

## **SCHOOL ADMINISTRATORS' COUNSELLING AND CONCEPTUAL SKILLS FOR EFFECTIVE SECONDARY SCHOOL ADMINISTRATION IN RIVERS STATE**

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### ***ABSTRACT***

This study examined school administrators' counselling and conceptual skills for effective secondary school administration in Rivers State. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The population of the study was the 245 public secondary schools in Rivers State, with a teacher population of 8196, from which 414 (equivalent of 5% from the population) were selected as the sample, using the stratified random sampling technique. The instrument for data collection was a validated 11-item instrument titled 'School Administrators' Counselling and Conceptual Skills for Effective Secondary School Administration Scale' (SACCSESSAS), with a reliability index of 0.87, designed by the researchers in the modified 4-point Likert scale model. Mean scores and standard deviations were used in answering the research questions while z.test statistics were performed and used in testing the hypotheses at 0.05 level of significance. The findings of the study show that school administrators' counselling skills enhance effective secondary school administration through presenting opportunities for active listening to building rapport and empathy and that administrators conceptual skills enhance school effectiveness through presenting opportunities for school members to think creatively to understanding issues and solving problems. The study also found non-significant differences between the mean ratings of teachers with teaching and non-teaching qualifications on the ways school administrators' counselling and conceptual skills enhance effective secondary school administration, respectively. It was therefore concluded that school

administrators' counselling and conceptual skills are indispensable in running effective school administration and that as ways forward adequate counselling skills should be employed by school administrators while also making sure that conceptual skills should be in regular use to achieve school effectiveness.

*Keywords: School Administrators, Counselling and Conceptual Skills, Effective School Administration.*

## INTRODUCTION

Schools are social institutions specified by society for the introduction of the young, the needy and the desiring members of the society into the knowledge, skills and values of the society from one generation to another. This proposition suggests that the school is a learning institution and may explain the popular notion that it is the school that keeps the knowledge, skills, values and other heritages of a people alive. As a social institution, the school is made up of the learners, teachers, administrators and supporting personnel, who must work in collaboration and as a team, to ensure that, school objectives are achieved, for the benefits of the individual, the society and for generations yet unborn. In school administrative stratification, school constituents fall into two major groups. These are the student and staff personnel (Nosiri, 1985a&b). While the student personnel represents the learners, the staff personnel represents the teachers and administrators. However, within the staff personnel, there are two sub groups. These are the teaching and non-teaching personnel. While the teaching personnel are typically the teachers whose responsibility it is to introduce the learners into the knowledge and values of the society, the non-teaching personnel are the support staff, who assist the teachers and administrators in the discharge of their functions. This latter group has staff like the laboratory attendants, librarians, clerical officers, account clerks, cleaners, and security guards, among others. These are the human resources in educational institutions.

Apart from human resource, schools also have material resources. These resources include school buildings, classrooms, furniture and instructional resources (Osaigbovo, 2007; Ebong, 2004). To complete the constituents, schools also have fiscal resource. This resource represents the money needed for financing school programmes and projects. As Ebong and Afangideh (2009), explain, money is needed for the payment of staff personnel, purchases of school materials among them instructional resource, for transport cost and for general school servicing. In the business of school administration, one thing that stands out is that the availability of educational resources does not guarantee school success. This may be explained in the sense that the resources (human, material and fiscal and other intangible resources) cannot manage themselves. In school systems, materials are organized and mobilized for the achievement of

educational objectives by school administrators, whose job it is, to ensure that, school members discharge their functions, effectively. In school life, administration is said to be effective if it can achieve its objectives with minimum of time and money. This is represented by certain indicators which include educational leadership, curriculum quality learning opportunities, achievement orientation, effective learning time, feedback and re-inforcement, classroom climate, parental involvement, independent learning, structured instruction and adaptive instruction, among others (Scheerens&Bosker, as cited in Hoy &Miskel, 2008; Edmonds, 1979, as cited in Hoy &Miskel, 2008).

In order to ensure that school administration is effectiveness laden, administrators employ the use of human relations skills like Counselling and Conceptual Skills. Further presentations in this review will centre on these skills in relation to the achievement of effective school administration.

