration, regardless of the level of initiating structure. Teachers, organizational commitment was positively related to milieu openness, characterized by supportive principal behavior and teacher engagement, intimacy and low levels of teacher frustration. Furthermore, considerate leadership behavior was found to relate positively to milieu openness. It appears that leadership behavior, particularly the consideration dimension, are more useful in inter relationship to the areas of school milieu and teaching effectiveness. Writing on the influence of interpersonal relationship on teacher work effectiveness in Nigeria Ebiezanu (2019) the design of the study was descriptive survey. He used 4895 as the public made up of 4707 teachers and 188 principals. The suggested target population was 565 made up of 471 teachers i.e. 10% and 94 principal i.e. 50%. The instrument was the self-developed questionnaire based on the variable studied. The mean score and standard deviation were used to answer the research question. The Pearson Product Moment Correlation was used to test the hypotheses. The findings indicated the following as indicators of interpersonal relationship and index of school milieu as: use of proper/channel of communication, being supportive to teachers, building confidence in teachers, involving teachers in decision making, and showing empathy

The research also showed that there was a significant link between principals' interpersonal relationship and teachers' effectiveness in the attainment of secondary schools goals in Bayelsa



State, Nigeria. This showed that the relationship of principals influence teachers effectiveness because the interpersonal relationship determine the school milieu and the effectiveness of teaching effectiveness.

III. METHODOLOGY

The study used the ex-post facto research design of the descriptive survey method. The population 15175 with 452 principals and 14745 teachers in the 452 public secondary schools in Delta State in the 2023/2024 academic year. The sample consist 1700 drawn from the 15197 population with 226 principals i.e. 50% of the principals and 1474 i.e. 10% of teachers from the 452 public secondary schools in Delta State. The sampling procedure was the stratified random sampling technique. The instrument used two self-developed questionnaire titled “Interpersonal Relationship as Index of School Milieu Questionnaire (INTPRESDMQ) and Questionnaire on Teaching Effectiveness which had a total of 50 items, divided into 2 sections. Section A indices of principal interpersonal relationships skills, Section B Determinants of teaching effectiveness Section C The relationship between principals’ interpersonal relationship index for school milieu and teachers effectiveness

The instruments (INTPRESDMQ) were constructed from the variables of study and literature reviewed such as Anho (2022b). Respondents indicated their opinion by ticking the extent to which they agreed or disagreed with the statements. The scoring was based on the adopted Likert four point scoring scale of strongly agree (SA) = 4 points, Agree (A) = 3 points, and Negative Responses of Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

The validity of the instrument was ascertained by experts. Their comments, corrections, recommendations and suggestions were used to

modify the questionnaire before producing the final copy.

The instrument (NJRESMQ) were subjected to a split-half reliability test using 30 teachers from the population excluded from the main samples of the study and ten (10) teachers were selected from each senatorial district of Delta State which made up 30 teachers used. The items in the instruments were divided into two halves - the odd and even numbers. The scores from the two groups were correlated using the Pearson Product Moment Correlation (r) method of statistical analysis which yielded a coefficient ‘r’ of 0.75 for principals interpersonal relationship index of school milieu which considered high enough and used for the study. The second instrument on teaching effectiveness was does not need reliability test as it was adopted from Anho (2022b) on indicating of teachers job performance.

The instruments were administered to the respondents by six (6) well instructed research assistants two (2) for each senatorial district of Delta State. The questionnaire were retrieved immediately which ensures good turn in, while the 226 questionnaire for principals distributed were returned, the 1474 questionnaires for teachers distributed, 1140 were retrieved with 334 not returned or not properly filled i.e. 1366 total questionnaires were returned and used for the research which gives 80% return rate.

The research used the descriptive statistics of mean scores, standard deviation and Pearson correlation of determination to provide answers to the research questions, while the Pearson Product Moment Correlation Coefficient statistics was used to test the hypotheses formulated at 0.05 level of significance. The summary of the calculation were presented on tables, the strongly agreed and agreed responses were merged, presented and analyzed as agreed while the disagreed and the strongly disagreed responses were merged, presented and analyzed as disagreed.

