

EVALUATION OF ADMINISTRATIVE COMPETENCY NEEDED BY PRINCIPALS AS PERCEIVED BY TEACHERS IN SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE, ENUGU STATE

Peter Ndubuisi Chukwu & Ukamaka Chibuzor

Department of Educational Management, Faculty of Education
Enugu State University of Science and Technology (ESUT)

Abstract

The study aimed to determine the administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone, Enugu State. Four specific purposes and four research questions guided the study. Descriptive survey research design was used for the study. Population for the study consisted of 1863 teachers in public secondary schools in Enugu Education Zone. 373 teachers which represent 20% of the population were used as sample size for the study. Questionnaire validated by 3 experts was used as the instrument for data collection.. The researcher visited all the sampled secondary schools to administer the questionnaire directly to the school teachers with the help of three research assistants. Data collected on research questions relating to the study was analyzed using mean and standard deviation. The major findings are as follows; personnel administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 3.32$); pedagogical administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 3.27$); social administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 2.93$); and professional administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 3.51$). The study clearly demonstrates that teachers perceive that administrative competency is needed by principals in secondary schools in Enugu Education Zone. The findings showed that personnel, pedagogical, social, and professional competency are crucial in ensuring that schools operate at their optimal level. The study recommends that school authorities should prioritize training programmes focused on enhancing principals' personnel competency, particularly in areas of conflict resolution, staff recruitment, and team building to create a harmonious and productive school environment among others.

Keywords: Administrative Competency, Principals, Teachers in Secondary School

Introduction

Education is viewed as a means for creating a cohesive, autonomous, prosperous, and equal society capable of preserving its traditions and ideals. According to the United Nations Educational, Scientific, and Cultural Organization, UNESCO (2023), Nigeria has a 6-3-3-4 educational system, which includes six years of elementary school, three years of junior secondary, three years of senior secondary, and four years of higher education. According to Agu and Agogbua (2021), secondary school is an important level of education in Nigeria since it serves as a firm foundation for higher education. It is the beginning level of education, which is an unavoidable stepping stone to higher education (Udoh-Uwah 2015). The goals of secondary education in Nigeria include creating a solid foundation for scientific and reflective thinking, as well as improving literacy, numeracy, and communication skills in young learners. Furthermore, it seeks to impart moral values and a feeling of citizenship in youngsters, preparing them for lifelong learning and commitment to national progress (Nigerian Educational Research and Development Council, 2023). Education is clearly a cornerstone of society progress, and educational institution administration is critical to guaranteeing its success. However, education in Nigeria has considerable obstacles, such as limited financing,

poor infrastructure, and high dropout rates, all of which have an influence on learning quality (World Bank, 2023). Despite attempts to enhance access and quality, gaps persist, notably between urban and rural regions, and many children stay out of school. According to Akinfolarin (2017), administrative competency plays a critical role in determining school performance. This is because successful school administration requires the capacity to lead, encourage, and guide both staff and students towards educational goals. Principals, typically known as school leaders, are in charge of providing a learning and teaching environment (Agu and Agogbua, 2021).

Principals are among the most valuable components of education in school administration because they plan, organize, direct, regulate, coordinate, report, and budget at the school administration level, while teachers are in charge of classroom administration (Omemu, 2017). Based on this, it is possible to claim that educational management may meet educational objectives by applying management concepts to resource planning, creation, and effect in secondary schools. Nambe, Agbulu, and Odeh (2024) reinforced this argument by arguing that the achievement of educational goals necessitates the use of proper administrative competences by school executives such as principals. As a result, they are required to have administrative competency skills including strategic planning, human resource management, financial planning, and conflict resolution, all of which have a substantial impact on the institution's overall success (Sergiovanni, 2019). Based on the submissions, school principals ought to have diverse set of abilities in order to effectively manage schools towards the achievement of educational goals, which has resulted in shifting expectations of what leaders must know and be capable of doing.

