



Problems with Educational Administration in Nigeria and the Way forward

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Abstract: Objectives: This paper discussed the problems facing educational administration in Nigeria.

Methods: The paper employed use of both secondary and primary data to support points raised. The data were sources from national and international dailies, published, unpublished papers and articles and reference materials. Content analysis was adopted for the paper.

Conclusion: This paper concluded inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, corruption, insecurity, lack of current data, poor supervision and weak administrators are the problems facing educational administration in Nigeria.

Recommendations: The government should increase the funding of education, provide more infrastructural facilities and employ more professional teachers in all the educational institutions.

Keywords: Administration, Education, Funding, Instruction, Insecurity, Schools.

Introduction

The responsibility for administering the education sector in Nigeria is shared among the federal, state and local governments. Thus, in the country's constitution, education is on the concurrent list, but the Federal Government is empowered to regulate all its sectors, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on a sector of education. The Federal Government is involved directly in tertiary education. The states take care of secondary education, while the local governments handle primary education. Despite this arrangement, the Federal Government is expected to support the state and local governments in counterpart funding to enhance the quality of education in the country (NEEDS, 2014).

The administration of the education system is shared mainly among the education ministries at the federal and state levels, as well as statutory bodies referred to as commissions. There are commissions established for different subsectors of the education system and are charged with various responsibilities for the subsectors. The FME is responsible for the coherence of the national policy and procedures and for ensuring that the states' policies operate within the parameters of the national policy as adapted for local needs (Moja, 2000). Coordination of policy at the political level is handled by the National Council of Education, the highest policymaking body chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education (NEEDS, 2014).

The state-level education ministries are responsible for the development and implementation of educational policies, management and supervision of educational institutions in their respective states. Specifically, the responsibilities for maintaining all public elementary and secondary schools are vested in the education ministry. Such responsibilities include: determining the salaries of teachers; recruitment, appointment, promotion and discipline of staff; and provision of guidelines on the establishment of new schools and training and re-training of teaching and non-teaching staff. The oversight functions of the Ministry of Education are carried out through a number of agencies. For instance, the State Universal Basic Education Board (SUBEB) is responsible for the management of basic education, while the Teaching Service Commission takes charge of senior secondary education at the state level (NEEDS, 2014).

Tertiary education is under the supervision of commissions set up by law and which operate as parastatals of the FME. For instance, universities are supervised by the NUC, while colleges of education are supervised by the NCCE. The NBTE oversees polytechnic education. These commissions are responsible for policy decisions affecting institutions under their supervision, maintenance of standards through a system of periodic accreditation of courses, distribution and monitoring of government funding, appointment of members of governing councils, and the day-to-day running of the institutions (NEEDS, 2014). Educational administration is faced with many problems in Nigeria. The problems are hindering effective administration of schools in Nigeria. This paper is aimed to examine the problems facing educational administration in Nigeria.

Concept of Educational Administration

Educational administration implies the arrangement of the human and material resources and programme available for education and carefully using them systematically for the achievement of educational objectives (Nwakwo 1987). Thus educational administrator, whether in the ministry of education, the schools board, or in a school is essentially the organiser, the implementer of plans, policies and programmes meant for achieving specific educational objectives. The educational administrator may contribute, one way or the other, in planning, policy – making and programme designing, yet his major role rests with the effective and efficient implementation of such plans, policies and programmes for the benefit of education. Nwankwoala (2016), defines the term as 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. Kalagbor (2017), defines 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. Gift (2018) describes educational Administration as dealing 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 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 the 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 facing Educational Administration in Nigeria

There are many challenges hindering effective administration of education in Nigeria. Some of the problems includes; inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, corruption, insecurity, lack of current data, poor supervision and weak administrators.

