

PRINCIPALS' MANAGERIAL COMPETENCIES IN NIGERIAN PUBLIC SENIOR SECONDARY SCHOOLS: CHALLENGES AND PROSPECTS

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Abstract

The role of principals in Nigerian public senior secondary schools is essential in ensuring effective school administration and improved student outcomes. However, several challenges hinder their managerial competencies, affecting overall school performance. This study examines the key managerial competencies required for effective school leadership, the challenges principals face, and potential strategies to enhance their effectiveness. Challenges identified include inadequate professional development, limited autonomy in decision-making, financial constraints, staff management issues, and policy implementation difficulties. These factors collectively impact the ability of principals to exercise leadership effectively and achieve institutional goals. Despite these challenges, several prospects exist for improving principals' managerial competencies. Strengthening capacity-building initiatives, granting greater leadership autonomy, increasing funding, integrating technology in school management, and fostering stakeholder collaboration are essential strategies for enhancing school leadership. This paper also provides policy recommendations, emphasizing the need for government intervention, improved training programs, and stronger community engagement in school administration. In conclusion, addressing these challenges requires a multi-faceted approach involving policymakers, school management, and other stakeholders to ensure that principals are well-equipped to lead effectively. By enhancing their managerial competencies, public senior secondary schools in Nigeria can achieve better administrative efficiency and improved educational outcomes.

Keywords: Principals, Managerial Competencies, Public Senior Secondary Schools, Challenges, Prospects.

Introduction

The managerial skills of school principals are crucial to the efficient operation of public senior secondary schools in Nigeria. Principals manage resources, supervise curriculum implementation, and establish a supportive learning environment in their capacity as instructional leaders. Leadership, decision-making, financial management, strategic planning, communication, and conflict resolution

are all included in managerial competences. However, a number of issues make principals in Nigerian public schools less successful. The absence of training and professional growth is a significant problem. There are gaps in school administration as a result of the appointment of many principals based more on seniority than leadership ability. Their capacity to apply efficient management techniques is impacted by the lack of formal leadership training. Furthermore, the Ministry of Education's bureaucratic restrictions restrict principals' decision-making independence, which lowers their capacity to deploy resources effectively.

Financial constraints further exacerbate administrative challenges. Public secondary schools often suffer from inadequate funding, making it difficult for principals to implement development projects, procure materials, and maintain infrastructure (Nwosu & Chidiebere, 2023). Inconsistent financial support forces school administrators to rely on external funding sources such as parent-teacher associations, which are often unreliable (Abdullahi & Salihu, 2021). Staff management also poses a significant challenge. Teacher shortages, poor motivation, and cases of indiscipline undermine school administration (Okechukwu & Ifeanyi, 2022). Delayed salary payments and inadequate incentives contribute to low teacher morale, negatively impacting student performance. Furthermore, principals often struggle to enforce discipline due to limited authority and resistance from teachers' unions (Okeke & Chukwuemeka, 2023).

Policy implementation issues further complicate school leadership. Frequent changes in education policies, unclear guidelines, and poor monitoring mechanisms create inconsistencies in school management (Osagie & Bello, 2022). For instance, abrupt curriculum reforms without adequate resources or training lead to confusion and inefficiencies in administration (Yusuf & Olatunji, 2023).

Despite these challenges, several strategies can enhance principals' managerial competencies. Continuous professional development programs, including leadership training workshops and mentorship initiatives, can equip school leaders with essential management skills (Okon & Adeyemi, 2023). Granting principals

greater decision-making autonomy can improve responsiveness to school challenges and foster innovation (Edeh & Uche, 2023). Increased funding and better resource allocation are crucial for improving school administration. Policymakers should prioritize budgetary provisions to support school projects and enhance learning environments (Nwosu & Chidiebere, 2023). Additionally, integrating technology into school management can streamline administrative processes, such as record-keeping and staff evaluation, thereby improving efficiency (Ajayi & Olayiwola, 2022).