Administrative competency is required to successfully manage resources and increase productivity. Akinfolarin (2017) defined administrative competency as the capacity to use the necessary abilities to complete a particular assignment which may include educational, social, personnel, and professional abilities. Similarly, Akinfolarin (2017) believes that as the top administrator and leader of secondary schools, the principal must be capable of inspiring, overseeing, training, and offering sustainable welfare programmes to teachers. Omemu (2017) viewed these contributions as key attributes of school administrators because, among other things, their leadership responsibilities allow them to be knowledgeable about people management. Based on the aforementioned competencies by scholars, the competency needed by principals for effective administration of secondary schools in this study includes personal, pedagogical, social and professional administrative competencies.

Personnel administrative competency is critical for principals because it allows them to effectively recruit, train, and retain talented teachers, which have direct influence on students learning results (Adesina, 2022). According to Eze and Osakwe (2023), administrators with good people management skills may create a supportive and productive school climate, which leads to higher teacher morale and work satisfaction. Furthermore, good people management improves communication and collaboration among employees, resulting in a unified educational community. Thus, principals with these qualities not only efficiently manage current staff, but also contribute to Nigerian schools' strategic expansion and sustainability. Another skill required for efficient school administration is pedagogical administrative competency skills.

Principals must have pedagogical administrative competency since their actions have a direct influence on the teaching and learning environment. According to Adeyemi and Olusesi (2021), strong pedagogical leadership helps to increase teacher performance and student results, hence improving overall educational quality. Furthermore, successful pedagogical leadership entails not only classroom management but also curriculum design and instructional practices tailored to varied learners. According to Akinyemiju, Aderonke, and Nwankwo (2023), principals with good pedagogical abilities are more effective in implementing innovative

teaching approaches, resulting in increased student engagement and academic performance. Thus, integrating pedagogical management skills is crucial for creating an educational environment that benefits both instructors and students in schools. Another administrative competency skill a principal is expected to possess is social administrative competency.

Principals must have social administrative competency because it gives room for efficient communication and relationship development inside their schools. Akinleye and Olagunju (2020) argued that good interpersonal skills assist principals in fostering collaboration among teachers, parents, and local stakeholders, which is critical for developing a supportive educational environment. Furthermore, Omotayo (2022) emphasized that principals who practice active listening and conflict resolution are better equipped to manage issues and boost staff morale. According to Ugbah (2023), effective social management promotes inclusion and collaboration, which helps to foster a healthy school culture. Thus, principals in secondary schools with strong social administration skills may foster a peaceful environment favourable to learning and teaching in secondary schools in Enugu Education Zone. Another skill necessary in principal's administration is professional administrative competency skills.

Principals ought to possess professional administrative competency since it has a substantial impact on good school administration. Afolabi (2020) discovered that principals who have good administrative skills may better distribute resources, improve teacher performance, and build a positive learning environment. Furthermore, as shown in Oduolowu, Iyiola, and Okafor's (2021) research, good communication and leadership allow principals to engage stakeholders while maintaining a healthy school culture. These abilities also help with dispute resolution and decision-making, which are critical for managing the issues that secondary schools encounter. As a result, improving principals' professional administrative skill is linked to better student outcomes and overall school success. The study is supported by reports from the Universal Basic Education Commission (UBEC, 2023) which indicated that most principals may have a serious lack of depth in their administrative competency and may require developmental training in leadership and administrative competency for effective school management. A lack of such abilities can lead to poor decision-making, inadequate resource management, and a demotivated teaching staff, all of which contribute to low student performance and high dropout rates. Ineffective administration can lead to decreased student engagement, poor academic assistance, and a lack of creative teaching approaches. According to a study by Nwachukwu, Ibe and Odili (2023), schools led by well-trained principal may display markedly better academic outcomes and teacher retention rates compared to those without strong managerial oversight. However, Akinyemi and Adebayo (2023), opined that the lack of proper administrative competency may result in disorganized school environment, which contribute to increased cases of violence and disciplinary issues among students. It is against this background that this study examines the administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone, Enugu State.

