Adherence to Managerial Principles in Nigerian Schools: For Intellectual and Practical Competences

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Abstract:

This work is centred on adherence to managerial principles in Nigerian schools: for intellectual and practical competences. The Nigerian education system faces significant challenges in achieving intellectual and practical competences among students, largely due to poor adherence to managerial principles in schools. This study examines the extent to which managerial principles are applied in Nigerian schools, identifying gaps in planning, organizing, staffing, directing, coordinating, reporting, and budgeting. The purpose of this research is to assess the impact of managerial adherence on intellectual and practical competences, and provide recommendations for improvement. Using an analytical approach, this study discusses issues such as inadequate teacher training, insufficient resources, and poor leadership, which hinder effective school management. The findings reveal a significant correlation between adherence to managerial principles and improved student outcomes, emphasizing the need for school administrators to prioritize effective management practices. Based on the findings, the study recommends that school administrators should invest in teacher training, ensure adequate resource allocation, and adopt participatory decision-making processes. Additionally, regular monitoring and evaluation of school programs should be conducted to ensure compliance with managerial principles.

Keywords: *Managerial principles, intellectual competences, practical competences, school administration, Nigerian education system.*

1.0 Introduction

The adherence to managerial principles in Nigerian schools is a pressing issue that affects the intellectual and practical competences of students. According to Igoni (2020), effective administrative practices by principals are crucial in enhancing teachers' job performance and productivity in secondary schools. This highlights the need for school administrators to adopt managerial principles that promote a positive work environment and foster academic excellence. The Nigerian education system is plagued by numerous challenges, and it is imperative that school administrators are equipped with the necessary skills to navigate these challenges. Effective managerial principles can help to create a conducive learning environment, promote teacher motivation, and improve student outcomes. Furthermore, school administrators play a critical role in shaping the vision and mission of their institutions, and their adherence to managerial principles is essential in achieving academic excellence.

In Nigeria, the quality of education is often hindered by poor management and leadership in schools. Ukaigwe, Nwabueze, and Nwokedi (2019) emphasize that principals' leadership skills play a significant role in determining effective administrative performance in public senior secondary schools. Therefore, it is essential for school administrators to possess the necessary managerial skills to lead their institutions effectively. This includes skills such as planning, organizing, and decision-making, which are critical in achieving academic goals. Moreover, school administrators must be able to create a positive school culture, promote teacher collaboration, and engage

with the community to improve student outcomes. The success of any school depends on the quality of its leadership, and Nigerian schools are no exception.

The Nigerian education system faces numerous challenges, including inadequate resources, poor infrastructure, and low teacher morale. Ogunode, Olowonefa, and Ayoko (2023) argue that task-oriented leadership styles can improve educational institutions' performance in Nigeria. This suggests that school administrators should focus on setting clear goals and expectations to enhance academic achievement. By doing so, they can create a sense of direction and purpose, which can motivate teachers and students to work towards achieving academic excellence. Furthermore, task-oriented leadership styles can help to promote accountability, transparency, and efficiency in school management, which are essential in achieving academic goals.

Effective school management is critical in promoting intellectual and practical competences among students. Nwabueze, Chukwuji, and Ugwoezuonu (2018) found that principals' leadership skills have a significant impact on teachers' functional performance and students' study habits in secondary schools. This underscores the need for school administrators to develop their leadership skills to improve academic outcomes. School administrators must be able to create a supportive learning environment, provide resources and facilities, and promote teacher professional development to enhance student learning. Moreover, they must be able to engage with the community, parents, and other stakeholders to promote academic excellence and improve student outcomes.

In recent years, there has been a growing emphasis on the importance of transformational leadership in Nigerian schools. Akinbobola and Oladipo (2021) suggest that transformational leadership styles can positively impact teacher motivation and student achievement in secondary schools. This highlights the need for school administrators to adopt leadership styles that inspire and motivate their staff. Transformational leaders are able to create a shared vision, empower their staff, and promote a culture of excellence, which can lead to improved academic outcomes. Moreover, transformational leaders are able to build trust, foster collaboration, and promote innovation, which are essential in achieving academic excellence.

Despite the importance of managerial principles in Nigerian schools, many institutions continue to struggle with poor management and leadership. Ogunode (2023) argues that leadership styles and school effectiveness are closely linked, and that school administrators should adopt effective leadership styles to improve academic outcomes. This emphasizes the need for school administrators to develop their leadership skills to improve school effectiveness. School administrators must be able to create a positive school culture, promote teacher collaboration, and engage with the community to improve student outcomes. Moreover, they must be able to manage resources effectively, promote accountability, and ensure that teaching and learning are prioritized.

