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Educational Administration in Nigeria: Challenges and the Ways forward.

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Annotation *This paper examined the challenges preventing effective educational administration in Nigeria. The paper used secondary data sourced through online and print materials. Inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, corruption, insecurity, weak administrators, lack of data, policy instability, strike actions and brain-drain were identified as the challenges preventing effective educational administration in Nigeria. To address these administrative challenges, the paper made the following suggestions: government should increase the funding of education, employ more professional teachers, provide adequate infrastructural facilities, eliminate all forms of corruption in the educational system, work towards the provision of educational data regularly, ensure adequate security in all educational institutions, improve the welfare packages of teachers, appoint people with educational background as ministers and heads of educational institutions and ensure stability of educational policies and programmes.*

Keywords: *Educational Administration, Basic, challenges, Secondary, higher education*

1. Introduction

The educational system in Nigeria comprises of three levels: Basic education (nine years), Post-Basic/Senior Secondary Education (three years), and tertiary education (four to six years, depending on the programme of study). According to Nigeria's latest National Policy on Education (2013), basic education covers nine years of formal (compulsory) schooling consisting of six years of primary and three years of junior secondary education. Post-Basic Education includes three years of senior secondary education. At the tertiary level, the system consists of University sector and a non-University sector. The latter is composed of polytechnics, monotechnics, and colleges of education. The tertiary sector as a whole offers opportunities for undergraduate, post-graduate, and vocational and technical education. Education is administered by the Federal, State and Local governments. The Federal Ministry of Education is responsible for overall policy formation and ensuring quality control, but is primarily involved with tertiary education. School education is largely the responsibility of States (secondary) and local (primary) governments (WENR 2017). Abdulrahman-Yusuf (undated) observed that in Nigeria as a federation, the states have replica of some educational administrative roles at the federal level which are shouldered by the Governors through Education Commissioners, Permanent Secretaries who are career officers and serve as advisers to the Commissioners. Others in this category at the State level include the Directors in different areas of administration, not excluding personnel management, finance and supplies, planning, research and statistics, inspectorate, support services etc. Other State Education officials are at

the States' Ministries of Education or their Liaison's Offices. Statutorily, the States' Ministries of Education are charged with the responsibilities not limited to appointment or recruitment of teaching and non-teaching staff of secondary schools and some post-secondary schools under the purview of the State Ministry of Education. Also, promotion, discipline, training and re-training of staff as well as the general welfare of staff constitute major responsibilities of the State Ministry of Education. For primary education, Local Governments take responsibilities and at the Secondary Level, the responsibilities are borne by State Governments. As far the tertiary education administration is concerned at present, both the federal and state governments are constitutionally permitted to establish higher institutions, finance and run tertiary education, since it is now contained in the Concurrent Legislative List. At the Local Government level, some of the roles played by the State Ministry are replicated too, particularly on the issues concerning education at the primary level, including teachers' welfare, recruitment, promotion, discipline and others which are the responsibilities of the Local Government Education Authority (LGEAs) or LEAs, as may be referred.

The roles or functions of educational administration include; school planning, school financing, staff development, curriculum development, student administration, school-community relationship, plant management and security. According to Etuk (2007) outlined the following under listed functions of school administration as staff personnel administration, student personnel administration, finance and physical resources, and school community relationship management.

Abdulrahman-Yusuf (undated) submitted that school administrators are responsible for developing and preserving the educational experience of teachers and students. Their duties range from selecting appropriate curriculum models to managing school finances to collaborating with community partners. However, looking at school administration in its assessment, Sheahan (2013) asserts that "not all school administrations are effective at what they do. Problems may arise that can lead to a breakdown in the education system and diminish the learning experience of students". Ogunode et al (2020) observed that whenever there is a problem facing the entire educational system, one of the key variables to look at is the administration. Based on this submission, this paper is aimed at discussing the problems preventing effective education administration in Nigeria and the ways forward.