Enhancing stakeholder collaboration is another viable solution. Engaging parents, teachers, and community leaders in decision-making can foster a supportive environment for school leadership (Omoriegic & Ojo, 2022). Leveraging community resources and partnerships can also address financial and human resource challenges. This study examines the challenges affecting principals' managerial competencies and proposes strategies to strengthen leadership effectiveness in Nigerian public secondary schools. Addressing these issues is crucial for enhancing school performance, improving student outcomes, and ensuring sustainable educational management practices.

Objectives of the Study

The main objective of this study is to:

1. identify the managerial competencies required for effective leadership among principals in Nigerian public senior secondary schools.
2. examine the major challenges hindering principals from effectively managing public senior secondary schools in Nigeria.
3. examine potential strategies and prospects for enhancing the managerial competencies of principals in Nigerian public senior secondary schools.

Conceptual Framework

According to Abdulkareem *et al.* (2023), managerial competencies are the skills, knowledge, and abilities that enable individuals to effectively plan, organize, lead, and control resources to achieve organizational objectives. In the context of

educational leadership, these competencies are crucial for principals to manage schools efficiently and foster an environment conducive to learning. Effective communication is a fundamental managerial competency for principals. It involves the ability to convey information clearly and listen actively, facilitating collaboration among staff, students, and the community. Research by Abdulkareem *et al.* (2023) highlights that principals' communication skills significantly influence administrative effectiveness in secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria.

Supervisory skills are also vital, as they enable principals to oversee instructional practices, ensuring that teaching methods align with educational standards and effectively meet students' needs. A study by Dunu (2023) found that principals' supervisory competencies are strong predictors of teachers' job performance in public secondary schools in Anambra State, Nigeria. Additionally, principals must possess interpersonal skills to build positive relationships with staff, students, and the community. These skills foster a supportive school culture and enhance collaboration. Thompson and Ofojebe (2020) emphasize that principals' application of managerial skills, including interpersonal skills, correlates with teachers' job performance in secondary schools in Anambra State, Nigeria. Furthermore, principals' competencies in resource management encompassing human, material, and financial resources are essential for the effective operation of schools. Akinfolarin (2023) notes that principals' managerial competencies are crucial for the effective management of school resources in secondary schools in Anambra State, Nigeria.

Principals are responsible for setting academic standards and ensuring effective teaching practices. They oversee curriculum implementation, monitor classroom instruction, and provide professional development opportunities for teachers to enhance instructional quality. This leadership is crucial for improving student performance and achieving educational goals. Research indicates that principals' leadership and work behaviors significantly predict their educational

innovation, highlighting the importance of effective instructional leadership (Adeseko *et al.*, 2024). Effective school administration involves planning, organizing, directing, and evaluating school activities. Principals manage resources, including finances, facilities, and human capital, to ensure the smooth operation of the school. They are responsible for policy implementation, record-keeping, and reporting, which are essential for maintaining organizational efficiency. A study on principals' administrative skills in Ilorin Metropolis, Nigeria, emphasizes the importance of these competencies in effective school management (Alabi & Olorunfemi, 2023).

A principal's role includes supervising teachers and staff to ensure adherence to educational standards. They conduct performance evaluations, provide constructive feedback, and facilitate professional development programs. This support is vital for fostering a motivated and competent teaching workforce. According to Adeyemi (2021), in a research conducted in Lagos State, Nigeria, found that principal managerial strategies, such as time management, significantly influence teachers' job effectiveness, underscoring the importance of effective staff supervision. Maintaining discipline and promoting student welfare are critical aspects of a principal's duties. They establish and enforce behavioral policies, address disciplinary issues, and create a safe and supportive environment conducive to learning. Additionally, principals are responsible for addressing students' social and emotional needs, contributing to their overall well-being. A study on principals' leadership functions in Nigeria highlights the importance of these responsibilities in ensuring effective school management (Alabi & Olorunfemi, 2023).

