



Barriers to Effective Public Secondary School Administration in Nigeria and the Way Forward

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Abstract: School administration is an important aspect of any school system. It serves as the engine room of the school. It coordinate all activities geared toward the realization of school objective. Public secondary schools in Nigeria are faced with many challenges. This paper discussed the barrier to effective secondary school administration in Nigeria. The paper used secondary data which were collected from online publications and print materials. The paper concluded that inadequate funds, inadequate professional teachers, inadequate of infrastructure facilities, shortage of instructional materials and insecurity problem are the barriers to effective secondary school administration in Nigeria. The paper hereby recommended that the governments should increase the funding of public secondary schools, employ more professional teacher, provide adequate infrastructure facilities, instructional materials and ensure adequate security in public secondary schools across the country.

Key words: Administration, School, Public secondary school.

Introduction

Secondary school education is an organized education for children leaving junior secondary school. It refers to post-primary school education which is designed for preparing the students for career life. Secondary school education is the education that link the primary school and the higher education. Dubi (2014) viewed secondary school education as education that follows immediately after primary education and before tertiary education. It is also referred to as post-primary school. It is the second stage in formal education. It is an education for the adolescent years, that is, children of 12 to 18 years of age.

The Federal Republic of Nigeria (2013) in its national policy on education defined secondary school as the education children received after primary education and before the tertiary education. The broad goals of secondary education are to prepare the individual for useful living within the society and for higher education. In specific term, the objectives of secondary education according to The Federal Republic of Nigeria (2013) as stated in the national policy on education include (a). provide all primary school leavers with the opportunity foreducation of a higher level, irrespective of sex, social status, religious or ethnic background.(b). offerdiversified curriculum to cater for the

differences in talents, opportunities and future roles. (c). provide trained manpower in the applied science, technology and commerce at sub-professional grades. (d). develop and promote Nigerian languages, art and culture in the context of world cultural heritage. (e). inspire students with a desire for self-improvement and achievement of excellence. (f). foster national unity with an emphasis on the common ties that unite us in our diversity.

The realization of the objectives of secondary school education is hinged on effective school administration. However, it has been noted that school administration in most public secondary schools in Nigeria is faced with many challenges. Musa (2019) submitted that the administration of secondary school administration system in Nigeria has been bedeviled with many problems such as inadequate facilities, inadequate funding among others. It is based on this that this paper is aimed to examine the barriers to effective secondary school administration in Nigeria.

Concept of Administration

Administration in education deals with systematic organization, arrangement, integration, evaluation and co-ordination of both materials and human resources in an effective and efficient ways to realize the general educational objectives (Ogunode, & Abashi, 2020). Administration is the task of overseeing an organization with the optimum use of all the available resources (human and non-human) for achieving its goals and objectives. Administration involves processes such as; planning, organizing, directing, coordinating, controlling and evaluating performance against the stated objectives of the organization (Akinwumi, Yemisi & Alegbeleye, 2021). Ogbonnaya (2003) defined administration as the utilization of institutional resources to actualize the institutional objectives. Administration is the application of organization human and material resources to realize the organizational goals within a set time. Administration deals with arrangement of institutional resources to coordinate and actualize the institutional goals. Administration in its totality is a process which entails the utilization of human, financial and material resources in maximizing the realization of goals and objectives. Akpakwu (2012) submitted that administration is defined as that function of industry which is concerned with the determination of the corporate policy, the co-ordination of finance, production and distribution and the settlement of the structure of the organization under the ultimate control of the executive.

Sergiovanni et al. (1992), opined that administration generally is the process of working with and through others to accomplish organizational goals efficiently. Remasay (1999), viewed administration as a generalized type of human behaviour found in an organization. It is a process through which decisions are reached. Administration is the process of directing and controlling life in any social organization such as schools or in an industry. Allocating resources in administration as described by Okumbe (1998) and managing people could be a difficult task to perform if the administrator is irresponsible.