1.1. Research Problem

The falling standards of education in Nigeria is witnessed at the various levels of Nigeria educational system. For instance, UNICEF (2017) submitted that nearly half of all children who have completed primary school in Nigeria cannot read a complete sentence, and more than two thirds of children in Northern Nigeria, remain illiterate by the end of primary school (NPC & RTI International 2011). This problem is also reaffirmed by the 2011 monitoring of learning achievement (MLA) survey which showed a national mean score of less than 40 per cent in both literacy and numeracy with no significant difference between boys and girls (Federal Ministry of Education, 2015). NEEDS (2015) observed that literacy rates have declined, especially among children in the lowest wealth quintile. Urban girls have higher literacy rates than urban boys and rural girls have lower literacy rates in general. At the secondary schools, Adesina (2011), opined that the Nigerian secondary schools students' academic performance is generally poor going by the existing records. He went further and stated that, there was persistent mass failure of students in senior secondary school examinations (SSCE) conducted by the West African Examinations Council (WAEC). Mass failure in public examinations has relatively alarming proportions in the last few years. Ayorinde, (1986), opined that the outcome of our educational system has fallen below the minimal for our educational objectives. Ogunode et al (2020), observed that the academic performance of students at the senior secondary school is poor. At the senior secondary schools, the performance of students at the external examinations like WAEC and NECO is also poor. At the higher institutions, Babalola (2007) described the situation in our tertiary institutions as "institutional failure" because of skill mismatch.

Whenever there is a problem facing the entire educational system, one of the key place to look at is the administration. Administration is vital to the realization of educational objectives and it is also problem if it is not handled properly. It is imperative to look at the challenges facing the administration of public educational institutions in Nigeria. Saint, Hartmet and Strassner (2003), observed that the Nigerian University System is performing poorly in the area of teaching and learning in terms of labour market absorption and employers' assessment of graduates while Mohammed and Gbenu (2007) and Obayan (1999) submitted that the quality of education offered by higher education institutions in the recent times has deteriorated substantially. National Open University of Nigeria (NOUN, 2011) submits that concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evidenced by the quality of graduates produced by these institutions. For instance, graduates from Nigerian Universities are faced with problem of unemployment upon graduation.

2. Concept of Educational Administration

Ogunode et al (2020), defined administration as the utilization of institutional resources to actualize the institutional objectives. Administration is the application of organization's human and material resources to realize the organization's goals within a set time. Administration deals with arrangement of institutional resources to coordinate and actualize the institutional goals while Ogunode, (2020) citing Diksha, (2018) defined educational administration as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. The term "Administration" doesn't refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the performance. The same situation occurs in the field of educational administration. The concept of educational administration is applicable in case of an educational organization which has certain purposes or goals to fulfill.

Ogunode (2020), in agreement with Diksha, (2018), submits that one of the major roles of administration is to integrate and co-ordinate all the physical and human resources and educational elements. School administration requires great efficiency based on human sympathy, understanding, knowledge and skill. The physical resources mainly contribute building equipment's and instructional materials. The human resources that school administration deal with include: pupils, teachers, supervisors, administrators and parents. The additional elements comprise the various aspects of educational theory and practice including philosophy of education, objectives of education, curriculum, method of teaching, discipline, role of the teacher, rules and regulations etc. These elements are "parts, made into whole" and are components brought into harmonious relationship. So the purpose of school administration is to fulfill different purposes which are known as the objectives. The objectives of school administration include:

1. To provide proper education to students:

This objective seeks to mention the fact that, good education doesn't mean education at a very high cost as is practiced in modern private schools. Rather it means the right type of education from the right type of teachers within reasonable cost. This objective also implies quantitative expansion and qualitative improvement of education.

2. To Ensure Adequate Utilization of All Resources:

For adequate realization of the various purposes of educational programmes, there is need for ensuring adequate utilization of all available resources human, material and financial.

3. To Ensure Professional Ethics And Professional Development Among Teachers:

As teachers are the senior and matured human elements to accelerate the programmes, their role is highly felt in this regard. They are to be encouraged and given the facility for innovative ideas on

instruction and participating in servicing educational programmes. In this context, it can be visualized that educational administration should aim at developing a desire for hard work, dedication and commitment for job.