IV. PRESENTATION OF RESULTS AND DISCUSSION

RQ1: What are the indicators of principals’ interpersonal relations skills as index of secondary school milieu in Delta State?

Table 1: Indicators of Principals’ Interpersonal Relationship Skills as index of secondary school milieu in Delta State

S/N	Indicators of Principal Interpersonal Relationship Skills	N	Mean	SD	Remark
1	Adequate applications of effective communication skills	266	2.51	0.69	Accepted
2	Established good rapport with staff/teachers	266	2.56	0.69	Accepted
3	Recognition and taking care of happiness, anger, displeasure and fear	266	2.61	0.57	Accepted



4	Building confidence in teachers	266	2.70	0.70	Accepted
5	Paying attention when subordinates teachers are speaking	266	2.60	0.61	Accepted
6	Responding in cautious ways	266	2.80	0.45	Accepted
7	Giving feedbacks on content and content of subjectsdiscussed with teachers	266	2.73	0.56	Accepted
8	Delegation of duty to teachers	266	2.65	0.54	Accepted
9	Building trust and reliability in teachers	266	2.75	0.56	Accepted
10	Relating in cordiality with teachers	266	2.51	0.44	Accepted
11	Showing concern for teacher	266	2.60	2.50	Accepted
12	Developed interest in teachers welfare	266	2.50	1.60	Accepted
13	Creating and maintaining open policies with teachers	266	2.55	1.06	Accepted
14	Integrity of principals	266	2.60	0.75	Accepted
15	Transparency of principals	266	2.60	0.49	Accepted
	Grand Mean		2.62	0.64	

Source: Field Work, 2025.

Table 1 indicated the mean score and standard deviation analysis of indicators of Principal Interpersonal Relationship Skills. In response to research question 1 on; what constitute indicator of principals' interpersonal relationship skills as index of secondary school milieu in Delta State.

The table showed that the responses mean score were above the 2.50 acceptance bench mark. The mean score was also 2.62 with 0.64 standard deviation above the acceptance bench mark of 2.50. the items Indicators of Principals' Interpersonal Relationship Skills are:adequate applications of effective communication skills, established good rapport with staff/teachers, recognition and taking care of happiness, anger, displeasure and fear,

building confidence in teachers, paying attention when subordinates/teachers are speaking, responding in cautious ways, giving feedbacks on content and content of subject discusses with teachers, delegation of duty to teachers, building trust and reliability in teachers and relating in cordiality with teachers,develop interest in teachers welfare, creating and maintaining open policy in teachers, and integrity and transparency of principals

Research Question 2: What are the determinants of teaching effectiveness in public secondary schools in Delta State?

Table 2:Mean score and standard deviations of principals' responses on the determinants of teaching effectiveness in public secondary schools in Delta State

S/N	To what extent do you agree that the following are determinants of teaching effectiveness	N	Mean	SD	Remark
1	Teachers follow prescribed curricular	266	2.58	0.71	Accepted
2	Forming scheme of work based on approved syllabus	266	2.56	0.70	Accepted
3	Good knowledge of subject matter	266	2.50	1.14	Accepted
4	Punctuality to all school/classroom activities	266	2.70	0.66	Accepted
5	Regular to school/classroom	266	2.65	0.52	Accepted
6	Good lesson delivery/presentation	266	2.61	0.56	Accepted
7	Choice of learning experiences based on students' environment	266	2.52	0.75	Accepted
8	Using a system of goal setting in accordance with school educational objectives while teaching	266	2.59	0.72	Accepted
9	Teachers' commitment to the job	266	2.51	0.69	Accepted
10	Teachers' good classroom management	266	2.56	0.69	Accepted
11	Teachers' monitoring of students' work	266	2.61	0.57	Accepted
12	Teachers have good moderate voice projection	266	2.70	0.70	Accepted
13	Teachers' communicate lessons to students' well	266	2.60	0.61	Accepted
14	Appropriate teachers' consideration of students' age and level in teaching	266	2.80	0.45	Accepted
15	Encouraging full participation of students' during	266	2.73	0.56	Accepted