Oyedemi (2015) defined effective administration as the ability of the organization's leader to effectively link the various organizational units and ensures the smooth communication and transmission of information from one part to the other. Effective administration is a multi-dimensional concept which showed the core strategies of the administrator in managing efficiently the operational functions, correspondences, and activities in achieving goals within a stipulated time according to the policies and laws of the organization. The administration is very germane to the realization of the school's objectives. The success of the school system depends largely on how the administration of the school is handled. The teachers, students, non-teaching staff, and resources must be efficiently arranged, monitored, and controlled so that they would work harmoniously according to the (educational plan) (Noun, 2008).

Administration takes different dimensions such as educational administration and school administration. Educational administration look at education at macro level. Educational administration is the study of education as a whole from the national level, state level and local government level. Hoy and Miskel (2001) defined educational administration as the process by which principles, methods and practices are used in educational institutions (as organisation) to establish, maintain and develop such institutions in line with the goals. Educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals (Kimani, 2010).

Ogunode (2020a) stated that educational administration is the application of educational resources to achieve educational goals. Educational administration is the act and process of using resources in an effective and efficiency ways to attain the various objectives of educational institutions. Educational administration deals with the planning and organizing human and materials resources to realise the goals of educational institutions. Educational administration is the systematic arrangement of educational input in an operational means to achieve the set goals of educational institution. Nwiyi (2018) viewed educational administration as concerned with integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a program of an educational institution. Osai and Kalagbor, (2017) defined it as the process of identifying, mobilizing and utilizing scarce human and material resources relevant in education for the purpose of achieving specific educational goals efficiently and effectively. Educational administration according to Okoroma, (2016) is the process that involves a careful and systematic use of methods, principles, plans and procedures necessary to achieve the educational objectives.

Okoroma, (2016), outline the objectives of educational administration as follows: (1) to provide proper education to students, (2) to ensure adequate utilization of all resources, (3) to ensure professional ethics and professional development among teachers, (4) to organize educational programmes for acquainting students with the art of democratic living and giving them excellent training in democratic citizenship, (5) to mobilize the community, (6) to organize co-curricular activities effectively for developing talents of students and work efficiency of educational teachers, (7) to get the work done, (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, and (10) to ensure qualitative improvement of education.

Gift (2018) is of the opinion that the features of Educational Administration includes the following: (1). Educational administration doesn't refer to any single process rather different processes or aspects constitute administration. These are planning, organizing, directing, coordinating, controlling, staffing and evaluation. (2). Educational administration is a non-profit making task. (3). Educational administration is primarily a social enterprise as it is more concerned with human resources than with material resources. (4). Educational administration is more of an art than a science. The reason is that human relationship prevailed here can't be maintained by any set of formulae. (5). Educational administration is similar to general administration in many ways, but it is also dissimilar to general administration in many more ways. (6). Educational administration is a complex affair.

Kalagbor (2017) stated that the following activities and programmes come under the scope of educational administration at the institutional level: (a) Deciding the purposes of the institution or school, (b) Planning for academic or curricular and cocurricular activities, (c) Preparing the time table and the time schedules for various activities, (d) Assigning duties and responsibilities to the staff members, (e) Organizing curricular and co-curricular programmes, (f) Directing and motivating the

staff of the institution, (g) Coordinating by efforts of people to achieve the purpose. h. Exercising control over the staff,(i) Conducting periodical reviews about the progress, achievements and failures of the institution,(j) Taking measures for staff development,(k) Maintaining order and discipline,(l) Management of materials(m) Management of finance(n) Maintaining records and registers up to date, (o)Maintaining human relationships,(p) Supervision of the work of teachers and other employees(q) Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well.