4. To organize educational programmes for acquainting students with the art of democratic living and giving them excellent training on democratic ideals.

5. To mobilize the community:

Like general administration, educational administration seeks to maintain and improve relationship with the community. For this, it should seek community support and co-operation for quantitative expansion, qualitative improvements, smooth and fair examination in the educational system.

6. To organize co-curricular activities effectively for developing talents of students and work efficiency of educational teachers.

7. To get the work done:

The most important objective of administration is to get the work done effectively, efficiently and with satisfaction to the individuals and benefits to the society.

8. To prepare students for taking their places in various vocations and avenues of life.

9. To train the students in developing scientific attitude and objective outlook among them towards all aspects and activities of life.

10. To ensure qualitative improvement of education:

11. Good education can be provided to students by bringing qualitative improvement in instruction.

12. Regular supervision of teaching and guidance of teachers help to ensure quality teaching in schools

13. Ogunode (2020), cited Diksha, (2018), that educational administration covers all forms of educational institutions. This include the primary school education, secondary school education and higher institutions etc.

At primary education, Primary School Administration refers to administration that takes place at the primary school level in which the head-teacher and his assistants are directly involved. Using Reeser's (1973) definition of administration as a point of reference here, primary school administration can be defined as: Wise utilization of both human and material resources with in the primary school system such that the objectives of the primary school are achieved or accomplished. National Open University of Nigeria (2011) observed that primary school administration is the process through which all human efforts and materials are appropriately mobilized and harnessed towards the realization of the goals of primary school. It is also the process through which primary school head teacher (administrator) plans, organizes, coordinates, directs and controls the affairs and activities as well as the human, material and financial resources in the primary school maximally to accomplish the corporate goals of the primary school.

At the secondary school education, National Open University of Nigeria (2011) observed that, as the name implies, it is the type of administration that occurs at the secondary school level. It is also known as secondary school administration and involves the principal, vice - principals and sometimes heads of departments. Secondary school administration is also the process through which the secondary school principal (administrator) plans, organizes, coordinates, directs and controls the affairs and actions as well as the human, material and financial resources in the secondary school maximally to ensure that the

corporate goals of the secondary schools are achieved. It is the responsibility of the principal to mobilize and harness all human efforts in the school where he functions as the administrator.

At the higher institutions, National Open University of Nigeria (2011) submitted that higher institutions administration occurs at the higher level of education (polytechnics, colleges of education, universities and other equivalent institutions) where we have the rector, provost and vice-chancellor respectively as the chief executive/administrator. It is the process through which the rectors, provosts and vice-chancellors effectively harness, mobilize and systematically utilize all the resources at the disposal of their respective higher institutions to achieve the fundamental objectives and corporate goals of the system, which are essentially, teaching, research and community services. The ability of the chief executive/administrator to plan, organize, coordinate, direct, and control the affairs and activities as well as the human, material and financial resources in the higher institution maximally to achieve the goals of higher institution is known as higher school administration.

3. Challenges Facing Educational Administration in Nigeria

The following challenges have been identified as preventing effective administration of education in Nigeria. Inadequate funding, Shortage of professional teachers, inadequate infrastructural facilities, corruption, insecurity, weak administrators, lack of data, policies instability, strike actions and brain-drain.

3.1. Inadequate Funding

Ige (2013), observed that the importance of adequate funding in educational development cannot be overemphasized. No organization can carry out its function effectively without adequate financial resources at its disposal. Ige (2013) and Obe (2009), opined that without adequate funding, standards of education at any level shall be tantamount to a mirage that is, building castles in the air. Money is important in a school because it is used for constructing buildings, purchase of needed equipment, pay staff salaries and allowances, maintenance of the plants and keeping the services going. The level of success recorded by the educational sector has been closely linked with the availability of resources. Among the resources needed for the effective administration of the educational sector, funding has been identified as an indispensable instrument. This is because funding serves as the life-wire for the management and administration of most sectors of the economy including the educational sector. Availability of funds plays significant role in determining the provision of quality education at all levels. The quantity of funds made available during budgeting will go a long way to improving the quality of education. Adequate funding is important in the provision of quality education (Njideka, Esther & Confidence 2015). It is unfortunate that inadequate funding is a major problem preventing effective administration of education in Nigeria. The budgetary allocation for educational administration at every tiers of government is grossly inadequate. At the Basic school education Ogunode (2020) submitted that inadequate funding is one of the biggest challenges facing the administration of primary schools while at the secondary school education, Ogunode (2021), Olorunsola & (2018); Bello (2015); Federal Ministry of Education, (2007); CBN, (2010) and Odiya & Omofonmwan, (2007) observed that shortage of funds is frustrating the development of secondary school education. At the higher institutions Ogunode & Abubakar (2020), Okoli, Ogbondah, & Ewor, (2016), Ogunode, Yiolokun, & Akeredolu, (2019) opine that one of the challenges facing the administration of higher education in Nigeria is underfunding of the system.