### **COUNSELLING SKILLS FOR EFFECTIVE SECONDARY SCHOOL ADMINISTRATION**

One of the human relations skills, school administrators need in their interactions with their subordinates and other school members is counselling skills. They are considered as very strong instrumentalities for conducting social relations among members of a group. According to Daniel Keeran, of College of Mental Health, in his book, *Effective Counselling Skills* in Amazon.com (2014), counselling is simply expressing your ideas about how someone can improve his or her situation. The scholar opines that human beings are always faced with issues that involve a degree of anxiety and that poor choices or circumstances present obstacles or challenges and as such, a need for a decision about how to deal with the issue in order to reduce tension and restore hope. The goal of counselling to the school administrator, is to present ideas in a way that is intentional and can be predicted to improve situations faced in the school system.

Skills You Need (2014), defines counselling as the process that occurs when a client and counsellor set aside time, in order to explore difficulties, which may include the stressful or emotional feelings of the client. It is also the act of helping the client to see things more clearly, possibly from a different view point. This can enable the client to focus on feelings, experiences or behaviour, with a goal to facilitating positive change of relationship of trust. For Business Dictionary (2014), counselling is a support process in which a counsellor holds face to face talks with another person, to help him or her solve a personal problem, or help improve that person's attitude, behaviour or character. It is no wonder counselling is seen as a helping activity.

For a counsellor to succeed in doing effective counselling, he or she needs to use some recognizable counselling skills. Daniel in Amazon.com (2014), lists some counselling skills to include empathic reflective statements, perception checks, close-ended and open-ended questions and building safety. The list also includes core skills to practice such as validating interventions, insight

interventions and change interventions In yet another entry, Gladding (as cited in Blekko.com, 2014), reiterates that with couples or individuals, some skills help counsellors to establish a positive environment, clarify what the client is saying, and gather information offer support and encouragement. These can be achieved through the use of prompt attention to the client using open ended and probing questions, empathizing, paraphrasing and reflective listening. In the view of Kelvin, (as reported in Top Ten Basic Counselling Skills, 2014) research is increasingly finding that the type of therapy that is used, is not as important as the specific behaviours of the counsellors, such as enthusiasm, confidence and beliefs in the clients ability to change. Clients are more likely to achieve their goals when a goal and positive relationship does exist between them and their counsellors. It is further stressed that the interaction of the counsellor with the client, is a powerful tool that helps their relationship to strive. The scholar however lists some top ten basic counselling skills which are: listening, empathy, genuineness, unconditional positive regard, concreteness, open questions, avoid repetition, counsellor self disclosure, interpretation and information giving and obstacles to change.

The process of listening has to do with attending, which involves orienting oneself physically to those involved to show that one recognizes and cares for them with undivided attention. Researchers estimate that about 80 percent of communication takes place non verbally for example, through eye contact, nods, not moving around, mirroring body postures and language, listening/observing by capturing and understanding the verbal and non-verbal information communicated. These explain why every bodily movement during the counselling process is considered very vital.

Another very important counselling skill is empathy. It deals with the ability to perceive the experience of another and then communicate that perception back to the individual, to clarify and amplify their experiences as well as meaning. It does not have to do with identifying and sharing similar experiences with the client. Primary skills associated with empathy include non-verbal and verbal attending, paraphrasing content of clients' communications and reflecting client's feelings and implicit messages.

Apart from empathy, there are also other counselling skills, one of which is genuineness. Genuineness is the ability of the counsellor to be freely disposed. It includes the existence of congruence between the outer words/behaviours and inner feelings, being unpretentious, non defensiveness and not playing a role (Igbudu, 2015). A good example cited, is a case where the helper claims that he or she is comfortable helping a client to explore a drug or sexual issue, but their verbal and non verbal behaviours show discomfort with this topic. This will pose an obstacle in the progress of the process and most times, the client gets confused and mistrusts the helper.

Concreteness is another counselling skill. It is a skill that involves keeping communicating specific. That is, focusing on relevant facts and feeling

of concerns, avoiding generalizations or discussions that are not relevant or talking about the counsellor rather than the client on who attention should be focused. Concreteness includes functions such as: assisting client identify and work on a specific problem from the lot presented, reminding the client of what the basics are and how to go about them, the use of questions and suggestions to help the client clarify facts, terms, feelings and goals and using the issue at hand as a point of focus, to help take care of the problem in the bid to achieve solution (Igbudu, 2015).

The open question process assists in exploring and clarifying of the client's thoughts or feelings, without the counsellor re-questioning specific information or purposely limiting the nature of the response to only yes or no or brief answer. The basic aims of open questions are: to facilitate exploration, achieve an intention or therapeutic purpose for every question, avoid much questions or assumption of interrogation role and flow a response to an open-ended question with a reflection that encourages the client to share more and avoid repetitive question/answer process.

