



## Problems in Educational Administration in Nigeria and Way Forward

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**Abstract:** This paper examined the problems faced by the educational administration in Nigeria. Primary and secondary data were employed. The data were collected from both print and online publications. The paper identified poor funding, shortage of professional teachers, corruption, inadequate infrastructural facilities, insecurity, weak school administrators, political instability and brain-drain as problems hindering effective administration of education in Nigeria. The paper recommended adequate funding of education, employment of more professional teachers, provision of adequate infrastructure facilities, adequate security in schools, motivating the teachers and tackling corruption in the ministries through effective monitoring of school funds by the various anti-corruption agencies in the country.

**Keywords:** Administration, Education, Schools.

### Introduction

The Nigerian educational system is the largest in Africa. The Nigerian educational system comprises the basic education, junior secondary school education, senior secondary school education and the higher education. According to WENR (2017) Nigeria's education system encompasses three different sectors: basic education (nine years), post-basic/senior secondary education (three years), and tertiary education (four to six years, depending on the program of study). According to Nigeria's latest National Policy on Education (2013), basic education covers ten years of formal (compulsory) schooling comprising of seven years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education. At the tertiary level, the system comprises a university sector and a non-university sector. The latter is composed of polytechnics, mono-technics, and colleges of education. The tertiary sector offers opportunities for undergraduate, graduate, and vocational and technical education. The federal, state and local governments administered education. 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 state (secondary) and local (elementary) governments.

The realization of educational system hinged on effective administration, funding and planning. Administration is key in the attainment of educational programmes and objectives. Educational administration is an aspect of education that deals with arrangement of human and materials resources for the implementation and achievement of educational goals. Educational administration in Nigeria is faced with many challenges and that is why the education as a whole is having issues and problems. It is important to x-ray the various problems militating against effective administration of education in Nigeria.

### Concept of Educational Administration

Ogunode (2021) sees Educational administration as the systematic way of arranging educational resources to actualize the objectives of educational institutions. Gift (2018) defines 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 programme of an educational institution. Kalagbor (2017), views educational administration 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. For, Nwankwoala (2016), educational administration is a broad umbrella encompassing a number of processes such as: planning, coordinating, controlling and being involved in other management processes and contribute to formulation of policies. In order to achieve these goals, the head of the educational organization plans carefully various programmes and activities. The educational organization may be a school, college or university. The head organizes these programmes and activities with co-operation from other teachers, parents and students, motivating them and co-ordinating the efforts of staff members as well as directing and exercising control over them. The head evaluates the performance and progress of staff in achieving the purpose of the educational programme, provides feedback to them and brings modification in the plans and programmes of the institution when required. The totality of these processes which are directed towards realizing or achieving the purposes of the school is called educational administration.

According to Kalagbor (2017), 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.

### **Problems faced by Educational Administration in Nigeria**

There are many problems hindering effective administration of education in Nigeria. The following problems; poor funding, shortage of professional teachers, corruption, inadequate infrastructural facilities, insecurity, weak school administrators, political instability and brain-drain would be considered as problems hindering effective administration of education in Nigeria.

#### **Poor Funding**

Inadequate funding is one of the major problems facing the administration of education in Nigeria. Funding is very critical in the school administration. Funds are needed to procure human and materials resources for the implementation of school programme. The budgetary allocation for the administration and management of education in Nigeria is inadequate. Generally, it has been agreed by Ogunode (2021) that educational institutions in Nigeria are faced with scarcity of funds. A breakdown of ten years educational budget in Nigeria indicated that annual allocation for the entire educational sector fell below the UNESCO 26% recommended for education in the developing Countries. Ogunode and Madu (2021) stated that in 2010, 2011, 2012, 2013, 2014, 2015 had N293bn (7.19%), N393bn (9.31%), N453bn (9.15%), N499bn (10.15%), N494bn (10.54%), N434bn (10.71%) and 2016, 2017, 2018, 2019 and 2020 with N431bn (7.52%), N551bn (7.41%), N605.8bn (7.04%), N620.5bn (7.02%) and N671.07bn (6.7%) the budgetary allocation for education for ten years is below the UNESCO 26% recommendation for education. In Nigeria's N17 trillion 2022 budget signed into law at the end of 2021, 7.2 per cent is allocated to the education sector. Ogunode & Onyekachi (2021) identified the factors responsible for poor funding of education in Nigeria to include; short fall in national revenue, competition from other sector, corruption, insecurity, natural disaster and lack of political will to implement UNESCO recommendation on education, and the effects of underfunding education in Nigeria include inadequate infrastructural facilities, inadequate

professional teachers, shortage of instructional materials, poor quality of education, poor capacity development, poor supervision and strike actions.