3.2. Shortage of Professional Teachers

Teachers are strong stakeholders in the educational institutions. Teachers are the implementer of the curriculum. The teachers' roles also include; preparation of lesson plan, organization of instructional

materials, presentation of lesson, evaluating students, marking of answer scripts and preparation of report sheet. The roles of professional teachers in the development of education cannot be underestimated. The teacher factor is a great human resource required for effective administration of education. Despite the important roles the teachers are playing in the implementation of teaching and learning in the educational institutions across the Nations, it is unfortunate that many educational institutions in Nigeria are understaffed and this is affecting the educational administration in the country. At the basic education, Ogunode (2020) posited that shortage of professional teachers is a big problem facing the primary school education in Nigeria. Ogunode (2021); Olorunsola & (2018); Otegbulu (2016) and Ige (2013) submitted that many public secondary schools lack adequate professional teachers while in the higher institutions, Ahaotu & Ogunode (2021), Ehichoya & Ogunode (2020), Ogunode & Abubakar (2020) observed that many higher institutions in the country do not have adequate academic staff to implement the teaching, researching and community services programmes. A report by independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools, and 2,446 shortage in Junior Secondary School across the nation. NEEDS (2014) submits that there is no doubt that the inadequacy of qualified teachers has negative impacts on the general quality of basic education in the country. Despite teacher shortages, there are many other challenges militating against the realization of quality education in Nigeria. According to the US Embassy in Nigeria (2012), access to quality education is hampered by non-enrolment in schools. The Embassy posits that Nigerian educational system suffers from deteriorating quality and insufficient investment to keep pace with the country's burgeoning school-age population.

3.3. Inadequate Infrastructural Facilities

School plant and facilities are the material resources provided for staff and students to optimize their productivity in teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from teacher to students but rather that, learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes (Asiabaka, 2008). School plant and facilities includes classrooms, libraries, farms, gardens, laboratories, workshops, offices, stores, school buildings, staff quarters, chairs, tables, text books, magazines, journals, pictures, filmstrips, charts, bulletin board, posters, cartoons, school museums and archives chalk-board, play fields etc. Such physical structures that are available in Nigeria includes permanent structures, semi-permanent, temporary, mobile, collapsible, boat-school and even under the tree shade (Roy, 2008). Infrastructural facilities are important component of educational institutions. It has been observed that Nigerian educational institutions are suffering of adequate infrastructural facilities. Ogunode (2020) identified shortage of infrastructural facilities as a challenge to effective administration of primary schools in Nigeria while Peter (2017) submitted in a majority of Nigeria secondary schools, the classroom accommodation is grossly inadequate. As a result of the large enrolments in these schools, the classrooms are usually overcrowded, with up to sixty or more students receiving instructions in classroom designed for only thirty or, forty students. In most cases, the chairs and desk are not enough; students share chairs, standing up, or sitting on windows or broken desk. When classrooms are overcrowded, there is a stalling of the teaching-learning process and a disruption of the children's mental activity, „a situation that generally militates against effective teaching and intellectual development of the children. Nigerian public secondary schools do not have adequate infrastructural facilities. Ogunode , Ahaotu & Ayisa (2021), Ahaotu & Ogunode (2021), Ehichoya & Ogunode (2020) acknowledged that the higher institutions are characterized with many challenges which include inadequate infrastructural facilities. Okebukola, (2005) reported the need assessment survey of National Universities Commission and identified the following: (a) only about 30% of Nigerian students' population has adequate access to classrooms, workshop, lecture halls, laboratories and libraries. (b) Deficient libraries in terms of currency and number of books, journals,