School administration is the internal arrangement of school resources to the implementation of school programme. School administration look at education from the specific educational institutions. School administration is the internal activities that deal with coordinating of school programme for optimum performance. Sang, Valcke, Van Braak, and Tondeur, (2010) observed that school administration has an essential role in ascertaining that education is put across to students as recommended .Hennessy, Harrison, and Wamakote, (2010) submitted that the school administration is also tasked with the responsibility of overseeing student enrolment in the school, finance availability to sustain the daily school activities, educational resources availability to the school, as well as human labor to facilitate school administration. School administration has to monitor and record all the school activity details manually in the school books and records (Alexis, 2003). Okereke (2008) stated that school administration involves managing, administering the curriculum, teaching, pastoral care, discipline, assessment, evaluation, and examinations. He added as part of school administration: resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, and running meetings. These functions are complex and to efficiently and effectively perform them requires the appropriate tools and resources. Akinwumi and Jayeoba (2004) defined school administration as the scientific organization of human and material resources and programs available for education and using them systematically and meticulously to achieve educational goals.School administration is the process by which principles, methods and practices of administration are applied in educational institutions to establish, maintain and develop such institutions in line with the goals of the institutions. School administration specifically deal with coordination of all activities and programme in the institutions towards realization of school goals. School administration is the use of school resources for the achievement of school objectives.

Ogunode and Ahaotu, (2021); Ogunode, Ahaotu and Obi- (2021) stated that one of the major objectives of school administration is to integrate and coordinate all the physical and human resources efficiently towards a common goal. The physical resources mainly contribute to building equipment and instructional materials. The human resources that school administration deals with include; students, 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, the role of the teacher, rules and regulations etc. These elements are “parts, made into the whole” and are components brought into a harmonious relationship. So the purpose of school administration is to fulfil different purposes which are known as the objectives.

The objectives of school administration according to Ogunode and Emmanuel (2020) include to: realize the goals of the educational institutions, coordinate the activities and programme of the schools, reduce educational wastage within the educational institution, effectively allocate the limited educational resource for the actualization of the school objective, coordinate the students’ extra-curriculum programme in the school, and enhance the professional development of teachers and the non-teaching staff. The major objective of school administration is to ensure that the various

educational institutions are implemented as planned. School administration ensures that all teaching and non-teaching staff are well supervised to do their works effectively.

School administration covers the following; school planning, organizing, controlling, coordinating and evaluating performance, decision making, curriculum development and planning, school plant management, students activities, teachers' programme, human capacity development, school-community relationship, academic calendar planning, extra-curriculum programme, school discipline programme, school sport, school examination and school security. School administration involves practical organization and arrangement of school work schedules in effective ways using administrative structures to implement school programme and realize the school objectives whereby posts are created and assigned for the optimal performance of the school. School administration include; decisions making, forecasting, school objectives, programming school activities, budgeting, establishing and interpreting policies, examination, sporting activities, prize-giving/ graduation ceremony, maintenance of school plants, time-tabling, distribution of functions to teachers, disciplinary procedure for both teachers and students, acquisition and distribution of instructional materials for the school among others.

School administration operates in different forms of educational institutions. School administration occurs at the early child administration, primary school administration, secondary school administration and university administration etc. Secondary school administration is the internal organization of human and materials resources within in the school for the realization of school goals. Secondary school administration is the practical arrangement of school resources to the implementation of school programme for the achievement of school objectives. Secondary school administration is aimed at improving teachers' job performance and students' academic performance in the schools. Teachers job performance refer to the level of attainment of instructor' tasks and assignments in the school. Teachers' job performance is the extent to which the instructor carry out the assigned responsibilities in the school. Teachers' job performance is the act or process by which the teachers execute the official responsibilities in the schools.