Principals serve as the liaison between the school and the broader community, including parents, local organizations, and stakeholders. They foster partnerships, encourage parental involvement, and engage in community outreach to garner support for school initiatives. This engagement is essential for building a collaborative environment that enhances educational outcomes. Research by Goldring (2002) indicates that principals' leadership practices and community

engagement are crucial for school effectiveness. Ensuring that the school adheres to educational policies and regulations is a fundamental responsibility of principals. They interpret and implement policies set by educational authorities, ensuring compliance and advocating for necessary changes to improve the educational system. A study on instructional leadership practices in Cross River State, Nigeria, emphasizes the role of principals in managing quality academic performance through effective policy implementation (Alabi & Olorunfemi, 2023).

Odoh *et al.* (2024) noted that educational leadership in Nigerian public senior secondary schools has experienced notable developments in recent years, emphasizing the enhancement of principals' managerial competencies to improve educational outcomes. Principals play a crucial role in shaping the direction and success of schools, with their leadership styles directly influencing teachers' performance and students' academic achievements. The 2020 Policy on the Career Path for the Teaching Profession in Nigeria aims to improve the competencies, performance, and skills of school leaders and teachers, including initial preparation and continuous professional development. This policy provides a detailed framework for their career paths, ensuring that principals are equipped with the necessary skills to lead effectively.

Research by Odoh *et al.* (2024) examined the relationship between principals' leadership and work behaviors and their educational innovation in Nigerian secondary schools. The study found that principals' leadership and work behaviors significantly predict their educational innovation, highlighting the importance of effective leadership in fostering innovation within schools. A study by Okeke *et al.* (2023) explored the impact of principals' leadership styles on teachers' job performance in Anambra State. The research found that principals predominantly employed transformational leadership styles, which positively affected teachers' performance. However, the study also noted a low level of instructional leadership, suggesting areas for improvement in guiding teaching practices. The authors

recommended professional development programs to enhance principals' instructional leadership skills.

Similarly, Shittu *et al.* (2022) explored the relationship between school-community partnerships and quality education delivery in Lagos State. Their findings indicated that effective collaboration between school authorities and community leaders significantly contributed to the quality of education. The study emphasized the importance of mutual relationships in the efficient operation of secondary schools and recommended fostering stronger partnerships to enhance educational outcomes. In the post-COVID era, educational leadership in Nigeria faces new challenges and opportunities. A study by Odoh *et al.* (2024) discussed the implications of the pandemic on education policy and leadership in Nigerian secondary schools. The research highlighted the need for adaptive leadership to navigate the changes brought about by the pandemic, emphasizing the importance of flexibility and innovation in school management.

Theoretical Framework

The study is anchored on the transformational Leadership theory and system theory. Transformational Leadership Theory, first introduced by James MacGregor Burns in 1978 and later expanded by Bernard Bass in 1985, is a leadership model that focuses on how leaders can inspire and motivate their followers to achieve higher levels of performance and personal development. The core idea of transformational leadership is that leaders not only manage but also engage and motivate their followers by appealing to their values, emotions, and sense of purpose. Transformational leaders are proactive, dynamic, and work to elevate both individual and organizational effectiveness. The four key components of transformational leadership, as outlined by Bass (1985), are: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized Influence refers to the leader's ability to serve as a role model, demonstrating ethical behavior and strong principles, which encourage followers to trust and respect them. Inspirational Motivation involves the leader articulating a

compelling vision and motivating followers to achieve the organizational goals by infusing enthusiasm and commitment. Intellectual Stimulation encourages followers to think critically and creatively, challenging existing assumptions and promoting innovative problem-solving. Individualized Consideration highlights the leader's role in offering personalized support and mentorship to followers, helping them develop their potential and grow both personally and professionally. This leadership theory is rooted in the belief that leaders can bring about meaningful change in organizations by focusing on the growth and development of their followers, thus cultivating a high level of commitment, creativity, and performance.