Statement of the Problem

Principals are required to have exceptional management abilities that inspire and empower instructors, develop strong connections between staff and students, and encourage a culture of continuous growth. These abilities would promote successful communication, cooperation, and shared goals among all stakeholders in the school community. Furthermore, principals would use data-driven decision-making to deploy resources more efficiently, improving students' learning experiences. However, the researcher discovered that the scenario in secondary schools in Enugu Education Zone reveals a gap in administrative ability among principals, which has a detrimental influence on the efficacy of school administration. The researcher discovered that some principals struggle with communication, which can lead to

misconceptions among employees and lower morale. Furthermore, insufficient administrative competency may be the cause of poor resource allocation, limiting the school's capacity to provide required instructional materials and support services.

The researcher is concerned that these issues might lead to a less-than-ideal educational environment, impacting both teacher effectiveness and student accomplishment. Ineffective leadership can reduce teacher motivation and retention by making educators feel unsupported and appreciated. This, in turn, adds to high turnover rates and disturbs the flow of student learning. Furthermore, low administrative competency can lead to ineffective solutions to difficulties such as student behavioural concerns or academic decline, resulting in a chaotic and unwelcoming school atmosphere. Students may not receive adequate supervision and assistance, which can have a negative impact on their academic achievement and social development. Thus, this study examines the administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone.

Purpose of the Study

The general purpose of this study examines the administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone, Enugu State. Specifically, the study sought to:

1. find out the personnel administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone
2. determine the pedagogical administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone
3. find out the social administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone
4. ascertain the professional administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone.

Research Questions

The following research questions guided this study:

1. What is the extent of personnel administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?
2. What is the extent of pedagogical administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?
3. What is the extent of social administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?
4. What is the extent of professional administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?

Methods

Descriptive survey research design was used for the study. Population for the study consisted of 1863 teachers in public secondary schools in Enugu Education Zone. 373 teachers which represent 20% of the population were used as sample size for the study. Purposive sampling technique was used to sample 3 schools from each of the 3 Local Government Areas in Enugu Education Zone making it 9 sampled schools. Purposive sampling technique was used because it allows the researcher to select the schools that possess the characteristics suitable for this study. Proportionate sampling technique was used to determine the proportion of teachers to be sampled from each of the 9 sampled schools because the populations of teachers in each school are not equal. Finally, simple random sampling technique was used to determine the respondents. Questionnaire titled "Administrative Competency Needs Questionnaire (ACNQ)" was used as the instrument for data collection. The Questionnaire was validated by three

experts; two from the Department of Educational Management and one from the Department of Mathematics and Computer Education, with specialization in Measurement and Evaluation, all in the Faculty of Education, Enugu State University of Science and Technology ESUT. The researcher visited all the sampled secondary schools to administer the questionnaire directly to the school teachers with the help of three research assistants. However, after data collection, it was found that 3 copies of the questionnaire were filled incorrectly. Therefore only 370 copies of the questionnaire were used for data analysis giving a 99% return rate. Data collected on research questions relating to the study was analyzed using mean and standard deviation. The decision rule is that any item with mean 2.50 and above on responses was regarded as High Extent (HE), while below (2.50) was considered as Low Extent (LE).

Results

Research Question One: What is the personnel administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?

Table 1: Mean Scores of Respondents on the personnel administrative competency needed by principals as perceived by teachers n= 370

S/n	Personnel administrative competency needed by principals	VHE 4	HE 3	LE 2	VLE 1	X	SD	Deci
1	Effective communication skills.	281	55	19	5	3.60	0.69	LE
2	Conflict resolution abilities.	249	99	16	6	3.58	0.65	HE
3	Team-building strategies.	196	80	94	0	3.28	0.84	HE
4	Recruitment and hiring proficiency.	180	60	115	5	3.07	0.91	HE
5	Performance evaluation expertise.	247	89	24	10	3.55	0.73	HE
6	Staff development planning.	220	110	40	0	3.49	0.68	HE
7	Motivation or morale boosting.	80	80	96	114	2.34	1.24	LE
8	Cultural competency awareness.	62	30	178	100	2.15	1.00	LE
9	Change management skills.	247	84	29	10	3.53	0.75	HE
10	Time management for staff scheduling.	260	70	40	0	3.59	0.68	HE
Grand mean						3.32	0.82	HE