### **Shortage of Professional Teachers**

Another problem facing the administration of education in Nigeria is inadequate professional teachers. The availability of professional teachers is crucial in the realization of educational administration objectives. Teachers' factors cannot be silent in school administration because the teacher's roles cannot be underestimated. There are shortages of professionals in all the forms of educational institutions across the country and this has affected administration of education in Nigeria (Ogunode & Adamu, 2021; Ogunode & Abiola 2021). 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 Schools across the nation. Also, at the tertiary education level, quality education cannot be guaranteed without adequate academic staff with right skills and qualifications. Many public universities are understaffed. This position is attested to by NUC (2019) document that reveals that there are only 100,000 academic staff members attending to 2.1 million students in Nigerian universities. With 217 universities, 48 of which belong to the Federal Government; 59 owned by states; and 99 by private individuals and organizations, the 100,000 academic faculty members are grossly inadequate to provide qualitative education to the undergraduate and postgraduate populations. It must be noted that the lecturers are not evenly distributed across the institutions (Punch, 2022). According to the NUC data, no federal university scored up to 50 per cent in the ranking of full professors. This implies that no federal university has the number of full professors they require. The quality of teachers determines to a great extent the quality of students' learning outcome. Hence, no educational system can rise above the quality of its teachers. The instructional delivery effectiveness depends greatly on the quality of the teachers, their qualifications, experiences, professional exposure and morale (Akpan, 2011). Teachers are very critical to the success of school administration. They are the implementers of curriculum NEEDS, (2014). And Ogunode & Abiola (2021) concludes that inadequate funding, limited teacher education institutions, corruption, lack of manpower planning, brain-drain and poor motivation are factors responsible for shortage of professional teachers in the Nigerian educational institutions.

### **Corruption**

Institutional corruption is another problem facing the administration of schools in the country. Funds released by the government for the administration of the schools some time ended up in the private hands. Funds meant for the capital and recurrent services in the schools are been diverted by the officials of the ministries. Funds budgeted for different programme in the ministries are been diverted into private banks. Funds meant for the development of education in Nigeria are diverted and mismanaged. The limited funds provided for the operational purposes in the various ministries, department and agencies of education are been diverted and this has affected the administration of education. 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 so soon because of poor-quality education that cannot ensure that children learn (NEEDS, 2014). Transparency International says 66 percent of the money Nigerian governments allocate to education is stolen by corrupt officials. According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). Akinola, & Ogunode (2022); Ogunode & Johnson, (2021); Ogunode & Stephen, (2021) identified reduction of funds for school administration, inadequacy of professional teachers, infrastructural facilities, ineffective school supervision, poor staff development, poor achievement of educational objectives, poor quality education, examination malpractices, ineffective educational planning and poor implementation of educational programmes are the effects of corruption on the educational administration in Nigeria.

### **Inadequate Infrastructural Facilities**

Inadequate infrastructure facilities are also another challenge to effective administration of education in Nigeria. There have been report of infrastructure deficit in all the forms of educational institutions

in the country. Ogunode & Agwor (2020) view school infrastructural facilities as social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. The importance of school infrastructural facilities in the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. The school offices provide a conducive working environment for teachers, the classrooms help the learners to learn while the school fence protects students, the teachers, and school administrators from criminals. The school plant protects the entire human resources from the sun, rain, heat, cold, and snow. Peter (2016); Ebehikhalu, & Dawam, (2016) and Ogunode, Ahmed, Gregory & Abubakar (2020) observe that many educational institutions in Nigeria do not have adequate infrastructural facilities to deliver effective teaching and learning programme in their respective schools and this is hampering effective administration of schools.

### **Insecurity**

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 school administrators, teachers, non-teaching staff and students are in the state of fear. Insecurity challenge is another major problem affecting schools' administration in Nigeria especially in the Northern part of the country (Ogunode 2021b). Insecurity has prevented effective administration of school programme in Nigeria. 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. School programme have been disrupted due to closing down of school in Northeast Nigeria. The cable (2018) indicates that the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast 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 of 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. Nigerian Tribune, (2021) also disclosed that the inconsistency nature of school calendar in Nigerian educational system is no longer news. It is a common occurrence that one higher institution, secondary school or primary school is closed down due to internal crisis or attacks from bandits. Authorities in North-West, Nigeria had shut down more over 4,000 public primary schools across the state, and over 4,000 public secondary schools were among the closed down schools and over 300, 000 to 400,000 thousand students and pupils are at home after the incidence of Chibok school students' kidnap without considering the effects on the internal administration of the school especially the learners. Ogunode & Ahaotu, (2021) and Ogunode, Ahaotu & Obi-E. (2021) identified loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the impact of insecurity on school administration in Nigeria.