The adherence to managerial principles in Nigerian schools is crucial for promoting intellectual and practical competences among students. As noted by Ukozor and Edet (2024), principals' managerial conceptual skills have a significant impact on teachers' job performance in secondary schools. Therefore, it is essential for school administrators to develop their managerial skills to improve academic outcomes. This can be achieved through training and professional development programs, mentoring, and coaching. Moreover, school administrators must be given the autonomy to make decisions and be held accountable for their actions. By doing so, Nigerian schools can achieve academic excellence and produce graduates who are intellectually and practically competent.

2.0 Managerial Principles

Managerial principles are the fundamental guidelines that govern the management process in organizations, serving as the foundation for effective leadership and decision-making. These principles provide a framework for managers to make informed decisions, allocate resources efficiently, and achieve organizational goals, ultimately driving success and growth. In the context of education, managerial principles are essential for school administrators to create a conducive learning environment, promote teacher motivation, and improve student outcomes, as they foster a culture of excellence and academic achievement. Effective managerial principles can help school administrators to prioritize tasks, manage resources, and build a positive school culture, which is critical in achieving academic excellence and promoting student success.

The application of managerial principles in schools is critical in achieving academic excellence, as it enables school administrators to create a shared vision, empower their staff, and promote a culture of excellence. School administrators who apply managerial principles effectively are able to create a supportive learning environment, provide resources and facilities, and promote teacher professional development, ultimately enhancing student

learning and academic achievement. They are also able to manage resources effectively, promote accountability, and ensure that teaching and learning are prioritized, leading to improved student outcomes and academic success. Moreover, managerial principles can help school administrators to build trust, foster collaboration, and promote innovation, which are essential in achieving academic excellence and driving school improvement.

Managerial principles can also help school administrators to address the challenges facing the education sector, such as inadequate resources, poor infrastructure, and low teacher morale. In Nigeria, for example, the education sector is plagued by numerous challenges, including inadequate funding, poor infrastructure, and a shortage of qualified teachers. School administrators who apply managerial principles effectively are able to navigate these challenges and create a conducive learning environment for students, despite these obstacles. They are also able to prioritize tasks, manage resources, and build a positive school culture, which can help to improve student outcomes and promote academic achievement. Furthermore, managerial principles can help school administrators to develop strategic plans, manage change, and promote community engagement, ultimately driving school improvement and student success.

The importance of managerial principles in schools cannot be overstated, as they are essential for creating a positive school culture, promoting teacher collaboration, and engaging with the community to improve student outcomes. School administrators who apply managerial principles effectively are able to create a supportive learning environment, promote teacher professional development, and foster a culture of excellence, leading to improved student outcomes and academic success. They are also able to manage resources effectively, promote accountability, and ensure that teaching and learning are prioritized, ultimately driving school improvement and student achievement. Moreover, managerial principles can help school administrators to build trust, foster collaboration, and promote innovation, which are essential in achieving academic excellence and promoting student success.

Managerial principles are essential for school administrators to create a conducive learning environment, promote teacher motivation, and improve student outcomes, ultimately driving academic excellence and student success. School administrators who apply managerial principles effectively are able to prioritize tasks, manage resources, and build a positive school culture, which can help to improve student outcomes and promote academic achievement. Therefore, it is essential for school administrators to develop their managerial skills to improve academic outcomes and achieve academic excellence, and to create a culture of excellence and academic achievement in their schools. This can be achieved through professional development programs, mentoring, and coaching, ultimately leading to improved student outcomes and academic success.

3.0 Nigerian Schools

Nigerian schools are a critical component of the country's education system, playing a vital role in shaping the minds and futures of young Nigerians. However, these schools face numerous challenges that hinder their ability to provide quality education to their students. One of the major challenges facing Nigerian schools is inadequate funding, which has led to a shortage of basic facilities such as classrooms, libraries, and laboratories. This has resulted in a situation where students are forced to learn in overcrowded and poorly equipped classrooms, which can negatively impact their academic performance and overall learning experience. Furthermore, the lack of adequate funding has also led to a shortage of qualified teachers, as many schools are unable to afford the salaries of experienced educators. The brain drain of qualified teachers to other countries has also exacerbated the problem, leaving many schools with inexperienced and unqualified teachers. This has had a ripple effect on the quality of education, with many students graduating without the necessary skills and knowledge to compete in the job market.