Inadequate Funding

The major issue in educational administration in Nigeria is shortage of funds. One of the most serious problems threatening the effective administration of education is that of dwindling level of public funding in the face of rising demands and rising cost of administering education. The poor funding of education affects the performance and the growth of the various forms of education in the country. Educational administration cannot perform optimally without adequate funding. Effective administration of education calls for increased fund initiative from both the government and private sector so as to sustain the tempo and growth of education industry. Investigation by Vanguard (2022) showed that in six years, Nigeria budgeted N3.6 trillion for education out of N55.3 trillion total budget. The period covers the year 2016 to 2021. In 2016, out of the total budget of N6.06 trn, the sum of N369.6 billion or 6.7% of the budget was allocated to public education. In 2017, N550bn or 7.38% was allocated to education out of N7.29 trn budget, while in 2018, N605.8 bn or 7.04 % was given to education out of N9.2 trn budget. In 2019, N620bn or 7.05% was allocated to education out of the budget of N8.92 trn, while in 2020, education got N671.07bn or 6.7% out of N10.33 trn budget. In 2021, N742.5bn or 5.6% was allocated to education out of a budget of N13.6 trn. On the other hand, according to reports by the World Bank, Ghana allocated 23.81% of its national budget to education in 2015, 22.09% in 2016, 20.1% in 2017 and 18.6% in 2018. For South Africa, it has kept increasing allocations to the education sector from R246 billion or 16.7 % in 2018, R310bn in 2019, R387bn in 2020 and projected that it will hit R416bn by 2023/24. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of education in Nigeria (Ogunode, Zhenseh, & Olatunde-Aiyedun, 2022). The factors responsible for inadequate funding of public universities in Nigeria include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of the educational institutions according to (Ogunode, 2020a); Ogunode & Adanna, (2022) include; inadequate infrastructural facilities, shortage of academics staff, poor quality of education, brain-drain and strike action. Also, Ogunode & Onyekachi, (2021) concluded that Nigerian government is not implementing the UNESCO 26% annual budget for education and the factors that determine educational financing in Nigeria include; growth of national economy, world market condition, nature of sources of revenue and Nation's Policy on Education. The problems affecting educational financing in Nigeria include; Short fall in national revenue, compete 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 (Ogunode, Chijindu, & Jegede, (2022) ; Ogunode, Johnson, & Olatunde-Aiyedun, 2022).

Shortage of Professional Teachers

Another problem facing the educational administration in Nigeria is inadequate professional teachers. There are shortage of professional teachers in every form of education across the country and this is affecting the administration (Ogunode & Ahaotu 2020a). 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. A number of challenges have been identified as clogs in the realization of

good access, equity and quality of education in Nigeria. One of these is the critical issue of teacher shortage at all levels of education. There is a shortage of early child education teachers needed to attain the proposed 1:20 teacher-to-pupil ratio. This ratio is far from being met as the current ratio is 1:47. No quality education can be achieved in an educational institutions where the number of students is larger than the capacity of the teachers. To this end, the nation needed to produce a total of 330,033 teachers annually in order to achieve the EFA goal by 2015 (Junaid, 2013). At the public universities, Punch (2022) reports that Nigeria's gaping academics shortfall is raising concerns once again. A recent revelation by the National Universities Commission that there are only 100,000 academic staff members attending to 2.1 million students in Nigerian universities starkly and embarrassingly highlights the parlous state of university education in the country. With 201 universities, 48 of which belong to the Federal Government; 54 owned by states; and 99 by private individuals and organisations, 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. This problem of inadequate teachers in educational institutions in Nigeria according to Ogunode & Paul (2021) is caused by underfunding of the universities, corruptions, brain-drain, poor motivation, unconducive working environment and lack of manpower planning. The implication of shortage of professional teachers in the Nigerian schools include high student –teacher ratio, poor learning, poor delivery of teaching, low productivities and poor quality of education.

Inadequate Infrastructural Facilities

Inadequate infrastructural facilities have been a serious problem hindering effective administration of education in Nigeria. Ogunode (2020) views Infrastructural facilities as those facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Many public schools in Nigeria do not have adequate classrooms, laboratories and offices for both students and staff. The lack of adequate infrastructures in the various educational institutions has posed serious setback in the achievement of educational goals. In educational institutions where there are no adequate classrooms, resource rooms, staff rooms, laboratory facilities, computers. .teaching and learning cannot be effective and efficient. (Abubakar2018). Peter (2019) observes that many schools in nigeria do not have adequate infrastructural facilities to deliver effective teaching and learning. . The factors responsible for inadequate infrastructural facilities in Nigerian educational institutions include; underfunding, increased in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation (Ogunode & Agw.r (2021). The implication of inadequate infrastructural facilities in the Nigerian educational institutions include; poor quality education, poor teaching and learning, low productivities, brain-drain and overcrowdings of lecture halls (Ogunode, & Jegede (2021).

Corruption

Institutional corruption is another problem facing the administration of education in Nigeria. 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 educational institutions are been diverted by the officials of the ministries. Funds budgeted for different programmes in the ministries and for the development of education are been diverted into private banks. public funds meant for the development of education in Nigeria are diverted and mismanaged. Osunyanmi, (2018) opines that Nigeria has been experiencing underwhelming development amidst overwhelming corruption. Education is not insulated from this malaise. Corruption allows a high percentage of the funds allocated to the sector to get diverted into the private accounts of public officials. Hence, the amount being spent on education is much lower than the figure in the budget. The Corruption Perception Index 2016 revealed that Nigeria had a score of 28 The score ranges from 0 for the highly corrupt to 100 for the least corrupt. The country occupied the 136th position among the 176 countries ranked. Concerted efforts are required to tackle corruption so that educational development will not elude

Nigeria. Ogunode, Josiah, & Ajape (2021); Ogunode, & Johnson (2022) identified shortage of funds, increase in the cost of administration, shortage of teachers, inadequate infrastructural facilities, reduction in quality of education, poor quality of learning, poor implementation of education policies, poor capacity development programme, poor implementation of curriculum and ineffective supervision of schools as the effects of corruption on school administration in Nigeria.