The counsellor in his self disclosure, shares his personal experiences, feelings or reactions with the client. This is however, different from empathy which deals with sharing similar experience but conveying what the client is thinking and feeling in an understanding and caring manner. Avoiding repetition deals with having an intention of therapeutic purpose for asking questions, by avoiding the assumption of an interrogatory role, through asking much questions and a repetitive patterns of question/answer/question/answer session.

Interpretation refers to any statement to the client, which goes beyond what they have said, or are aware of. Interpretations can offer the client a new framework for understanding, make connections between isolated statements or events etc, as the counsellor provides new meaning, reason or explanation for thoughts, feelings, behaviours, so that issues are seen by the client in a different way. In the process of interpretation, the counsellor should: keep interpretations short, concrete and deliver them tentatively and with empathy and use interpretations sparingly and understand that a reflection of your insight does not mean resistance. In the aspect of information giving and removing obstacles to change, supplying data, opinions, facts, resources or answers to questions are important. In collaboration with the client, identify possible solutions and alternatives to explore with the client's possible problems which may delay or prevent their change process.

According to Skills You Need (2014), counselling skills include: active listening, clarification, reflection, effective questioning skills, building rapport and empathy. In the view of Psychology Wiki (2014), basic counselling skills also include: attending behaviour, closed and open-ended questions, paraphrase, summary and reflection. The school administrator who wants to realize effective counselling, needs to be careful about his disposition. He has to treat issues according to merit devoid of sentiments and considering that there

is room for improvement or change and as such, apply carefulness in his choice of words and actions and even body language.

For the purpose of this study, the counselling skills as proffered by Skills You Need (2014), are implored as a result of their precise and incorporative nature. This is not disregarding those given by Amazon.com (2014), Gladding (as cited in Blekko.com, 2014) Top Ten Basic Skills (2014) and Psychology Wild (2014).

## **CONCEPTUAL SKILLS FOREFFECTIVE SECONDARYSCHOOL ADMINISTRATION**

Another very important human relations skill which administrators make use of is conceptual skills. Conceptual is defined by the Business Dictionary (2014), as the ability to think creatively about, analyze and understand complicated and abstract ideas. For Your Dictionary (2014), conceptual means something having to do with the mind, or with mental concepts or philosophical or imaginary ideas. Katz (as cited in Conceptual Thought Bundles, 2014), reports that, in a scheme of management skills, conceptual skill is the ability to see significant elements in any situation.

The inputs made by people who are basically hired for their exceptional conceptual skills often influence the decision making in the organization. Conceptual skills have however been defined by various scholars. Bartol, in Answers.com (2014), defines conceptual skill as the ability of a manager to visualize the organization as a whole, discern relationships and understand how the organization fits into the society, community and the world at large. From the perception of Wise Geek (2014), conceptual skills refer to the aptitude that people have to formulate ideas. Furthermore, it involves knowing how to and being able to formulate ideas. Some of the conceptual skills listed by Wise Geek (2014) include: thinking creatively, formulating abstractions, analyzing complex situations, understanding issues and solving problems.

Following from the presentations by Bartol in Answers.com and those from Wise Geek, Fobes.com (2012) maintains that strategic leaders, who are conceptual, know how to strike a balance between visualizing what might or could be an effective day-to-day approach to implementation. The scholar specifies that the leaders can look into the future to see where the company needs to go and what it will look like once they get there and that this can be done while making sure the right things get done on a daily basis. This type of strategic leadership requires five different types of thinking, knowing when and how much to utilize each, being a hallmark which can be achieve using skills as critical thinking, implementation thinking, conceptual thinking, innovative thinking and intuitive thinking.

While critical thinking is the mental process that has to do with the objective analysis of a situation, through the gathering of information from possible sources, and the evaluation of both tangible and intangible aspects, and the implication of any course of action, implementation thinking refers to the ability to organize ideas and plans in a way that they will be carried out effectively and conceptual thinking is the ability to find connections or patterns between abstract ideas and plans or issues in a way that they will be carried out effectively. Innovative thinking involves generating new ideas, new channels or ways of approaching issues in order to create possibilities and opportunities. Intuitive thinking deals with the ability to take what you may sense or perceive to be true and without knowledge or evidence, appropriately factor it in the final decision. In the entry from Course Park Learning Network (2011), conceptual skills include: communication skills, analytical and research skills, computer and technical literacy, flexibility/adaptability/managing multiple priorities and interpersonal abilities. Also, drawing from the perceptions of Careers in Management (2014), conceptual skills comprise: communication skills, energy level, ability to synthesize, work ethic, honesty and integrity, initiative, business judgment, self confidence, technical skills, leadership ability, decisiveness and problem solving ability. For the purpose of this study, the skills listed by Wise Geek (2014), are explored as they are similar to others and more precise and self explanatory. This is not a rejection of those given by Fobes.com (2012), Course Park Learning Network (2011) and Careers in Management (2014).