and electronic support facilities. (c) Unstable academic calendar resulting from staff unions' industrial action premised on low salary, wages/welfare and students strikes often time related to inadequate facilities. (d) Lack of practical experience, often times resulting from deficient facilities. The above listed factors are all challenges to full implementation of higher education policies in Nigeria.

3.4. Corruption

Corruption is a problem hindering effective educational administration in Nigeria. Corruption have penetrated the Nigerian educational institutions (Ahaotu 2018, Ogunode 2020). Funds allocated for the administration of education in the country are been mismanaged and misappropriated. The high rate of corruption in the system is hampering effective development of education. Transparency International stated that, 66 per cent of the money Nigerian government allocated to education is stolen by corrupt officials. Transparency International in a new report titled: "Corruption in Education Systems in West Africa." reported that, corruption is commonplace in educational systems across the Economic Community of West African States (ECOWAS). "This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities," The report highlighted "Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices" as the various corruption risks and challenges facing education systems in all the countries. A report from a study entitled "*Teaching and Learning: Achieving Quality for All*" indicates that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not in the near future because of poor-quality education that fails to ensure that children learn. The common forms of corrupting in the Nigerian educational institutions is fund diversion. Corruption on fund diversion have been reported in all the forms of education in Nigeria. At the early child and basic education, The Education Secretary of Sabon Birni Local Government Area of Sokoto State, Ishaka Abdullahi, was on Monday, arraigned before Justice Malami Umar Dogondaji of the state high court for fraud. Abdullahi was arraigned by the Sokoto zonal office of the Economic and Financial Crimes Commission (EFCC) after investigators traced school feeding funds to bank accounts linked to him. Trouble started for Abdullahi following intelligence that established that the nationwide Home Grown School Feeding Programme (HGSFP) of the federal government for primary school pupils, has been hijacked by some fraudulent elements in Sabon Birni Local Government for which the Commission's investigations revealed that one Hassi Abdullahi, who was appointed one of the cooks in the programme and had a Union Bank account number 0077129142 died on March 18, 2019, yet funds were still being channeled to her account from the HGSFP account, totaling N429,000.00 (Four Hundred and Twenty-nine Thousand Naira) which was fraudulently withdrawn (The whistler 2020). At the junior secondary school education, report has it that the Economic and Financial Crimes Commission, EFCC, on Monday arraigned a former Secretary to the Government of Edo State, SSG, Simon Imuekeme, and three others before the Edo High Court on an eight-count charge that borders on diversion of N113 million allocated for a particular project in the state. They were accused of fraudulently diverting the said sum to a project not covered by the intervention funds allocated by the State UBEC (Premium time 2014). Obi (2014), reported that funds allocated for secondary schools for capital projects were allegedly diverted. At the higher institutions, Ahmodu, & Sofoluwe, (2018), observed that Nigerian Universities have now become an ivory tower in the throes of corruption scandals where things are no longer at ease, corruption allegations mounted on top officials of the Nigerian Universities are fingered in financial offensiveness and maladministration. Ahmodu, & Sofoluwe (2018), further observed that, corruption manifestation in Nigerian Universities include; bribery, embezzlement, money laundering, financial misappropriation, falsification of academic records, non-remittances of tax or

money collected, contract inflation and ghost worker syndrome. No meaningful educational administration can take place in a corrupt educational system. Njideka, Esther & Confidence (2015) and Ayobami (2011) pointed out that corruption can be systematic in nature but in a long run will affect the whole life of an institution or society. Corruption can therefore limit the goals of an institution thereby resulting to wastages. Some of the funds made available for the provision of quality education are sometimes diverted for selfish use while in other cases, the budget for the educational sector are misappropriated. This has given rise to the inadequacy of funds for managing the secondary level of education (Njideka , Esther & Confidence 2015).