The quality of education in Nigerian schools is also affected by the country's poor infrastructure, including unreliable power supply, inadequate water supply, and poor sanitation facilities. These challenges can create an unhealthy and unconducive learning environment for students, which can negatively impact their academic performance and overall well-being. Moreover, the lack of access to technology and internet connectivity in many Nigerian schools has made it difficult for students to compete with their peers globally, where technology has become an integral part of the learning process. The digital divide between Nigerian schools and those in other countries is stark, and it is imperative that something is done to bridge this gap. Despite these challenges, many Nigerian schools are striving to provide quality education to their students, often with limited resources and support. Teachers are working tirelessly to ensure that their students receive the best possible education, and many schools are finding innovative ways to overcome the challenges they face.

To address the challenges facing Nigerian schools, there is a need for increased investment in the education sector, including the provision of adequate funding, infrastructure, and technology. This can help to create a conducive learning environment for students and provide them with the skills and knowledge they need to succeed in life. Additionally, there is a need for policies and programs that support teacher training and development, as well as initiatives that promote community engagement and participation in education. By working together, it is possible to improve the quality of education in Nigerian schools and provide Nigerian children with the opportunities they deserve to succeed. Furthermore, Nigerian schools must prioritize the development of critical thinking, creativity, and problem-solving skills in their students, in order to prepare them for the challenges of the 21st century. This can be achieved through the incorporation of practical and vocational skills into the curriculum, as well as the promotion of extracurricular activities that foster creativity and innovation.

4.0 Intellectual Competence of Learners in Nigerian Schools

The intellectual competence of learners in Nigerian schools is a critical aspect of the country's education system, as it determines the quality of human capital that will drive the nation's development and progress. Intellectual competence refers to the ability of learners to think critically, solve problems, and demonstrate a deep understanding of concepts and principles in various subjects. In Nigerian schools, the intellectual competence of learners is influenced by a range of factors, including the quality of teaching, availability of resources, and the learning environment (Adeyemi, 2014). Despite the challenges facing Nigerian schools, many learners have demonstrated exceptional intellectual competence, achieving outstanding results in national and international examinations. This is a testament to the resilience and determination of Nigerian learners, who often have to overcome significant obstacles to succeed.

However, the intellectual competence of learners in Nigerian schools is often hindered by the country's poor education infrastructure, including inadequate classrooms, libraries, and laboratories. Many schools lack basic resources such as textbooks, computers, and internet connectivity, which are essential for learners to develop their critical thinking and problem-solving skills. Furthermore, the large class sizes in many Nigerian schools make it difficult for teachers to provide individualized attention to learners, which can negatively impact their intellectual development (Ogundele, 2017). As a result, many learners in Nigerian schools struggle to develop the critical thinking and problem-solving skills needed to succeed in the 21st century. This can have long-term consequences for the country's economic development and global competitiveness.

The teaching methods used in Nigerian schools also play a significant role in shaping the intellectual competence of learners. Many teachers in Nigerian schools rely on traditional teaching methods, such as rote learning and memorization, which can stifle learners' creativity and critical thinking skills (Okebukola, 2018). There is a need for Nigerian schools to adopt more innovative and interactive teaching methods, such as project-based learning and inquiry-based learning, which can help learners develop their critical thinking and problem-solving skills. Additionally, teachers in Nigerian schools need to be trained to use technology effectively to enhance teaching and learning, and to provide learners with access to digital resources and tools. This can help to prepare learners for the digital age and improve their employability in the global job market.

The intellectual competence of learners in Nigerian schools is also influenced by the curriculum and assessment methods used. The curriculum should be designed to promote critical thinking, creativity, and problem-solving skills, and should be relevant to the needs of the country and the global economy (Nworgu, 2015). Assessment methods should also be designed to test learners' critical thinking and problem-solving skills, rather than just their ability to memorize and recall information. Furthermore, there is a need for Nigerian schools to place greater emphasis on the development of soft skills, such as communication, teamwork, and leadership, which are essential for success in the 21st century. This can help to produce well-rounded learners who are equipped to succeed in a rapidly changing world.