#### **STATEMENT OF PROBLEM**

The use of human relations skills by school administrators is widely believed to be such that can enhance effective secondary school administration. As a result, school administrators apply counselling and conceptual skills in the course of their interactions with other stakeholders in the school system, for the attainment of educational objectives. Surprisingly, research findings, scholars' positions, comments from opinion leaders, general observations seem to portray the fact that schools are not administered, effectively. The stakeholders stick onto this claim because of the perceived poor educational leadership, poor curriculum opportunities to learn, lack of achievement orientation, ineffective learning time, poor feedback and reinforcement, hostile classroom climate and lack of parental involvements that have become characteristic of our schools. Schools with these conditions, may find it difficult to run effective school administration, and call to question the viability of the use of counselling and conceptual skills by school administrators in the face of their perceived failures. This study was therefore contemplated to examine school administrators counselling and conceptual skills as instrumentalities for achieving effective administration at the secondary level of education.

#### **AIM AND OBJECTIVES OF THE STUDY**

This study examined school administrators' counselling and conceptual skills for effective secondary school administration in Rivers State. Specifically, the study sought to:

- i. ascertain the ways school administrators' counselling skills enhance effective secondary school administration in Rivers State.
- ii. determine the ways school administrators' conceptual skills enhance effective secondary school administration in Rivers State.

### RESEARCH QUESTIONS

1. In what ways do school administrators' counselling skills enhance effective secondary school administration in Rivers State?
2. In what ways do school administrators' conceptual skills enhance effective secondary school administration in Rivers State?

### Hypotheses

- H<sub>01</sub>:** There is no significant difference between the mean ratings of teachers with teaching and non teaching qualifications on the ways school administrators' counselling skills enhance effective secondary school administration in Rivers State.
- H<sub>02</sub>:** There is no significant difference between the mean ratings of male and female teachers on the ways school administrators' conceptual skills enhance effective secondary school administration in Rivers State.

### METHODOLOGY

The design for the study was the descriptive survey. The population was the 245 public senior secondary schools in Rivers State. These schools have a teaching staff population of 8196 (Rivers State School Management Board, 2014), from which 414 representing 5% (225-with teaching qualifications & 189 with non-teaching qualifications; 224 male & 190 female) were selected as the sample of the study, using the stratified random sampling technique. The instrument for data collection was a validated 11-item instrument titled 'School Administrators' Counselling and Conceptual Skills for Effective Secondary School Administration Scale' (SACCSESSAS), with a reliability index of 0.87, designed by the researchers in the modified 4-point Likert scale model. A total of 414 sets of instrument were administered and retrieved. After coding, 5 were discarded as a result of errors in responses. Therefore, 409 (222 & 187 teaching and non-teaching qualifications; 221 and 188 male and female) were used in the analysis of data. Mean scores and standard deviations were used in answering the research questions while z.test statistics were performed and used in testing the hypotheses at 0.05 level of significance.

### RESULTS

The results of the study came from the answers to the research questions and results to the test of hypotheses as presented in the proceeding section:

**Research Question 1**

In what ways do school administrators’ counselling skills enhance effective secondary school administration in Rivers State?

**Table 1: Mean and Standard Deviation on the Mean Ratings of Teachers with Teaching and Non Teaching Qualifications on the ways School Administrators’ Counselling Skills Enhance Effective Secondary School Administration in Rivers State.**

/N	Item	RESPONSES					Remark
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	W $\bar{x}$	
	School administrators’ active listening skill builds trust from his clients.	3	0	3	0	3	A greed
	The clarification skill of the administrator gives him a clearer picture of his client’s challenge.	3	0	3	0	3	A greed
	The use of reflection skill by the administrator relaxes the impulses of his client towards effectiveness.	2	0	2	0	2	A greed
	Effective questioning skill implored by the administrator makes the session effective.	3	0	2	0	2	A greed
	Administrators’ who build good counselling rapport with their clients can achieve effectiveness process.	3	0	3	0	3	A greed
	The use of empathy is advantageous towards the achievement of a successful counselling process by the school administrator.	3	0	3	0	3	A greed
	Criterion mean = 2.50	3	0	3	0	3	A greed
		.1	.84	.01	.84	.06	
		AW $\bar{x}$ = 3.06					