3.5. Insecurity

Insecurity is a major problem preventing effective educational administration in Nigeria. Nigeria as a country since 1999 is facing security problems which are affecting the entire economy especially the educational institutions. The various insurgency, Banditry and Kidnapping are targeted at the educational institutions. Many educational institutions ranging from the primary schools to the higher institutions have received one form of attack or the other. Ogunode (2021) observed that insecurity in educational institution implies that human resources within the educational institutions will lag behind due to fear, threat and lack of peace to carry out their respective functions. It gives rise to a situation where both school administrators, teachers, non-teaching staff and students are in the state of fear regularly. Security challenge is a major problem facing the secondary schools in Nigeria especially in the Northern part of the country. Insecurity has prevented effective administration of secondary school programmes in the country. Many school administrators, teachers, non-teaching staff and students have been killed. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by Boko Haram sects. Insecurity have affected all the educational institutions in Nigeria. Ogunode (2020) submitted that Insecurity is one of the major problem facing the administration of primary schools in Nigeria. Effective administration of basic education in Nigeria is frustrated by the security challenges facing the country especially the Northern part of the country. Many Basic schools have been closed down. Educational managers cannot travel to areas where they are supposed to travel for administrative functions because of insecurity. One of the most security challenges facing the country is the Boko Haram group. The militant group, Boko Haram, has carried out violent attacks in the North-Eastern part of Nigeria. Thousands of Nigerians have been killed, and many more have been forced to flee their homes. At the higher institutions, World Bank (2018) disclosed that since 2009, Boko Haram has been in conflict with the Nigerian government, affecting nearly 15 million people. So, what has been the impact of Boko Haram on education in Nigeria, particularly in the Northern region? The quick answer is: quite significant. Boko Haram has targeted the Nigerian education system, assaulting schools, students, and teachers in North-East Nigeria and disrupting access to education and social services, especially for young people. Teachers have been threatened, and in some cases, killed. Schools have been damaged and destroyed, and often transformed into shelters for internally displaced people (IDP). Schools that remain in operation across Borno, Adamawa and Yobe states are overcrowded and unable to meet the needs of the host population and the IDP. The cable (2018) reported that the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's North-East since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. "In North-Eastern Nigeria, as at late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009," the report read in part. "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. Reports indicated it had killed almost 2,300 teachers. The education needs assessment observed that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups

or military in close proximity.” UNESCO lamented the shortage of qualified teachers in the North-East, stating security and poor remuneration as reasons why the teachers are emigrating from the region. “Ongoing safety concerns, coupled with teacher salaries that do not cover even basic expenses and delays in payment, perpetuate a shortage of qualified teachers,” UNESCO added. Insecurity is a challenge to the development of secondary school education in Nigeria.

3.6. Weak Administrators

Many school administrators appointed by the government to head the various educational institutions in the country are weak and lacks the leadership and administrative competence, skills and ability to manage the various educational institutions towards realizing their objectives. Many people who are appointed as minister, commissioners of education are not professional in education. Some Directors, School administrators appointed to manage educational institutions are mis-fit and this is affecting the administration of education in the country. At the higher institutions, Taiwo (1980) in Ekaette (2001) observed that a lot of higher education system managers do not poses the charisma, or good human relations needed for effective and efficient leadership. As a result of the poor leadership and ineffective style of administration, a lot of programme of activities are not carried out in such institutions such as provision of grant for research and publications, staff welfare is neglected, lack of staff and students control, no vision for the University. Such leaders also do not have the zeal for supervision and monitoring of institutional activities. Abdulrahman-Yusuf M. (undated) opined that poor leadership can be the downfall of school administration. Strong leaders possess the ability to formulate progressive and realistic objectives, devise organizational strategies, maintain regular communication with others and work collaboratively with staff in a positive and encouraging way. Consequently, poor leadership can disrupt the school environment and make it difficult for teachers and students to get what they need out of the academic experience. Ogunode et al (2020) observed that another problem facing the administration of public schools in Nigeria is weak administrators appointed at the various tiers of government to head the educational institutions. Many school administrators appointed to oversee the administration and management of some educational institutions are very weak in term of administration and management. Some of them do not have the qualifications, experiences and the knowledge required to successfully manage such institutions towards achieving set objectives for which the institutions were founded.