### **Weak School Administrators**

Weak school administrators appointed to head different educational institutions across the country have also affected the effective administration of education in Nigeria. Ogunode & Josiah (2021) note that the realization of the educational objectives depends on the quality of leaders appointed to

oversee the affairs of different agencies and para-state of the education in the Country. Educational leadership matters to effectively administer the affairs of educational institutions. Failure in the Nigeria educational system can be traced to the various leaders appointed to head the various educational institutions who are less qualified or do not have experiences in educational management and administration. The government appoints whosoever they think to handle the ministry of education on like the health sector that the minister must be a medical practitioner. Therefore, failure of the government to recognize the education as a profession that must always be handled by an educational expert or administrators is contributing to the problems facing the educational institutions. Ogunode, Ahmed, Gregory & Abubakar (2020) remark that another problem facing the administration of public schools in Nigeria is the weak administrators appointed by 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 terms of administration and management. Some of them do not have the qualifications, experiences and the knowledge required to successfully manage such institutions to a place of glory. At the tertiary institutions, Ajape, et al (2020) notes that many Nigerian University leaders emerged without due process. They are appointed by politicians and many of them are less qualified to handle the academic institutions like the universities. They lack competence, leadership skills, and managerial skills to transform the Universities for sustainability.

### **Political Instability**

Ogunode & Josiah (2021) argues that political instability is another strong reason for the high number of out of school children in Nigeria. The Nigerian political system is characterized with political changes in government. The democratic system adopted by Nigeria permits four years elected government. Every government that comes to power has a political agenda and programme to implement and achieve for their tenure. Ogunode (2021b) opines that political instability is another major problem preventing the effective implementation of educational policies in Nigeria. Political instability is one of the features of third world countries like Nigeria. Many educational policies have been put to hold due to changes in government or administration from one political party to another political party (Ogunode, 2020). For instance, the government of Peoples Democratic Party started a programme titled Almajiri schools project with objectives of reducing out of school children in Nigeria. This programme was suspended by the incoming government immediately they assumed office. Guardian (2022) reported that LEADERS of Arewa Consulative Forum (ACF) have criticized the government for abandoning the Almajiri schools. They also faulted the various northern state governors for not building on the legacy of the past government by building more schools that would help in improving the almajiri educational and social status, rather than allow them fall into the hands of Boko haram insurgents, bandits and kidnappers currently terrorizing the nation. ACF National Publicity Secretary, Emmanuel Yawe, who spoke with The Guardian, lamented how government has allowed Almajiri schools built by past administration rot away, while the Almajiri syndrome has continued to hunt the north. For instance, Yawe said the school built by the Jonathan government along Zaria-Kano road with billions of naira public funds has been left to rot, without any step taken to address the menace of the almajiris in the society. This is a practical example of how political instability is affecting education development in Nigeria (Ogunode & Josiah 2021; Abara, Ogunode & Olatunde-Aiyedun, 2022).

### **Brain-drain**

Brain-drain is another major problem militating against effective education administration in Nigeria. Many professional teachers are leaving the educational institutions due to poor motivation. Ogunode & Josiah (2021) observe that Brain-drain or teacher retention is another problem facing the Nigerian educational institutions. Many professional teachers are leaving the sector to other sector in the economy because of poor motivation. Peter (2016) believes 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 education system. Because of the comparatively poorer conditions of service of teachers in the Nigeria society, the tendency for many teaching in the nation's school today, as 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. In the tertiary institutions in Nigeria, Okoli, et al (2016) argue that Nigerian public universities face rapid faculty exodus or brain drain. Some faculty members abandoned universities for other sectors of the economy where professionals and scientists receive higher salaries and greater social recognition. Peter (2016) submits that teaching is gradually becoming a profession for fresh graduates of universities and colleges of education who are ready to call it quits, without provocation, as soon as they find greener pasture elsewhere. From time to time, therefore, the teaching staff in Nigeria educational institutions is usually unstable. The mass movement out of the educational system is contributing to poor quality of education because the best brains are not retained in the system. Ogunode & Atobauka (2021) identified the causes of brain-drain in the Nigerian higher institutions to include but not limited to; poor salary, unconducive working environment, poor staff development, inadequate infrastructural facilities, strike actions, insecurity and inadequate funding while the identified effects of brain-drain on the higher institutions administration to include; poor quality education, high student-teacher ratio, shortages of academic staff, poor research development and poor programme development.

### Conclusion and Recommendations

This paper discussed the problems militating against effective educational administration in Nigeria. The paper concluded that poor funding, shortage of professional teachers, corruption, inadequate infrastructural facilities, insecurity, weak school administrators, political instability and brain-drain contribute to the problems of educational administrations in Nigeria. To solve these problems, the paper hereby recommended the following:

- 1) The government should be committed to the adequate funding of education in Nigeria through allocating right budgetary allocation to the educational sector. 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 provisional teachers and deploy to all educational institutions across the country to aid effective administration of the schools.
- 3) The government should allocate more funds to provide adequate school infrastructural facilities in the educational institutions across the country to aid effective school administration.
- 4) The government should fight all institutional corruption in the educational institutions through effective monitoring of funds allocated to the ministries of education in the country.
- 5) The government should increase the funding of security agencies and ensure adequate security men are deployed to secure educational institutions across the country especially in the Northeast Nigeria.
- 6) The government should increase the salaries of teachers to prevent brain-drain in the educational institutions.
- 7) The government should ensure qualified school administrators are appointed to head educational institutions.

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