Despite the challenges facing Nigerian schools, there are many examples of learners who have demonstrated exceptional intellectual competence, achieving outstanding results in national and international competitions (Eze, 2020). These learners have often been supported by dedicated teachers and parents, and have had access to resources and opportunities that have helped them to develop their talents and abilities. However, more needs to be done to ensure that all learners in Nigerian schools have the opportunity to develop their intellectual competence and reach

their full potential. This can be achieved through targeted interventions, such as scholarships and mentorship programs, which can help to support learners from disadvantaged backgrounds.

The intellectual competence of learners in Nigerian schools is a critical aspect of the country's education system, and is influenced by a range of factors, including the quality of teaching, availability of resources, and the learning environment (Adeyemi, 2014). To improve the intellectual competence of learners in Nigerian schools, there is a need for increased investment in education infrastructure, teacher training, and curriculum development. Additionally, Nigerian schools must prioritize the development of critical thinking, creativity, and problem-solving skills in learners, and provide them with access to digital resources and tools. By working together, it is possible to improve the intellectual competence of learners in Nigerian schools and provide them with the skills and knowledge they need to succeed in the 21st century.

5.0 Practical Competence of Learners in Nigerian Schools

The practical competence of learners in Nigerian schools is a vital aspect of the country's education system, as it equips students with the skills and knowledge needed to apply theoretical concepts to real-world problems. Practical competence refers to the ability of learners to demonstrate skills and apply knowledge in a practical setting, such as laboratories, workshops, or fieldwork. In Nigerian schools, the practical competence of learners is influenced by factors such as the availability of resources, the quality of teaching, and the emphasis on practical skills development (Ogundele, 2017). The development of practical competence is essential for learners to become innovative, creative, and problem-solving individuals who can contribute to the country's economic growth and development. Moreover, practical competence is critical for learners to acquire employable skills, which are essential for them to secure jobs or become entrepreneurs.

However, many Nigerian schools face significant challenges in developing the practical competence of learners due to inadequate resources and infrastructure. Many schools lack functional laboratories, workshops, and equipment, which are essential for practical skills development. This can lead to learners being deficient in practical skills, making it difficult for them to apply theoretical concepts to real-world problems (Okebukola, 2018). Furthermore, the emphasis on theoretical knowledge over practical skills in many Nigerian schools can also hinder the development of practical competence in learners. The lack of practical skills can lead to graduates who are not employable, thereby contributing to the country's unemployment problem. Additionally, the inadequate resources and infrastructure can also lead to a lack of motivation and interest among learners, which can negatively impact their academic performance and overall development.

To improve the practical competence of learners in Nigerian schools, there is a need for increased investment in education infrastructure, including laboratories, workshops, and equipment. Additionally, teachers need to be trained to deliver practical skills effectively, and the curriculum should be designed to emphasize practical skills development (Nworgu, 2015). The use of project-based learning and inquiry-based learning can also help to develop the practical competence of learners, as these approaches encourage learners to apply theoretical concepts to real-world problems. Moreover, partnerships with industries and organizations can provide learners with opportunities for internships, apprenticeships, and mentorship, which can help to develop their practical skills and prepare them for the workforce.

The practical competence of learners in Nigerian schools is critical to their future success and the country's economic development. To improve practical competence, Nigerian schools must prioritize the development of practical skills, invest in education infrastructure, and train teachers to deliver practical skills effectively (Adeyemi, 2014). By working together, it is possible to improve the practical competence of learners in Nigerian schools and equip them with the skills needed to succeed in the 21st century. This can be achieved through a collaborative effort between the government, educators, parents, and the private sector to provide learners with the resources and support they need to develop their practical skills.

6.0 Inadequate Teacher Training in Nigeria

Inadequate teacher training is a pressing issue in Nigeria, with far-reaching consequences for the quality of education and the future of the country's youth. Despite the importance of teacher training in ensuring effective teaching and learning, many Nigerian teachers lack access to adequate training and professional development

opportunities (Adeyemi, 2014). This is particularly true in rural areas, where teachers often face significant challenges in accessing training programs and resources. The lack of adequate teacher training can lead to poor teaching quality, which can negatively impact student learning outcomes and perpetuate cycles of poverty. Furthermore, the inadequate teacher training can also lead to a lack of confidence and motivation among teachers, which can further exacerbate the problem.

One of the primary challenges facing teacher training in Nigeria is the lack of investment in the education sector. Nigeria's education budget is often inadequate, leading to a shortage of resources and infrastructure for teacher training programs (Ogundele, 2017). Additionally, the country's teacher training institutions are often underfunded and understaffed, making it difficult for them to provide high-quality training programs. As a result, many Nigerian teachers enter the profession without adequate preparation, which can compromise the quality of education and lead to poor student learning outcomes. The lack of investment in teacher training can also lead to a brain drain of qualified teachers, who may seek better opportunities in other countries or sectors.