In Nigerian public senior secondary schools, principals who adopt transformational leadership styles are more likely to foster a motivating and supportive environment, which can have a direct positive effect on teachers' and students' performance. Research has shown that principals who exhibit transformational leadership behaviors influence the teaching and learning environment by improving teacher morale, encouraging professional development, and supporting student success. For instance, a study by Osagie and Momoh (2020) in Edo State, Nigeria, explored the impact of principals' leadership styles on student performance. They found that principals who adopted transformational leadership practices, such as providing inspiration, support, and motivation to teachers, saw improvements in the academic performance of their students. This finding is consistent with global research on transformational leadership, which has found that such leadership not only improves student outcomes but also fosters a positive school culture.

Moreover, Makinde (2024) highlighted the link between principals' managerial competence and student engagement in Lagos State. The study concluded that principals who are effective managers and who adopt transformational leadership practices are better equipped to engage students in the learning process. These principals are seen as role models, which positively influences student behavior and participation in academic activities. This

engagement leads to higher levels of academic achievement and improved student outcomes.

In addition, transformational leadership encourages principals to develop a vision for the school that reflects the needs and aspirations of the community. Such a vision, when communicated effectively, can rally teachers, students, and other stakeholders around shared goals, leading to an environment of cooperation and collective effort toward educational success. By focusing on the development of both teachers and students, transformational leaders contribute to an educational climate that values continuous improvement and innovation.

The relevance of this leadership style to Nigerian public senior secondary schools is further underscored by the educational challenges faced by the country. With issues such as inadequate resources, low teacher motivation, and student disengagement, the role of principals as transformational leaders becomes even more critical. Through transformational leadership, principals can inspire and guide their staff, promoting an environment where teachers are more likely to invest in their professional development, and students are motivated to perform well academically. By fostering an atmosphere of intellectual stimulation and individualized support, transformational leaders in Nigerian secondary schools can also facilitate innovation in teaching methods and curriculum delivery. These leadership practices can help address educational challenges by encouraging creative solutions to problems, such as overcrowded classrooms and outdated teaching resources.

Systems Theory, a concept that originated in biology and was later adapted to organizational studies, proposes that organizations are complex systems made up of interrelated parts. These parts work together to maintain the overall functioning of the system, and each part depends on the others for the system to operate efficiently. The theory was first introduced by Ludwig von Bertalanffy (1968), who focused on the idea that systems are composed of interdependent components that must work harmoniously for the system to thrive. Over time, this theory found applications in

various fields, including education, where it has been used to analyze and improve school management practices. In an educational context, Systems Theory views schools as open systems that interact with their surrounding environment, including students, parents, teachers, administrators, and the community. These schools are constantly receiving feedback from the environment, which influences their operation and decision-making processes (Leithwood *et al.*, 2020).

In this framework, schools are seen as dynamic entities that adapt to the demands and expectations of their environment. They rely on effective management of resources, such as human, financial, and material resources, as well as the integration of various educational processes like curriculum development, teaching, and learning. Furthermore, the interaction between various components of the school such as administration, teaching staff, students, and the larger community plays a pivotal role in achieving the school's goals, which include enhancing educational outcomes, improving student performance, and fostering a positive learning environment. Systems Theory emphasizes the need for principals to manage these interconnections effectively, ensuring that all parts of the system work together to achieve a common goal.

Applying Systems Theory to the management of Nigerian public senior secondary schools is especially pertinent in understanding the complexities of leadership and administrative practices in these schools. The theory underscores the idea that school principals are not only responsible for managing day-to-day operations but must also possess the competence to integrate various elements of the school system. These include curriculum delivery, resource allocation, stakeholder involvement, and community engagement, all of which require coordinated effort and strategic leadership. Principals in Nigerian public senior secondary schools are required to navigate numerous challenges, including inadequate resources, large student populations, and socio-cultural dynamics. As such, their managerial competencies, including skills in financial management, personnel management, and instructional leadership, are crucial to achieving the school's objectives.