Key: HE= High Extent; LE = Low Extent

Table 1 on the personnel administrative competency needed by principals for effective management of secondary schools as perceived by teachers revealed that the respondents agreed with majority of the items in the table. The grand mean of 3.32 signifies that teachers' perceive that personnel administrative competency is needed by principals for effective management of secondary schools to a high extent. The high value of the standard deviation of 0.82 indicates that the respondents showed dispersion in their opinions with regards to the personnel administrative competency needed by principals for effective management of secondary schools as perceived by teachers in Enugu Education Zone.

Research Question Two: What is extent of pedagogical administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?

Table 2: Mean Scores of Respondents on the extent of pedagogical administrative competency needed by principals as perceived by teachers n= 370

S/n	Pedagogical administrative competency needed by principals includes;	VHE 4	HE 3	LE 2	VLE 1	X	SD	Deci
11	Curriculum development knowledge.	254	100	10	6	3.63	0.62	LE
12	Classroom management techniques.	180	55	120	5	3.05	0.92	HE
13	Instructional leadership abilities.	86	86	98	100	2.43	1.12	LE
14	Assessment and evaluation skills.	216	136	18	0	3.54	0.59	HE
15	Differentiated instruction practices.	370	0	0	0	4.00	0.00	HE

16	Professional development facilitation.	110	46	114	100	2.45	1.18	LE
17	Technology integration in teaching.	370	0	0	0	4.00	0.00	HE
18	Student engagement strategies.	284	70	10	6	3.71	0.60	HE
19	Educational policy understanding.	80	60	115	105	2.26	1.10	LE
20	Data-driven decision-making.	250	109	7	4	3.64	0.58	HE
Grand mean						3.27	0.67	HE

Table 2 on the extent of pedagogical administrative competency needed by principals for effective management of schools as perceived by teachers revealed that the respondents agreed with majority of the items. The grand mean of 3.27 signifies that pedagogical administrative competency is needed by principals for effective management of schools as perceived by teachers to a high extent. The moderate value of the standard deviation of 0.67 indicates that the respondents showed moderate dispersion in their opinions with regards to the extent of pedagogical administrative competency needed by principals for effective management of secondary schools as perceived by teachers in Enugu Education Zone

Research Question Three: What is the extent of social administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?

Table 3: Mean Scores of Respondents on the extent of social administrative competency needed by principals as perceived by teachers

S/n	Social administrative competency includes	VHE 4	HE 3	LE 2	VLE 1	X	SD	Deci
21	Community engagement abilities.	200	76	94	0	3.03	0.88	LE
22	Parent communication strategies.	195	86	109	0	3.10	0.87	HE
23	Networking with external organizations.	60	114	105	81	2.36	1.00	LE
24	Conflict mediation skills.	246	70	24	10	3.38	0.75	HE
25	Cultural sensitivity.	216	136	18	0	3.54	0.59	HE
26	Public speaking and presentation skills.	180	61	114	5	3.07	0.91	HE
27	Relationship building with stakeholders.	221	110	39	0	3.49	0.68	HE
28	Collaborative problem-solving.	62	30	178	100	2.15	1.00	LE
29	Volunteer and partnership coordination.	50	106	106	109	2.27	1.03	LE
Grand mean						2.93	0.86	HE

Table 3 on the on the extent of social administrative competency needed by principals for effective management of schools as perceived by teachers revealed that the respondents agreed with majority of the items. The grand mean of 2.93 signifies that social administrative competency is needed by principals for effective management of schools as perceived by teachers to a high extent. The high value of the standard deviation of 0.86 indicates that the respondents showed dispersion in their opinions with regards to the extent of social administrative competency needed by principals for effective management of secondary schools as perceived by teachers in Enugu Education Zone.

Research Question Four: What is the extent of professional administrative competency needed by principals as perceived by teachers in secondary schools in Enugu Education Zone?