**Legend**

$\bar{x}_1$  = mean: Teachers with teaching qualification  
 $\bar{x}_2$  = mean: Teachers with non-teaching qualification  
SD<sub>1</sub> = standard deviation for  $\bar{x}_1$   
SD<sub>2</sub> = standard deviation for  $\bar{x}_2$   
W $\bar{x}$  = Weighted mean  
AW $\bar{x}$  = Aggregate weighted mean

**Scale**

1.00 – 2.49 = Disagreed  
2.50 – 4.00 = Agreed

Data on table 1 show that all the items (1-6), had weighted mean scores above the criterion mean of 2.50 and were adjudged as the ways school administrators' counselling skills enhance effective secondary school administration in Rivers State. In summary, with an aggregate weighted mean of 3.06, above the criterion mean of 2.50, all the teachers agreed that school administrators' counselling skills enhance effective secondary school administration through active listening skill, clarification skill, reflection skill, questioning skill, counselling rapport with clients and use of empathy.

**Research Question 2**

In what ways do school administrators’ conceptual skills enhance effective secondary school administration in Rivers State?

**Table 2: Mean and Standard Deviation on the Mean Ratings of Male and Female Secondary School Teachers on the Ways School Administrators’ Conceptual Skills Enhance Effective Secondary School Administration in Rivers State.**

/N	Item	RESPONSES					R emark
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	W $\bar{x}$	
	Administrators who think creatively, stand the chance of making effective decisions.	.65	.50	.48	.69	.57	A greed
	The formulation of abstraction is a necessary skill for achieving administrative effectiveness.	.80	.84	.03	.86	.92	A greed
	Administrators who analyze complex situations have clearer pictures of administrative challenges.	.40	.75	.29	.76	.35	A greed
0	Administrators who understand issues are closer to solving administrative problems.	.38	.59	.15	.78	.27	A greed
1	Problem solving skill aids administrative effectiveness.	.33	.85	.16	.95	.25	A greed
	Criterion mean = 2.50	.31	.85	.16	.95	.27	A greed
	AW $\bar{x}$ = 3.27						

**Legend**

- $\bar{x}_1$  = mean: Male Teachers
- $\bar{x}_2$  = mean: Female Teachers
- SD<sub>1</sub> = standard deviation for  $\bar{x}_1$
- SD<sub>2</sub> = standard deviation for  $\bar{x}_2$
- W $\bar{x}$  = Weighted mean
- AW $\bar{x}$  = Aggregate weighted mean

**Scale**

- 1.00 – 2.49 = Disagreed
- 2.50 – 4.00 = Agreed

Data on table 2 show that all the items (7-11), had weighted mean scores above the criterion mean of 2.50 and were adjudged as the ways school administrators’ conceptual skills enhance effective secondary school administration in Rivers State. In summary, with an aggregate weighted mean of 3.27, above the criterion mean of 2.50, all the teachers agreed that school administrators’ conceptual skills enhance effective secondary school administration in Rivers State through

creating opportunities for creative thinking, formulation of abstractions, analyzing complex situations, understanding issues, and problem solving skill.

**H<sub>01</sub>:** There is no significant difference between the mean ratings of teachers with teaching and non-teaching qualifications on the ways school administrators' counselling skills enhance effective secondary school administration in Rivers State.

**Table 3: Summary of z-test Analysis between the Mean Ratings of Teachers with Teaching and Non-Teaching Qualifications on the Ways School Administrators' Counselling Skills Enhance Effective Secondary School Administration in Rivers State.**

Subjects	l	$\bar{x}_1$	SD	Cal	Cri	Df	Result
				- z	- z		
Graduate Teachers	22	3.1	0.8				Not Significant
Non-Graduate Teachers	87	3.0	0.8	1.1	1.9	407	(Accept)
	1	4	3	6			

Data on table 3 show summaries of subjects, scores, means, standard deviations and z.test of difference between the mean ratings of teachers with teaching and non-teaching qualifications on the ways school administrators' counselling skills enhance effective secondary school administration in Rivers State. The z.test value calculated and used in testing the hypothesis stood at 1.13 while the critical z.value stood at 1.96, using 407 degrees of freedom at 0.05 level of significance.