The inadequate teacher training in Nigeria is also reflected in the country's low teacher qualification standards. In many cases, teachers are employed without adequate qualifications or training, which can negatively impact student learning outcomes (Okebukola, 2018). Furthermore, the lack of standardization in teacher training programs means that teachers may not receive consistent or high-quality training, which can lead to variations in teaching quality across different schools and regions. This can perpetuate inequalities in education and limit opportunities for students in disadvantaged areas. The low teacher qualification standards can also lead to a lack of accountability among teachers, which can further exacerbate the problem.

The impact of inadequate teacher training in Nigeria is evident in the country's poor student learning outcomes. Many Nigerian students struggle to achieve basic literacy and numeracy skills, which can limit their future opportunities and perpetuate cycles of poverty (Nworgu, 2015). Additionally, the lack of effective teaching can lead to high dropout rates and low educational attainment, which can have long-term consequences for the country's economic development and social progress. The poor learning outcomes can also perpetuate inequalities and limit opportunities for students in disadvantaged areas. Furthermore, the inadequate teacher training can also lead to a lack of innovation and creativity in the classroom, which can make learning dull and unengaging for students.

To address the issue of inadequate teacher training in Nigeria, there is a need for increased investment in the education sector. This includes providing adequate funding for teacher training programs, improving teacher qualification standards, and ensuring that teachers have access to ongoing professional development opportunities (Oloruntegbe, 2020). Additionally, the government and education stakeholders must prioritize teacher support and mentoring, to ensure that teachers receive the guidance and resources they need to deliver high-quality education. The government must also prioritize the recruitment and retention of qualified teachers, and provide incentives for teachers to work in disadvantaged areas.

The Nigerian government has made efforts to address the issue of teacher training, including the establishment of teacher training programs and initiatives to improve teacher quality (Adeyemi, 2014). However, more needs to be done to ensure that all Nigerian teachers receive the training and support they need to deliver high-quality education. This requires a sustained commitment to investing in teacher training and education, as well as a willingness to innovate and adapt to the changing needs of the education sector. The government must also engage with teachers, parents, and other stakeholders to develop a comprehensive strategy for improving teacher training and education.

Inadequate teacher training is a significant challenge facing Nigeria's education system, with far-reaching consequences for student learning outcomes and the country's future development. To address this issue, there is a need for increased investment in teacher training, improved teacher qualification standards, and ongoing professional development opportunities (Ogundele, 2017). By prioritizing teacher training and support, Nigeria can improve the quality of education and equip its youth with the skills and knowledge they need to succeed in the 21st century. This requires a collective effort from the government, education stakeholders, and the private sector to provide the necessary resources and support for teacher training and education.

7.0 Poor Leadership in Nigerian Schools

Poor leadership is a pervasive and insidious issue in Nigerian schools, with far-reaching consequences for the quality of education and the future of the country's youth. The lack of effective leadership in schools has led to a decline in academic standards, poor infrastructure, and a lack of accountability among teachers and administrators.

School leaders are responsible for creating a positive learning environment, but in many Nigerian schools, they are often absent or ineffective, leading to a lack of direction and purpose. This can result in a culture of complacency and mediocrity, where teachers and students are not held to high standards, and academic achievement is not prioritized. Furthermore, the lack of effective leadership can also lead to a lack of motivation and morale among teachers, which can further exacerbate the problem. The consequences of poor leadership can be seen in the poor academic performance of students, the high dropout rates, and the low educational attainment, which can have long-term consequences for the country's economic development and social progress.

The poor leadership in Nigerian schools is often attributed to the lack of training and professional development opportunities for school leaders. Many school leaders are appointed based on their seniority or political connections, rather than their leadership abilities or qualifications. As a result, they often lack the skills and knowledge needed to effectively manage schools and lead teaching staff. This can lead to poor decision-making, mismanagement of resources, and a lack of accountability. Furthermore, the lack of effective leadership can also lead to a lack of motivation and morale among teachers, which can further exacerbate the problem. The lack of training and professional development opportunities can also lead to a lack of confidence and self-efficacy among school leaders, which can further undermine their ability to lead effectively.