According to Anyakora (2020), principals must possess strong administrative competencies to manage resources effectively in order to improve the quality of education provided in schools. This includes overseeing financial resources, ensuring proper staffing, and implementing effective instructional practices to support teaching and learning. Furthermore, Systems Theory highlights the importance of feedback mechanisms in school management. For instance, principals must be adept at gathering feedback from teachers, students, and parents, and using this information to adjust policies and practices accordingly. In Nigeria, where educational resources are often limited, feedback mechanisms allow principals to identify areas for improvement and make necessary adjustments to ensure that the school operates effectively. This dynamic approach to management is critical for responding to the ever-changing challenges faced by Nigerian public senior secondary schools.

Additionally, the theory's focus on interdependence and the need for collaboration among different components of the school system aligns with the study's focus on understanding the challenges and prospects of principals' managerial competencies. Effective leadership requires principals to work collaboratively with teachers, students, parents, and the broader community. This holistic view of school management not only addresses the internal challenges schools face but also takes into account the external influences that shape the school's operations.

The application of Systems Theory in this study allows for a comprehensive understanding of the factors that influence principals' effectiveness in managing public senior secondary schools in Nigeria. By adopting a systems perspective, the study emphasizes the interconnectedness of various managerial tasks and the need for principals to develop competencies that support the integration of these tasks to achieve educational success.

Challenges of Principals' Managerial Competencies in Nigerian Public Senior Secondary Schools

1. **Inadequate Professional Development:** One of the significant challenges faced by principals in Nigerian public senior secondary schools is the lack of adequate professional development opportunities. Many principals are not provided with continuous training programs to enhance their leadership skills, management practices, or educational strategies. As a result, they often struggle to cope with evolving educational trends and challenges. Research by Okeke and Chukwuma (2022) highlights that insufficient professional development programs hinder the ability of principals to effectively manage schools, leading to suboptimal educational outcomes. Similarly, Adediji (2024) noted that principals' lack of up-to-date managerial skills significantly affects the quality of decision-making and problem-solving within schools. Without regular training and capacity-building initiatives, principals may find themselves ill-equipped to handle the complex demands of school leadership.
2. **Limited Autonomy in Decision-Making:** In many Nigerian public schools, principals are often constrained by bureaucratic processes and government policies that hinder their ability to make timely and context-specific decisions. This lack of autonomy is exacerbated by a top-down approach in the educational administration, where directives from higher authorities restrict principals' flexibility in implementing school-specific reforms (Adebayo & Ogunyemi, 2023). As noted by Eze (2021), this limited decision-making power undermines principals' capacity to effectively manage their schools, implement necessary changes, and address unique challenges that may arise within their institutions. Principals often have to wait for approval from education ministries or local government authorities, which can delay critical interventions.
3. **Financial Constraints and Budgetary Limitations:** Financial constraints and budgetary limitations are also significant challenges that affect the managerial competencies of principals in Nigerian public senior secondary schools. Many

schools are underfunded, with principals having to operate within tight budgets that severely limit their ability to provide essential educational resources and maintain school facilities. According to Afolabi and Sulaimon (2020), principals frequently face difficulties in balancing the financial needs of the school with available resources, which affects their ability to ensure the smooth operation of the institution. The lack of adequate financial resources leads to challenges in acquiring teaching materials, upgrading facilities, and supporting extracurricular activities. Moreover, the inability to provide competitive salaries for teachers often results in low morale and productivity, further complicating principals' management efforts.