	lessons					
16	Appropriately disciplining of students'	266	2.65	0.54	Accepted	
17	Quality record keeping and retrieval	266	2.75	0.56	Accepted	
18	Providing quality feedback during lessons	266	2.51	0.44	Accepted	
19	Making use of appropriate instructional materials	266	2.60	2.50	Accepted	
20	Good mentorships while teaching	266	2.50	1.60	Accepted	
21	Modeling of students' behaviour	266	2.55	1.06	Accepted	
22	Emphasizing individual efforts and accomplishment of task	266	2.60	0.75	Accepted	
23	Timely, proportional computation/compilation of students results	266	2.60	0.49	Accepted	
24	Quality invigilation of examinations	266	2.55	0.52	Accepted	
25	Marking and correction of students works/assignments	266	2.62	0.61	Accepted	
26	Making proper use of the chalk board	266	2.58	0.57	Accepted	
27	Being personally interested in students	266	2.54	0.60	Accepted	
28	Establishing a cordial and caring atmosphere during teaching	266	2.65	0.64	Accepted	
29	Showing student enthusiasm	266	2.50	0.73	Accepted	
30	Using perseverance and patience	266	2.70	0.58	Accepted	
31	Having sense of creativity and improvisation	266	2.56	0.60	Accepted	
32	Clear explanation of concepts	266	2.54	0.65	Accepted	
33	Ability to identify if the class is understanding or not	266	2.65	0.51	Accepted	
34	Laying emphasis on conceptual understanding	266	2.66	0.56	Accepted	
35	Good evaluation of lesson	266	2.70	0.48	Accepted	
Grand Mean			2.83	0.66		

Source: Adopted from Anho (2022b).

Table 2 indicated the mean score and standard deviation analysis of principals' responses on determinates of teaching effectiveness in public secondary schools. The table indicated that the mean score were above the 2.50 acceptance bench mark. The average mean score was also 2.83 with 0.66 standard deviation above the acceptance bench mark of 2.50. Therefore the determinants are; teachers follow prescribed curricular, forming scheme of work based on approved syllabus, good knowledge of subject matter, punctuality to all school classroom activities, regular to school and the classroom, good lesson delivery/presentation, choice of learning experiences based on students' environment, using a system of goal setting in accordance with school educational objectives while

teaching, teachers' commitment to the job, teachers' good classroom management, teachers' monitoring of students' work, teachers' have good moderate voice projection, teachers' communicate lessons well to students, teachers' appropriate consideration of students' age and level in teaching, encouraging full participation of students' during lessons, appropriately disciplining of students', quality record keeping and retrieval, providing quality feedback during lessons, making use of appropriate instructional materials, and good mentorships while teaching, among others.

Research Question 3: What is the association between principals' interpersonal relationship as index of milieu and teaching effectiveness in public secondary schools in Delta State?

Table 3: Analysis of Pearson correlation coefficient of determination of the association between principals' interpersonal relationship as index of milieu and teaching effectiveness in public secondary schools in Delta State

Variables	N	Mean	Std. Deviation	R	r ²	r ² %	Remark
Principals' Interpersonal Relationship	11406	328	0.62	.707	.498	49.8	Positive relationship
Teaching Effectiveness		2.83	0.66				



Data in Table 3 showed the analysis of Pearson correlation coefficient of determination of the association between principals' interpersonal relationship as index of milieu and teaching effectiveness of public secondary schools in Delta State. The result indicated that principals' interpersonal relationship as index of school which had a mean score of 3.28 (SD = 0.62), while teaching effectiveness had a mean score of 2.83 (SD = 0.66). The computed r value of .707 indicated a positive association between principals'

interpersonal relationship as index of milieu and teaching effectiveness of public secondary schools in Delta State. The r^2 value of .498 revealed that principals' interpersonal relationship as index of school milieu accounted for teaching effectiveness by 49.8% in public secondary schools in Delta State. **Hypothesis:** There is no significant link between principals' interpersonal relationship and teaching effectiveness in public secondary schools in Delta State