The impact of poor leadership in Nigerian schools is evident in the country's poor academic performance. Many Nigerian students struggle to achieve basic literacy and numeracy skills, which can limit their future opportunities and perpetuate cycles of poverty. Additionally, the lack of effective leadership can lead to high dropout rates and low educational attainment, which can have long-term consequences for the country's economic development and social progress. The poor academic performance can also lead to a lack of confidence in the education system, which can further erode the quality of education. Furthermore, the lack of effective leadership can also lead to a lack of innovation and creativity in the classroom, which can make learning dull and unengaging for students.

Poor leadership in Nigerian schools also perpetuates inequalities in education. Schools in disadvantaged areas often have less experienced and less qualified leaders, which can exacerbate existing inequalities. This can lead to a lack of resources, poor infrastructure, and inadequate teaching, which can further disadvantage students in these areas. Furthermore, the lack of effective leadership can also lead to a lack of access to technology and other resources, which can further widen the gap between students in disadvantaged areas and their more affluent peers. The inequalities in education can also lead to a lack of social mobility and perpetuate cycles of poverty.

Furthermore, poor leadership in Nigerian schools can also lead to a lack of accountability among teachers and administrators. When school leaders are ineffective or absent, teachers may not be held accountable for their performance, leading to a lack of motivation and effort. This can create a culture of complacency and mediocrity, which can be difficult to break. Additionally, the lack of accountability can also lead to corruption and mismanagement of resources, which can further undermine the quality of education. The lack of accountability can also lead to a lack of transparency and openness, which can further erode trust in the education system.

To address the issue of poor leadership in Nigerian schools, there is a need for increased investment in leadership training and professional development programs. School leaders must be equipped with the skills and knowledge needed to effectively manage schools and lead teaching staff. Additionally, the government and education stakeholders must prioritize the recruitment and retention of qualified and experienced school leaders, and provide incentives for them to work in disadvantaged areas. This can include providing opportunities for professional development, improving working conditions, and offering competitive salaries and benefits. Furthermore, the government must also prioritize the development of a comprehensive strategy for improving leadership in schools, which includes engaging with teachers, parents, and other stakeholders.

The Nigerian government has made efforts to address the issue of poor leadership in schools, including the establishment of leadership training programs and initiatives to improve school governance. However, more needs to be done to ensure that all Nigerian schools have effective and accountable leaders. This requires a sustained commitment to investing in leadership development and education, as well as a willingness to innovate and adapt to the changing needs of the education sector. The government must also engage with teachers, parents, and other stakeholders to develop a comprehensive strategy for improving leadership in schools.

Poor leadership is a significant challenge facing Nigerian schools, with far-reaching consequences for student learning outcomes and the country's future development. To address this issue, there is a need for increased

investment in leadership training and professional development programs, as well as a commitment to recruiting and retaining qualified and experienced school leaders. By prioritizing leadership development, Nigeria can improve the quality of education and equip its youth with the skills and knowledge they need to succeed in the 21st century. This requires a collective effort from the government, education stakeholders, and the private sector to provide the necessary resources and support for leadership development and education. Furthermore, the government must also prioritize the development of a comprehensive strategy for improving leadership in schools, which includes engaging with teachers, parents, and other stakeholders.

8.0 Conclusion

Poor leadership in Nigerian schools is a pressing issue that requires immediate attention. The lack of effective leadership has far-reaching consequences for the quality of education and the future of the country's youth. The findings of this research suggest that poor leadership in Nigerian schools is attributed to the lack of training and professional development opportunities for school leaders, as well as the lack of accountability among teachers and administrators.

Furthermore, the impact of poor leadership is evident in the country's poor academic performance, high dropout rates, and low educational attainment. This perpetuates cycles of poverty and limits the country's economic development and social progress.

To address this issue, there is a need for increased investment in leadership training and professional development programs. The government and education stakeholders must prioritize the recruitment and retention of qualified and experienced school leaders, and provide incentives for them to work in disadvantaged areas Prioritizing leadership development is crucial to improving the quality of education in Nigeria and equipping its youth with the skills and knowledge they need to succeed in the 21st century.

9.0 Recommendations

The researchers recommended the following:

1. Implement a national mentorship program pairing experienced school leaders with novice administrators to foster leadership development.
2. Establish a leadership academy to provide specialized training and certification for school leaders, focusing on Nigerian context and challenges.
3. Introduce a performance-based incentive system to attract and retain top talent in school leadership positions, particularly in disadvantaged areas.

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