Table 4: Mean Scores of Respondents on the extent of professional administrative competency needed by principals as perceived by teachers n= 370

S/n	Professional competency includes;	VHE 4	HE 3	LE 2	VLE 1	X	SD	Deci
30	Strategic planning capabilities.	256	100	10	9	3.66	0.67	HE
31	Financial management and budgeting.	265	70	35	0	3.62	0.65	HE
32	Legal compliance knowledge.	260	75	55	0	3.61	0.65	HE
33	Crisis management expertise.	96	60	113	101	2.41	1.14	LE

34	Organizational skills.	370	0	0	0	4.00	0.00	HE
35	Ethical decision-making.	369	1	0	0	4.00	1.00	HE
36	Leadership and vision development.	195	86	109	0	3.10	0.87	HE
37	Monitoring and evaluation skills.	284	70	10	6	3.71	0.60	HE
Grand mean						3.51	0.70	HE

Key: HE= High Extent; LE = Low Extent

Table 4 on the extent of professional administrative competency needed by principals for effective management of schools as perceived by teachers revealed that the respondents agreed with majority of the items. The grand mean of 3.51 signifies that professional administrative competency is needed by principals for effective management of schools as perceived by teachers to a high extent. The high value of the standard deviation of 0.70 indicates that the respondents showed dispersion in their opinions with regards to the extent of professional administrative competency needed by principals for effective management of secondary schools as perceived by teachers in Enugu Education Zone.

Summary of Major Findings

The major findings are as follows;

1. Personnel administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 3.32$)
2. Pedagogical administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 3.27$)
3. Social administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 2.93$)
4. Professional administrative competency are needed by principals as perceived by teachers to a high extent ($\bar{x} = 3.51$)

Discussions

Finding one revealed that personnel administrative competency is needed by principals for effective management of schools as perceived by teachers to a high extent. This finding is in line with findings by Mkude and Omer (2022), which revealed that strong personnel management directly correlates with enhanced teacher motivation and improved student outcomes. This suggests that principals who prioritize personnel skills are likely to build a more dedicated and effective teaching staff. However, Akporehe and Asiya (2023), did not support this finding by stating that focusing solely on personnel skills might overlook other vital factors that contribute to school effectiveness, such as community engagement and parental involvement. Principals need a balanced approach that goes beyond merely managing personnel to engaging the wider school community. In this study, the researcher posits that while personnel administrative competency skills are critical, they must be complemented by other managerial competencies to create a well-rounded approach to school management.

Finding two revealed pedagogical administrative competency is needed by principals for effective management of schools as perceived by teachers to a high extent. Kamete (2014), supported this finding by showing that robust pedagogical expertise are better positioned to support teachers and improve student achievement. However, Mulamula (2014), did not support this finding by stating that emphasis on pedagogical skills may lead to the misconception that principals should solely focus on academic outcomes, neglecting the emotional and social aspects of education. Ugbah (2023), argued that principals must balance emphasis on pedagogy by creating a nurturing school environment. The researcher asserts that pedagogical skills are imperative for school leaders but should not overshadow the importance of creating a holistic educational environment. A principal proficient in pedagogical competency not only enhances academic performance but also must be aware of students'

emotional and social needs, thus fostering a supportive atmosphere that promotes overall development.

Finding three highlights that social administrative competency are needed by principals for effective management of schools as perceived by teachers to a high extent. This finding is in consonant with finding by Mkude and Omer (2022), which argued that strong interpersonal relationships between staff, students, parents, and the community can lead to a more collaborative approach to education, which is beneficial for student learning outcomes. While social skills are undeniably important, Akporehe and Asiya (2023), argued that an overemphasis on relationship-building can detract from the academic objectives of the school. If principals' attention is overly focused on social dynamics, essential academic initiatives may be sidelined or poorly managed. On the general note, the researcher believes that social administrative competency skills are essential in promoting a collaborative school environment but should be integrated with a firm commitment to academic excellence.