Teachers' job performance include writing of lesson note, lesson plan, organization of instrument materials, assigning of test and examination, marking, representing of school, extra-curriculum activities and motivation of students. The teachers' job performance are all activities and programme the teachers carry out in the school and the extent to which the activities are achieved. Teachers' job performance is the degree by which teachers executes their official responsibilities in the school. Teachers' job performance is capacity to effectively inculcate the three domain such as concerned cognitive, psychomotor and affective on the learners. Teachers' job performance covers the roles of the teachers to substitute the parents roles in the schools. Teacher's job performance is the duties performed by a teacher in a particular period in the school system in achieving organizational goals (Obilade as cited in Selamat & Tautig, 2013). Teachers' job performance could be measured through teachers' job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility. Agwu (2001), noted that the job performance of teachers is very crucial because the success or failure of the school system depends on it. The job performance of the teachers is very important for the school development. The teachers are key to the attainment of school objectives. Bassey, Isangedighi and Ubi, (2011) observed that teachers spent time and took pain in preparing and delivering of lessons; had full control of both the students and the school in terms of school discipline. Teachers then had mastery of subjects, exhibited high intellectual ability, were broadminded and imaginative as well as were open to experience, sympathetic and hard working. Teachers were seen to be serious with their job particularly the manner in which they carried out their classroom teaching, provided regular

assignment, kept students' performance records, administered examinations under strict supervision, this made teaching profession an enviable one.

There are many factors that enhances the teachers' job performance in the schools. Some of these factors include availability of instructional materials, adequate supervision, training and retraining programme, adequate infrastructure facilities, teachers' qualifications, experiences, motivation and team work relationship etc. Students' academic performance is the level of achievement the students attained through academic activities in the school within a set time. Students' academic performance is the extent of positive changes that a learner received within a period of time in the school. Students' academic performance can be defined as learners' capacity to approaching and solving academic problems confidently as well as having the power with resilience spirit in the stiff competition for space in academic matters. Students' academic performance is the maximum effort made by a students in an examination which is translated into grades or positions as distinction, excellence, credit and merits. Academic performance refers to a student's success in achieving educational goals and reflects how well students achieve the standards set by an academic institution or by the local educational authorities (Steinmayr, Meißner, Weidinger, & Wirthwein, 2014). Ijaiya (2004) asserted that student academic performance refers to the standard which students should be able to know and be able to do. For Ogunsaju (2004), student academic performance has been a major determinant of schools' effectiveness.

Foster and Young (2004) conceptualized student academic performance as the parameter for determining the worth and carrying capacities of the students. Abdul (2002) considered academic performance as the students' level of attainment in the grade point average of courses offered in their yearly examination. In other words, it is the outcome of students' assessment through comprehensive, systematic, diagnostic, progressive, formative, summative and cumulative evaluation of what they had gone through in a school setting. It is the main focus in the overall educational performance. Oloyede (2008) classified students' assessment into three areas (i) cognitive (ii) affective and (iii) psychomotor. The first type of assessment is typically academic. The second is adjustment while the third entails the development of motor skills. Furthermore, students' academic performance is the achievement of student learning, mastery of curriculum and acquisition of social skills that help students to become useful and relevant in their respective societies.

There are many factors that enhance the students' academic performance in the schools. Some of these factors include students' parent socio-economic factors, teaching methods, school environment, availability of instructional materials, adequate supervision, training and retraining programme, adequate infrastructure facilities, teachers' qualifications, experiences, motivation and team work relationship etc.

School administration is the process of arranging all educational resources, putting each resource where it ought to be used and coordinating both the human and materials resources for purpose of realizing the objectives of the school. School administration also deals with the effective and efficient utilization of school resources to actualizing the school programmes (Ogunode, Lawan, Gregory & Lawan2020). Ogunode, et al (2020) opined that school administration look at the effective allocation, supervision and organization of school resources to realize the objectives of the educational institutions. The objectives of school administration include; to plan the educational programme, to design policies to direct the implementation of educational programme, to organize curriculum for the school, to eliminate educational waste, to ensure effective allocation of education resources, to ensure effective supervision of educational resources and to ensure deliver of quality education.

Barriers to Effective Secondary School Administration in Nigeria

For the purpose of this paper, inadequate funds, inadequate professional teachers, inadequate of infrastructure facilities, shortage of instructional materials and insecurity problem would be considered as the barriers to effective secondary school administration in Nigeria.