3.7. Lack of Data

Ogunode (2021) opined that one of the major function of educational administration is planning of educational programmes and projects. Planning is very vital to the realization of the objectives of secondary school education. Educational institutions must be planned to be able to achieve their objectives and education must be planned too to be able to realize its goals. Data is needed for proper planning and decision taking. Data is very important for planning educational programmes. Without current educational data, planning is impossible. It is very sad to realize that current data on various forms of education in Nigeria are not available. It is increasingly difficult to obtain data with current statistics for assessment due to the fact that current data on the education sector is generally not available in public domain. Ogunode et al (2020), submitted that a major problem facing the administration of public education in Nigeria is lack of current and reliable data for planning. Data is a very crucial instrument for educational planning. Meaningful educational planning cannot take place without adequate, current and reliable data/information. One of the basic challenges facing the Nigerian educational sector is lack of data. There is lack of information on key areas of the Nigerian educational system. This is because educational data is not constantly generated and if generated, the methodology of collection is poor. Many data collection officers in the country lacks the new method of generating data due to poor capacity development. The data collection officers also lack working tools. The attitude of the government towards generating current and reliable data is poor. There are many factors responsible for poor data collection in

Nigeria and they include inadequate funding of data collection agencies, inadequate data collection officers, insecurities, lack of political will, poor capacity development of data collection, official corruption and apathy of government officials towards the release of official information for fear of incurring the wrath of the boss.

3.8. Policies Instability

Another issue that is affecting educational administration in Nigeria is instability of policies. The changes of educational policies are not aiding effective administration of education. Nigeria as a country is characterized with policy instability till date. The changes in the different political administration have led to different educational policies in the country. Odukoya, Bowale, and Okunlola, (2018) observed that policies were abandoned by governors and their predecessors due to lack of funds for continuity. Politics and frequent changes in government negatively affect the implementation of the National Policy on Education. Professor Ajayi, one time Provost of Federal College of Education (FCE) Osiele, Ogun State in Nigeria made this observation: "Within the eight years (1991-1999) that I served as Provost, the nation passed through five different regimes (Ibrahim Babangida till 1993, Ernest Shonekan for less than four months in 1993, Sani Abacha 1993-1998, Abdusalam Abubakar 1998-1999, Olusegun Obasanjo 1999-2007)". He further explained that, within this period, he had to operate under eight Ministers of Education. The same thing happened at the state level. Each of the Presidents, Ministers, Governors and Commissioners had their own different conceptions and policies on education that they tried to implement during their tenure. With such instability in governance, coupled with constant changes in "Ministers of" "Ministers for" and "commissioners for," one should not be surprised at the level of crises the nation's educational system has witnessed over the years. It has been one step forward and two steps backward, (Odukoya, Bowale, and Okunlola, 2018).

3.9. Strike actions

Strike actions by different unions in the educational institutions is another problem hindering effective educational administration in Nigeria. Union like Nigerian Union of Teachers (NUT), Academic staff union of Polytechnics (ASUP), and Academic Staff Union of Universities (ASUU), Academic Staff of Colleges of Education (ASCE) had embarked on strikes severally in in pursuit of best standard practices in Nigeria tertiary institutions . Due to poor working condition majority of these unions always embarked on strike actions. Guardian News Paper Thursday (2021) corroborated this assertion with this report: "The Academic Staff Union of Polytechnics (ASUP) has suspended its 65 days industrial strike with effect from Thursday, following an agreement reached between the union and the federal government." The continuous strike actions by these unions is affecting the administration of education in the country.