At 0.05 level of significance, and 407 degrees of freedom, the calculated z.value of 1.13 is less than the z. critical value of 1.96. Hence, there is no significant difference between the respondents. Consequently, the researchers accepted the hypothesis and confirm that there is no significant difference between the mean ratings of teachers with teaching and non-teaching qualifications on the ways school administrators' counselling skills enhance effective secondary school administration in Rivers State.

**H<sub>02</sub>:** There is no significant difference between the mean ratings of male and female teachers on the ways school administrators' conceptual skills enhance effective secondary school administration in Rivers State.

**Table 4: Summary of z-test Analysis between the Mean Ratings Male and Female Teachers on the Ways School Administrators' Conceptual Skills Enhance Effective Secondary School Administration in Rivers State**

Subjects	l	$\bar{x}_1$	SD	Cal	Cri	Df	Result
				- z	- z		
Male	2	3.1	0.7				Not

Teachers	21	3	1					Significant
Female		1	3.2	0.8	1.1	1.9	407	(Accept)
Teachers	88	2	1	3	6			

Data on table 4 show summaries of subjects, scores, means, standard deviations and z.test of difference between the mean ratings of male and female teachers on the ways school administrators' negotiation skills enhance effective secondary school administration in Rivers State. The z.test value calculated and used in testing the hypothesis stood at 1.13, while the z-critical value stood at 1.96, using 407 degrees of freedom at 0.05 level of significance.

At 0.05 level of significance, and 407 degrees of freedom; the calculated z. value of 1.13 is less than z. critical value of 1.96. Hence, there is no significant difference between the respondents. Consequently, the researchers accepted the hypothesis and confirm that there is no significant difference between the mean ratings of male and female teachers on ways school administrators' conceptual skills enhance effective Secondary School administration in Rivers State.

## DISCUSSION OF FINDINGS AND IMPLICATIONS

### School Administrators' Counselling Skills for Effective Secondary School Administration

The first finding of the study is that teachers agreed that the counselling skills of school administrators' have the ability of attaining effectiveness in the administration of secondary schools through active listening clarification, reflection, effective questioning skills, building rapport and empathy. This finding agrees with Skills You Need, (2014), and Psychology Wiki, (2014), who in their scholarly works, outline counselling skills needed by school administrators for effective secondary school administration. In this vein, the school administrator needs to be careful about his dispositions towards the realization of effective counselling. Although, a corresponding finding from a test of hypothesis, shows a non significant difference between the mean ratings of teachers with teaching and non-teaching qualifications on the ways school administrators' counselling skills enhance effective secondary school administration in Rivers State, it does not invalidate the fact that administrators counselling skills contribute to effective school administration. This implies that most effective schools are those whose administrators employ the use of sound counselling skills.

### School Administrators' Conceptual Skills for Effective Secondary School Administration

Another finding of the study is that teachers agreed that conceptual skills which are some of the skills used by school administrators, aid the attainment of effective secondary school administration, through thinking creatively,

formulating, abstractions, analyzing complex situation, understanding issues and solving problems.

This finding agrees with Wise Geek, (2014), Fobes.com, (2012), Course Park Learning Network, (2011), Careers in Management (2014), who in their scholarly contributions list the conceptual skills needed by the administrator. In view of these, it becomes pertinent that administrators' need conceptual skills which enable them to see issues the way they actually occur. This is because different individuals have the ability of analyzing and understanding the same issue differently. A corresponding finding from hypothesis testing shows a non significant difference between the mean ratings of male and female teachers on the ways school administrators' conceptual skills enhance effective secondary school administration in Rivers State. This latter finding may be due to the rigorous processes involved in testing the hypothesis and do not in any way invalidate the already established fact that conceptual skills assist in achieving administrative effectiveness in schools. This implies that in most effective schools, their administrators apply conceptual skills in their interactions with subordinates and other school members.

## CONCLUSION

Based on the findings of the study, it is concluded that school administrators' counselling and conceptual skills are indispensable tools for running effective secondary school administration.

## RECOMMENDATIONS

In the light of the findings of the study, the discussions on them and the accompanying implications, the following are recommended for implementation.

1. Adequate counselling skills and techniques are recommended by the researchers to school administrators' for the attainment of effective school administration.
2. Conceptual skills should be in regular use by school administrators to achieve effectiveness in their various schools.

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