Inadequate Funds

The major issue in secondary school administration in Nigeria is shortage of funds. Mohammed, Ogunode and Yahaya (2021) opined that school funds refer to monies made available for administration of schools. School funds is viewed as those funds that belong to the school for the purpose of deploying it for implementation of school programme. Funds is very important in the school administration and management. School administration cannot be possible without availability of funds. The amount of funds available for school administration determines the level of the school administrative programme. Adequate funding of school aids the school administrators to carry out the programme on time. Inadequate funding is one of the major challenges facing the administrators of Nigerian secondary schools. The budgetary allocation for the secondary school administration is inadequate. Funds released for internal school administration is inadequate to implement the programme of the secondary schools. School administration in Nigeria is very cost intensive. Large amount of monies are needed to provide the services that will aid delivery of academic activities. Olowonefa and Ogunode (2021); Ogunode (2021b) and Okoroma, (2016) observed that the problem of inadequate funding is affecting the secondary school administrators in Nigeria. Ogunode (2021b) identified lack of political will to implement UNECSO 26% recommendation for education, mismanagement and corruption, oil price and inflation as factors responsible for shortage of funds in the secondary school administration in Nigeria. The inability of the secondary school administrators to access adequate funds to manage and administer the secondary school across the country has affected the effective secondary school administration.

Inadequate Professional Teachers

Ogunode (2021a); Ogunode (2021b) and Olowonefa and Ogunode, (2021) observed that teachers are fundamental to effective delivering of teaching programme in the educational institutions. The teachers' place in the educational institutions cannot be replaced. Teachers are the implementer of the curricular. The teacher plans the lesson, organizes the instructional resources and deliver the lesson. The teachers ensures the students learn the right knowledge and skills through the process of teaching and learning. Teachers are found in all the educational institutions. It is unfortunate that as important as the teachers to the development of education, in Nigeria, the professional teachers are not adequate in most public secondary school for effective school administration. The school administrators need the right quality and qualified teachers to deploy for teaching in the school (Audu & Ogunode 2021; Atiga, & Ogunode 2021). School administration depend on the quality and quantity of teachers available for the implementation of the curriculum. The shortage of professional teachers in majorities of the public secondary in Nigeria is a barrier to effective school administration. It has been observed that many school administrators in the public secondary schools in Nigeria do not have adequate teachers to deploy for teaching programme. This problem have affected effective school secondary school administration in Nigeria. Ikgbusi and Iheanacho, (2016) observed that many secondary schools are understaffed and are still facing inadequate subject teachers, in other words, most principals are forced to teach some classes in addition to their official work of administration.

Inadequate of Infrastructure Facilities

Ogunode (2021b) observed that inadequate infrastructural facilities is a barrier to effective school administration in most public secondary school in Nigeria. Nwafor, Uchendu, and Akani 2015 cited Sullivan and Sheffrin (2003), noted that infrastructure is products, services and facilities

that are needed for an institution to function. It therefore means that the ability of the school system to achieve her objectives depends on the availability of these products. Infrastructures are very important for learning to take place in any educational institution. Eseyin, Okafor and Uchendu (2014) opined that “Infrastructures play a significant role in the provision of quality education in any nation”. They aid in the dissemination, assimilation and transmission of knowledge. However, when funds are not available for the provision and maintenance of these facilities, it could result into a dilapidation of existing structures as a result of wear and tear and lack of maintenance. Nwafor, Uchendu, and Akani (2015) posited that availability of facilities such as libraries, laboratories, workshops, comfortable hostels etc are necessary for a productive learning. These facilities make it easier for teachers and students to carry out their basic responsibilities in the school. Students need learning materials to learn well while the teachers also require teaching aids to be effective. However, in a situation where these facilities are not available for self development, the performance level of both teachers and students will be very low. It is unfortunate that many public secondary school do not have adequate infrastructure facilities. Mohammed, Ogunode and Yahaya (2021) observed that many school administrators of secondary school in Nigeria do not have adequate infrastructural facilities to deploy for implementation of teaching programme. Many public secondary schools do not have adequate classrooms, tables, chairs, offices, water, electricity, internet services etc. Alagbu, (2003) observed that administration of secondary school is becoming difficult due to inadequate infrastructural facilities. Ogunode and Agor (2021) concluded causes of inadequate infrastructural facilities in Public Secondary Schools in Nigeria include; inadequate funding of secondary schools, poor infrastructural facilities planning, poor qualities of infrastructural facilities, institutional corruption, ineffective monitoring and evaluation of infrastructural facilities, increased in student population and damages of facilities by students of secondary school.