Table 4: Pearson Product Moment correlation analysis of principals' interpersonal relationship and teaching effectiveness

Variable	N	Mean	SD	R	Sign. (2-tailed)	Decision
Principals' Interpersonal Relationship	1366	2.86	0.63	0.380	0.000	Significant Reject
Teaching Effectiveness		2.83	0.66			HO ₄

Data in table 4 showed Pearson product moment correlation 'r' between principals' interpersonal relationship and teaching effectiveness in public secondary schools in Delta State. The R = 0.380, P = (0.000) < 0.005 level of significance. This indicated a significant link. The null hypothesis was not accepted. Thus, there is significant link between principals' interpersonal relationship and teaching effectiveness in public secondary schools in Delta State.

V. DISCUSSION OF FINDINGS

Indicators of Principals' Interpersonal Relationship Skills as index of secondary school milieu in Delta State

The finding from the analysis of research question 1 presented in table 1 on indicators of Principals' Interpersonal Relationship Skills as index of secondary school milieu in Delta State are; adequate applications of effective communication skills, established good rapport with staff/teachers, recognition and taking care of happiness, anger, displeasure and fear, building confidence in teachers, paying attention when subordinates/teachers are speaking, responding in cautious ways, giving feedbacks on content and content of subject discusses with teachers, delegation of duty to teachers, building trust and reliability in teachers and relating in cordiality with teachers, develop interest in teachers welfare, creating and maintaining open policy in teachers, and integrity and transparency of principals among others. This finding supports the research output of Ebiezanu (2019) which listed; use of proper channels of communication, being supportive of teachers, building confidence in teachers, showing empathy,

and involving instruction through delegation of duty and decision making among others as the indicators of principals' interpersonal relationship in schools. The finding is also tuned to Anho (2022a) which listed indicators of principals' interpersonal relationship to include; good communication skills and humane disposition among others.

Determinants of teaching effectiveness as index of school milieu in public secondary schools in Delta State

For research question 2, the findings analyzed on table 2 on determinants of teaching effectiveness as index of school milieu in public secondary schools in Delta State showed that teachers follow prescribed curricular, forming scheme of work based on approved syllabus, good knowledge of subject matter, punctuality to all school classroom activities, regular to school and the classroom, good lesson delivery/presentation, choice of learning experiences based on students' environment, using a system of goal setting in accordance with school educational objectives while teaching, commitment to the job, good classroom management, monitoring of students' work, having good moderate voice projection, teachers' communicate lessons well to students, appropriate consideration of students' age and level in teaching, encouraging full participation of students' during lessons, appropriately disciplining of students', quality record keeping and retrieval, providing quality feedback during lessons, making use of appropriate instructional materials, and good mentorships are the determinants of teaching effectiveness as school milieu.



This finding has similarity with Anho (2022b) which used those indicators to describe teachers' performance indices. Also Okorugbo et al., (2024a and b) refer to them as teachers pedagogical quality output. The findings has the support of Amukoyo and Asiyai (2024) who found that teachers' ability to give and mark students' assignment regularly, effective communication and delivery of curriculum properly are elements of effective teaching.

Link between principals' interpersonal relationship as index of school milieu and teaching effectiveness

The finding for the research question 3 presented on table 3 showed that 'there was a positive relationship between principals' interpersonal relationship as index of school milieu and teaching effectiveness. The corresponding null hypothesis tested and analyzed on table 4 also showed that a significant relationship existed between principals' interpersonal relationship as index of school milieu and teaching effectiveness. These manifested through principals' ability to relate positively with teachers, creation of favourable climate for smooth interaction among teachers and thus improved teaching effectiveness. This finding supports Okorugbo, et al., (2024b) who asserts that school leaders' interpersonal relationship with teachers is seen in the social -psychological and physical of the school milieu which consequently affects teachers' commitment, performance and the overall pedagogical output.