3.10. Brain-drain

According to National Open University of Nigeria (NOUN, 2009) brain drain refers to migration of academic staff from institutions in the country to overseas institutions or equivalent institutions where their services are better rewarded. The causes of these brain-drain can be attributed to: low level of academic staff salaries during the past decades; the declining financial attractions of higher education employment in workloads. Many professional teachers are leaving the educational institutions to other professions where their working condition is better. At the primary schools and secondary schools, Durosaro, (2006) opined that there is the problem of attrition in the teaching force and dwindling enrolment of teachers. The teachers' conditions of service are not enticing enough to attract and retain the best of brains in the profession. At the secondary school, Peter (2017) submitted that as for teaching staff in Nigeria primary and secondary school today, the problem is no longer that of unavailability, but that of instability. This does not help the development of the educational system. Because of the comparatively poorer conditions of service for teachers in Nigeria, the tendency for many to take teaching jobs in the

nation's school today, as was the case with their predecessors in later colonial and independent Nigeria, is to use the teaching profession as a stepping stone to other highly esteemed and more attractive jobs. Ajayi and Shofoyeke (2003) lamented that the continued uncomplimentary public perceived image of teachers may not likely attract the right calibre of people to be retained in the teaching profession. Today, there are holders of professional qualifications in Education serving in the banks, customs departments, hotels, immigration, airways and so on. At the higher institutions Ogunode (2021) observed that many academic staff in Nigeria higher institutions are moving out of the institutions frustrating the efforts of the administrators and managers to provide quality education. Institutional deterioration and salary erosion during the past decades have prompted substantial brain drain of academic staff and impeded new recruitment. Odetunde (2004) stated that, "There was mass exodus of many brilliant lecturers that could not compete on political campus arenas from the university campuses. Some left to join the rat race in the business world and others left Nigeria for better services". The mass movement of professional teachers from the various educational institutions in the Country is affecting the effective administration of education because teachers are one of the strongest component of the school system. Their availability in right qualities aid effective administration and their inadequacies hinder effective administration of education as well

4. Way Forward

In order to ensure effective educational administration in Nigeria, the following suggestions are made: government should increase the funding of education, employ more professional teachers, make more provisions for infrastructural facilities, fight all forms of corruption in the educational system, generate educational data regularly, ensure adequate security in all educational institutions, improve the welfare packages of teachers, appoint people with educational administration and planning background as ministers and heads of educational institutions and ensuring that educational policies endure.

1. Increase the funding of education to at least the recommended 26% by UNESCO. This will aid in the provision of both human and material resources needed for the administration of education in Nigeria.
2. More professional teachers should be employed at all the levels of educational system. The primary, junior, secondary and higher institutions across the country.
3. Adequate infrastructural facilities should be provided in all the educational institutions in the Country. The primary, junior, secondary and higher institutions. Special funds should be set aside for infrastructural development in all the educational institutions.
4. The government should deploy the use of information communication technology devices to prevent corruption in the educational institutions. All financial dealings should be done online. The various anti-corruption agencies should be involved in the fight against corruption in all educational institutions honestly and sincerely.
5. Professionals in educational administration and management with vast experiences should be appointed to head educational institutions across the country.
6. The government should ensure that educational data banks are in place for prompt to aid planning of education.
7. Teachers in all educational institutions should be motivated. The salaries and welfare packages for teachers should be made attractive.
8. All agreements reached with different unions across the educational institutions should be implemented. This will help to prevent strike actions in all the educational institutions.

9. The government should ensure that all educational institutions are well secured and more security personnel deployed to guard educational institutions.

Conclusion

Educational administration is vital to the development of education. It is a sub-unit of education that is playing the greatest role in the allocation of both human and materials resources. This paper examined the challenges preventing effective educational administration in Nigeria. The paper used secondary data sourced through online and print materials. Inadequate funding, Shortage of professional teachers, inadequate infrastructural facilities, corruption, insecurity, weak administrators, lack of data, policies instability, strike actions and brain-drain were identified as the challenges preventing effective educational administration in Nigeria. To address this administrative challenges, the paper suggested: government should increase the funding of education, employ more professional teachers, provide adequate infrastructural facilities, fight all forms of corruption in the educational system, establish educational data banks nation-wide, ensure adequate security in all educational institutions, improve the welfare packages of teachers, appoint people with educational planning background as ministers and heads of educational institutions and ensure that educational policies and programmes are stabilized.

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