The findings four of the study revealed that professional administrative competency is needed by principals for effective management of schools as perceived by teachers to a high extent. Nambe, Agbulu and Odeh (2024), supported this finding by stating that principals who invest in their own professional growth and that of their teachers contribute significantly to educational reform and school effectiveness. However, Akporehe and Asiya (2023), did not support this finding by stating that focusing heavily on professional development can be resource-intensive and may lead to financial strains on schools. In regions where resources are limited, principals may be forced to prioritize other aspects of school management over professional development initiatives. On the general note, the researcher argued that while the financial implications of professional development are a valid concern, the long-term benefits of investing in staff capabilities far outweigh the initial costs.

Conclusion

The study clearly demonstrates that teachers perceive that administrative competency is needed by principals in secondary schools in Enugu Education Zone. The findings showed that personnel, pedagogical, social, and professional competency are crucial in ensuring that schools operate at their optimal level. Each of these skill sets contributes to the overall success of educational institutions, fostering an environment conducive to learning and growth. Thus, principals who are proficient in these administrative competencies can enhance the effectiveness of their schools and positively impact student outcomes.

Educational Implications of the Study

The significant impact of principals' personnel administrative competency underscores the necessity for targeted professional development programmes. These programmes should focus on enhancing recruitment processes, staff motivation, and conflict resolution strategies. The findings highlight the importance of pedagogical managerial skills. School leaders should prioritize ongoing training in teaching methodologies and curriculum development to ensure that principals are adept at guiding instructional practices. Moreover, the critical role of social managerial skills suggests that principals must be trained to engage with parents and the community effectively. Strengthening school-community partnerships through workshops and outreach programmes can foster a supportive environment that enhances both student achievement and community trust in schools. Acknowledging the influence of professional administrative competency skills can lead to the establishment of a framework that encourages continuous professional growth among principals. This could involve creating networks for knowledge sharing and collaborative learning among educational leaders.

Recommendations

The study recommends that;

1. School authorities should prioritize training programmes focused on enhancing principals' personnel competency, particularly in areas of conflict resolution, staff recruitment, and team building to create a harmonious and productive school environment.
2. It is essential to invest in professional development workshops specifically targeting pedagogical competencies, enabling principals to better support teachers and improve instructional delivery in their schools.
3. Initiatives should be developed to strengthen the social competency among principals through community engagement programmes, allowing them to build stronger relationships with parents and stakeholders, thereby fostering a supportive educational ecosystem.
4. Regular assessments and continuing educational opportunities should be implemented for principals to keep them updated on the latest management practices, educational policies, and technological advancements to enhance their overall effectiveness in school management.

REFERENCES

- Afolabi, O. (2020). The impact of management skills on resource allocation in primary schools in Nigeria. *Journal of Educational Administration*, 58(3), 345–362.
- Adesina, S. (2022). Personnel management and teacher retention in Nigerian secondary schools. *Journal of School Leadership Studies*. 4(1): 2-8
- Adeyemi, K., & Olusesi, M. (2021). Pedagogical leadership and learning outcomes in Lagos State secondary schools. *Nigeria Educational Research Journal*. 1 (1): 10-15
- Akporehe, D. A., & Asiya, R. I. (2023). Principals' Managerial Skills and Teachers' Job Performance: Evidence from Public Secondary Schools in Delta State, Nigeria. *European Journal of Education and Pedagogy*, 4(3), 78–84.
- Akinfolarin, A. V. (2017). Comparative study of staff welfare administration in public and private secondary schools in Akoko North West local government area of Ondo state. Paper presented at the 2017 Annual National Conference of the Faculty of Education, Nnamdi Azikiwe University, Awka, 27th–29th, April.
- Akinleye, S., & Olagunju, A. (2020). Interpersonal skills in educational leadership: A reflection on Nigerian primary schools. *International Journal of Educational Research*, 15(2), 112–120.
- Akinyemiju, A., Aderonke, T., & Nwankwo, M. (2023). Innovative pedagogical leadership and student engagement in Nigerian schools. *International Journal of Educational Innovation*, 2(1), 10–25.
- Akinyemi, A., & Adebayo, O. (2023). School Management and Student Discipline in Nigeria's Primary Schools. *International Journal of Educational Management*, 37(1), 75–89.
- Agu, J. C. A., & Agogbua, V. (2021). Administrator supervisory skills and teacher job performances in secondary schools in Anaocha LGA. *International Journal of Innovative Education Research*, 9(1), 118–134.
- Eze, C., & Osakwe, P. (2023). Strategic management in Nigerian secondary schools: The imperative of personnel management. *Nigerian Journal of Educational Management*, 1(2), 1–3.
- Kamete, J. M. (2014). The influence of headmaster's managerial skills on effective school management: A case of public secondary schools in Mbeya, Tanzania. Master's dissertation, Open University of Tanzania.