4. Staff Management and Motivation Issues: Staff management and motivation represent another critical challenge for principals in Nigerian public senior secondary schools. The ability to effectively manage teachers and other school staff is crucial for the smooth operation of the school, yet principals often face challenges in this area. According to Oyebade (2021), principals are confronted with issues such as staff absenteeism, lack of discipline, and low motivation, which undermine the overall productivity of the school. Motivating teachers to perform at their best is especially difficult when salary structures are not competitive, and the work environment is less than ideal. Additionally, there are often conflicts between staff members, which can create a hostile work environment and reduce the overall effectiveness of the school. Akinyemi (2023) emphasizes that without proper management strategies and incentives, principals struggle to maintain a motivated and productive teaching staff.

5. Policy Implementation Challenges: Finally, principals in Nigerian public senior secondary schools face significant challenges in implementing educational policies effectively. Although various policies are designed to improve the quality of education, many principals find it difficult to execute these policies due to insufficient support from the government and inadequate infrastructure (Ismail & Bakare, 2024). Furthermore, the frequent changes in educational policies and the

lack of clarity in their implementation often leave principals confused and uncertain about how to align their schools with national educational objectives. A study by Oyekunle (2022) found that principals often lack the resources and training needed to effectively implement new policies, leading to inconsistencies in policy application across schools. The result is that, despite the presence of comprehensive policies, many schools continue to face persistent challenges that hinder their development and progress.

Prospects for Enhancing Principals' Managerial Competencies in Nigerian Public Senior Secondary Schools

1. **Capacity Building and Continuous Professional Development:** Enhancing principals' managerial competencies requires a deliberate focus on capacity building through ongoing professional development. Principals must engage in regular training programs that build leadership, decision-making, and conflict resolution skills. Continuous professional development ensures that principals are well-equipped to handle the evolving challenges in school management. As noted by Adedeji *et al.* (2022), professional development is crucial for improving school leadership effectiveness, thereby influencing educational outcomes. Additionally, a structured approach to mentorship programs can help principals develop the necessary skills to manage school resources and guide their teams effectively (Olubodun & Adegboye, 2023). The establishment of professional learning communities within and across schools can foster a collaborative approach to problem-solving and competency building (Alabi & Ojo, 2024).

2. **Strengthening Leadership Autonomy and Accountability:** For principals to perform their duties effectively, they must be granted a reasonable degree of autonomy, along with a clear framework for accountability. When principals have the authority to make decisions related to school governance, staffing, and resource allocation, they are better positioned to improve overall school performance. According to Olaniyi and Ismaila (2020), autonomy in leadership allows principals to implement context-specific strategies that align with the unique needs of their

schools. However, autonomy must be coupled with accountability mechanisms to ensure responsible decision-making. The development of a robust monitoring and evaluation system, as highlighted by Ibrahim and Olorunsola (2023), ensures that principals remain answerable to their actions, ultimately promoting transparency and efficiency.

3. Improved Funding and Resource Allocation: One of the persistent challenges faced by principals in Kwara State is the lack of adequate funding and resources. Principals often struggle to manage their schools effectively due to insufficient budgetary allocations for infrastructure, learning materials, and staff welfare. To enhance principals' managerial competencies, it is essential to ensure improved funding and a more strategic allocation of resources. Akinola (2021) asserts that the allocation of funds should be aligned with the priorities of the school, such as improving teacher quality and providing better facilities for students. Furthermore, ensuring that principals have a say in the budgeting process could lead to more effective use of available resources, allowing them to better support their school communities (Ogunyemi & Owolabi, 2024).

4. Adoption of Technology in School Administration: The adoption of technology in school administration is critical for enhancing the efficiency and effectiveness of principals' managerial practices. Digital tools can streamline administrative tasks, improve communication, and facilitate data-driven decision-making. As emphasized by Ojo and Adeyemo (2022), the integration of technology into school management can help principals monitor academic performance, manage student records, and communicate with stakeholders in real time. Moreover, technology can support principals in organizing professional development programs and providing virtual platforms for teacher collaboration (Omotayo & Salami, 2024). The use of educational management software and mobile apps can greatly improve the overall administrative capacity of school leaders, making them more effective in their managerial roles.