Shortage of Instructional Materials

Ogunode (2021b) submitted that instructional materials are educational resource that teachers employ to present their lessons with the aims of making it simple for the learners. Instructional materials are organized educational resources that make teaching interest for the learners. Instructional materials are materials that makes students comprehend what the teaching is teaching more. Instructional materials are key component of educational institutions that help to simplify teaching. Instructional support the implementation of teaching programme in the schools. The school administrators need the instructional materials adequately to supply to the teachers. It is unfortunate that these instructional materials are in shortage in many public school in Nigeria (Ogunode 2021b; Ike, 2017; Ikgbusi & Iheanacho 2016). Adeleke (2015) reported that inadequate instructional materials is one of the problem facing the Nigerian educational institutions because schools administrators are not provided with adequate funds to buy the different instructional materials teachers need to implement the teaching programme with. Ogunode (2021b) concluded that as important as the instructional materials to the implementation of teaching programme in the secondary schools that many secondary schools in the country do not have adequate instructional materials. Many teachers in the secondary schools teaches without using the necessary instructional materials because they cannot access them in the schools. The shortage supply of the instructional materials have affected effect school administration in the Nigerian secondary schools.

Insecurity Problem

Insecurity challenges in Nigeria have affected school administration especially the public secondary schools. School administration is realized under a peaceful and stable teaching and learning environment. Ogunode (2021b) noted that insecurity in educational institution implies the human resources within the educational institutions are in the state of fear or threat and lack peace to carry out their respective function. It is a situation where both school administrators, teachers, non-

teaching staff and students are in the state of fear. Insecurity challenge is another major problem facing the secondary schools in Nigeria especially in the Northern part of the country. Insecurity have prevent effective administration of secondary school programme 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 members. Secondary school programme have been disrupted due to closing down of school in Northeast Nigeria.

Implications for Decision Making

Conclusion and Recommendation

The paper discussed the barrier to effective secondary school administration in Nigeria. The paper concluded that inadequate funds, inadequate professional teachers, inadequate of infrastructure facilities, shortage of instructional materials and insecurity problem are the barriers to effective secondary school administration in Nigeria.

The paper hereby recommended that the governments should increase the funding of public secondary schools, employ more professional teacher, provide adequate infrastructure facilities, instructional materials and ensure adequate security in public secondary schools across the country.

1. The government should be committed to the adequate funding of public secondary education through appropriate budgetary allocation for the sustenance of secondary education in the country. The government should consider an upward review of the educational budget to meet up with the 26% allocation recommended by UNESCO and above.

2. The government should employ more professional teachers. This will help to realize the objective of secondary school administration.

3. The government should provide adequate infrastructural facilities like chairs, table, desks, water, electricity, ICT facilities, classrooms, administrative offices, libraries, laboratories and whiteboard. This will help to aid effective school administration,

4. The government should provide adequate instructional materials to public secondary schools. This will help to improve the quality of secondary school education.

5. No any meaningful secondary school administration can take place under an insecure learning environment. So, the government should increase the funding of security agencies and ensure adequate security men are deployed to secure public secondary school across the country.

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