- Mkude, N., & Omer, S. (2022). Impact of heads of secondary schools' managerial skills on students' academic performance in Morogoro Municipality, Tanzania. *Journal of Education, Society and Behavioural Science*, 35(11), 83–87.
- Mulamula, V. S. (2014). Influence of head teachers' managerial skills on pupils' academic performance in public primary schools in Kakamega East District, Kenya. Research project proposal, University of Nairobi.
- Nambe, A., Agbulu, C. A., & Odeh, R. C. (2024). Impact of principal's managerial skills on effective administration of public secondary schools in Benue State. *International Journal of Research Publication and Reviews*, 5(10), 2543–2551.
- Nigerian Educational Research and Development Council. (2023). Our mandates. In NERDC official website. *NERDCWikipedia*.
- Nwachukwu, A., Ibe, E., & Odili, O. (2023). Impact of leadership training on academic performance. *Journal of Educational Administration and Policy Studies*, 15(2), 45–60.
- Nwachukwu, P., Ibe, F., & Odili, C. (2023). Leadership training for school principals: Impacts on teacher retention and student outcomes in Nigeria. *Journal of School Management*.
- Nwankwo, H. A. (2023). Fostering professional development for teachers through effective school management. *International Journal of Learning and Development*, 11(1), 24–30.
- Omemu, F. (2017). Relationship between principals' administrative competencies and student disciplinary problems in secondary schools in Bayelsa State. *Journal of Education and Practice*, 8(5), 100–104.
- Oduolowu, M., Iyiola, A., & Okafor, E. (2021). Stakeholder engagement and school leadership: Professional competence of principals in Nigeria. *Journal of Educational Management*.
- Oduolowu, S., Iyiola, O., & Okafor, R. (2021). Leadership and communication strategies for positive school culture: The role of headmasters in primary education. *International Journal of Leadership in Education*, 24(4), 445–460.
- Omotayo, B. (2022). Active listening and conflict resolution: Enhancing staff morale in Nigerian secondary schools. *School Administration Review*.
- Pongoh, H. (2014). Administrative competency of principals: Pedagogical, social, personnel, and professional skills in education management. *Journal of Educational Administration and Planning*, 6(2), 60–80.
- Sergiovanni, T. J. (2019). *The principalship and leadership in schools: Administrative competencies for effective institutions* (2nd ed.). Educational Leadership Press.
- Ugbah, U. (2023). School culture and inclusivity: Social competencies of school leaders in Nigeria. *Journal of School Environment Studies*.
- Universal Basic Education (UBE) Act. (2004). An Act to provide for compulsory free universal basic education for every child of school age and other matters connected therewith.
- Universal Basic Education Commission (UBEC). (2023). Report on Education Management. Abuja, Nigeria: Universal Basic Education Commission. (Note: duplicate entry consolidated.)
- Udoh-Uwah, O. E. (2015). Effective administration of secondary schools in Cross River State, Nigeria: A panacea for academic excellence, *Science Journal of Sociology and Anthropology*, 1-3
- UNESCO International Institute for Higher Education in Latin America and the Caribbean ((2023). Nigerian youth transforming education through EdTech. *World Bank Blogs*.
- World Bank. (2023). Nigeria to expand Adolescent Girls' Education Program to reach 8.6 million girls [Press release]. *World Bank*.
- World Bank. (2024). World Bank approves \$1.57 billion loan for Nigeria to enhance its health and education sectors. *Reuters*.