5. Stakeholder Engagement and Collaboration: Enhancing principals' managerial competencies also involves fostering strong relationships with stakeholders, including teachers, parents, students, and the local community. Engaging stakeholders in school decision-making processes is crucial for creating an environment of mutual support and shared responsibility. As noted by Akinlade and Kolawole (2023), collaboration with stakeholders can lead to innovative solutions to challenges such as resource limitations and student performance issues. By building partnerships with local businesses, community leaders, and educational organizations, principals can tap into additional resources and support systems that help meet the needs of their schools. Additionally, involving teachers in decision-making processes can improve staff morale and effectiveness, ultimately leading to better school outcomes (Oluwole & Afolabi, 2024). Regular communication and collaborative initiatives with stakeholders can enhance the school's environment, ensuring that everyone is working toward common educational goals.

Conclusion

In conclusion, the managerial competencies of principals in Nigerian public senior secondary schools are pivotal to the overall effectiveness and success of the educational system. However, principals face significant challenges, including inadequate professional development, limited autonomy, insufficient funding, and resource allocation issues. These challenges hinder their ability to execute their roles effectively, thereby affecting the quality of education. Despite these obstacles, there are promising prospects for enhancing principals' competencies, particularly through capacity building, improved funding, and the adoption of modern management practices. By addressing these challenges, principals can be better equipped to make strategic decisions that improve school performance. Government policies should focus on empowering principals with the necessary tools, autonomy, and professional development opportunities to fulfill their responsibilities. Furthermore, the active involvement of stakeholders, including teachers, parents,

and the community, is crucial in fostering a collaborative approach to school management. With the right support and reforms, Nigerian principals can overcome current limitations and enhance their leadership capacity, ultimately contributing to the achievement of educational goals and the betterment of the school system as a whole.

Recommendations

The effectiveness of principals' managerial competencies in Nigerian public senior secondary schools hinges on a collaborative approach involving various stakeholders, including government, school management, and the local community. To enhance the competencies of school leaders, it is essential for policy frameworks to be aligned with the practical needs of principals, ensuring that they are adequately supported in their roles. Based on the foregoing, these recommendations are proposed:

1. **Government and Policy Makers' Roles:** The government plays a critical role in strengthening principals' managerial competencies through the development and implementation of supportive policies. One of the key recommendations is for policymakers to create a framework that prioritizes leadership training and continuous professional development for school principals. Targeted leadership programs should be integrated into the career progression of principals, with emphasis on skills such as strategic planning, resource management, and conflict resolution. Furthermore, financial and policy reforms that give principals more autonomy in decision-making processes would help improve the overall effectiveness of school leadership. Governments must ensure that educational policies align with the realities on the ground, offering practical solutions to the day-to-day challenges faced by principals
2. **School Management Strategies:** School management strategies must be designed to promote accountability, transparency, and effective resource utilization. Principals should be empowered to make data-driven decisions that reflect the unique needs of their schools, as opposed to rigidly adhering to

centralized directives. Policy reforms should allow for greater leadership autonomy, ensuring that principals have the authority to allocate resources effectively, especially in areas critical to student outcomes. Moreover, there should be a focus on fostering a culture of collaboration within schools, where principals work closely with teachers and staff to identify challenges and solutions. Professional learning communities within schools can serve as a platform for sharing best practices and fostering peer support among school leaders, enhancing overall managerial competence.

3. **Community and Stakeholder Involvement:** Community and stakeholder involvement is pivotal to the success of school leadership. Principals should be encouraged to engage with local communities, parents, and other educational stakeholders to foster a collaborative approach to school governance. Strong relationships with stakeholders can result in increased support for schools, including funding, resource-sharing, and volunteer efforts.

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