VI. Summary

The research was on synergy of principals' interpersonal relationship as index of school milieu and Teaching Effectiveness in Public Secondary Schools in Delta State, Nigeria. School milieu refers to the atmosphere in the school interpreted as the overall interaction and interpersonal relationship within management, staff and students in the school while teaching effectiveness is the regenerative interaction in the school to change which takes place in knowledge, attitudes and behavior between the process variables input (teachers' teaching) and the product variables (output) displayed in students' performance and achievement. The design of the study was ex post-factor of the relational descriptive survey method. The population of the study was 15175 with 452 principals and 14,745 teachers in public primary schools in Delta State. The stratified random sampling technique was used to sample 1700 respondents of 226 principals and 1474 teachers. The instrument used was a self-developed

questionnaire titled "Questionnaire on Interpersonal Relationship as Index of School Milieu (QINTRESDM) and Questionnaire on Teaching Effectiveness (QTE), adopted from Anho (2022b) it was validated by expert evaluation. The instrument QINTRESDM was also subjected to a split-half reliability test using 30 lecturers from the population but excluded from the sampled yielded 0.75 reliability coefficient and the QTE was not tested as it was adopted from Anho (2022) which was already tested for reliability. The instruments were administered with the aid of six (6) well instructed research assistants, and out of the 1700 copies administered, 1366 copies were returned properly filled indicating 80% retrieval rate. The descriptive statistics of mean scores and standard deviation among Pearson correlation determination coefficient were used to provide answers to the research questions raised, while the Pearson Product Moment Correlation Statistics was used to test the hypotheses formulated at 0.05 level of significance.

VII. Findings

Arising from the data analysed, interpreted and discussed, the following findings emerged:

1. Indicators of principals' interpersonal relationship as index of school milieu include; adequate applications of effective communication skills, established good rapport with staff/teachers, recognition and taking care of happiness, anger, displeasure and fear, building confidence in teachers, paying attention when subordinates/teachers are speaking and entertaining feedback among others.
2. The teaching effectiveness determinants in public secondary schools in Delta State include; teachers follow prescribed curricular, forming scheme of work based on approved syllabus, good knowledge of subject matter, punctuality to all school classroom activities, regular to school and the classroom, good lesson delivery/presentation, choice of learning experiences based on students' environment, using a system of goal setting in accordance with school educational objectives while teaching, teachers' commitment to the job, teachers' good classroom management, teachers' and monitoring of students' work providing quality feedback during lessons, making use of appropriate instructional materials, and good mentorships while teaching, among others
3. There was significant link between principals' interpersonal relationship as index of school milieu and teaching effectiveness in public secondary schools in Delta State.



VIII. Conclusion

This research concluded that there are some indicators of principals' interpersonal relationship skills as index of school milieu. The determinates of teaching effectiveness include; knowledge of subject matter, adhering to the scheme of work and syllabus, being punctual to school and the classroom, good voice projection, making use of teaching aids, good teacher – student relationship, and making use of good teaching methods amongst others. It is therefore concluded that determinates of principals interpersonal relationship as index of school milieu are outstandingly linked to teaching effectiveness in Delta State.

IX. Recommendations

The following recommendations are hereby offered:

1. Principals should maintain a high cordial interpersonal relationship with teachers by using good communication skills, building trust, being considerate, supportive, sociable, tolerant, welcoming, and by involving delegation of duty and collective decision making.
2. Principals are advised to manage available resources (financial and physical) judiciously with accountability to build trust, integrity, confidence and reliability in teachers.
3. Ministry of education officials should be employing staff with good personality which is an indicators of acceptable interpersonal relationship such as having genuine interest in teachers, respect for others, sense of humour, want, kindness, empathy, friendliness, understanding, affiliation, neat and tidy, compose and emotional stable for creation and students of interpersonal relationship.
4. School management and administrators should be given well priority to teachers welfare as it determine individual moral demonstrated in teachers satisfaction, commitment, loyalty, sense of common purpose which lead to teaching effective accomplishment.

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