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 functions. It is a situation where both school administrators, teachers, non-teaching staff and students are in the state of fear (Ogunode, 2020). Insecurity challenge is another major problem facing the educational administration in Nigeria especially in the South eastern, North western and North eastern part of the Nigeria. Insecurity have prevented effective administration of many school activities in many state across the federation. 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 south east, north-west and North east part of Nigeria. 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 school students, and teachers in Northeast 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 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. Muhammed & Ogunode (2021) concluded that insecurity challenges in North have led to death of teachers and students, affected enrolment and retention of students and also led to disruption of school administration and academic calendar of the schools across the zone.

Lack of Current Data

One of the major function of education administration is planning of educational programme and projects. Planning is very vital to the realization of the objectives of educational institutions. Educational institutions must be planned to be able to achieve its objectives and goals. Data is what is needed to plan and take decisions. Data is very important for planning educational programme. Without current educational data, planning is impossible. It is very sad to realize that current data on various forms of education in Nigeria is not available (Ogunode 2020b). British Council, (2014) submits that access to reliable and complete information on education in Nigeria has for a long time proved difficult. The development of a national database for education statistics has been slow and various data generating agencies (including the Federal Ministry of Education, Universal Basic Education Commission, National Population Commission and National Bureau of Statistics) often used different sample designs, methods of data collection, analysis and reporting, different modes of disaggregation and definitions of indicators. The absence of rudimentary data at school and local level in many areas is often viewed as a crisis, inhibiting the development of effective education planning, monitoring, programming and policy-making. It was challenging to obtain data with current statistics for the assessment mainly due to the fact that current data on the education sector was generally not available in the public domain. Also, NEEDS, (2014) reaffirms the problems when he states that the assessment therefore relied on available data, some of which was more than three years old and had not been updated at the time of the study. The assessment was also limited by the reluctance of government officials to release data or respond to surveys and inquiries despite several

follow-up visits, contacts and reminders. Inadequate data for effective planning is one of the major problem facing the administration of schools in Nigeria. The factors responsible for inadequate data on educational institutions include; poor funding of data generating agencies in the country, inadequate staff, insecurity, weak institution and poor supervision.

Poor Supervision

The importance of supervision at all levels of education cannot be over emphasized. This is because, effective and efficient administration and management of education can only be done through adequate supervision which is the yardstick that checks and balances the management of teaching and learning process as well as quality control in our educational institutions. The issue of supervision has been a frequently discussed matter by the general public in recent times. Worry is expressed by relevant education stake holders especially on the aspect of staff ineffectiveness, poor handling and conduct of examinations, poor maintenance of existing school facilities, indiscipline among staff and students, financial misappropriation etc (Ndubuisi, Ogunode, & Obi-Ezenekwe 2021). The Nigerian educational system consists of the primary school education, junior secondary school education, senior secondary school education, higher education and the other formal and informal education forms. Prominent among these educational institutions are the primary school education, secondary school education and the higher institutions. All these educational institutions seem to face similar problems of poor quality of education. (Ndubuisi, Ogunode, & Obi-Ezenekwe 2021). The academic performance of secondary schools across the states in Nigeria is not encouraging. The standard of education is falling in Nigeria. The present situation of supervision in schools as reported showed there has not been thorough supervision of schools in recent past decades. The present situation shows that instructional supervision of education at every level of education is weak. Educational supervision in the Nigerian educational system has not received maximum attention from the government. Reports from researchers on the level of instructional supervision on the Nigerian educational system are not encouraging. Ezekwensili, (2007), observed that in many schools there are poor or ineffective supervision of personnel and instructional materials. Ogunode, & Ajape (2021) concluded that inadequate funding, shortage of professional supervisors, inadequate supervision materials, political instability, policies instability, poor capacity development of supervisors, corruption, inadequate transportation facilities and insecurity are some of the problems facing supervision of schools in Nigeria.

Weak Administrators

Appointment of weak administrators in the Nigerian educational institutions is another big challenge facing the educational administration in Nigeria. Many educational institutions' administrators appointed to head the schools are not qualified and less exposed to handle the administration and management of educational institutions under them. Ogunode, Pajo, & Akhmedov, (2021) states that one of the challenges facing the administration of education in Nigeria is weak leaders appointed to head the various educational institutions in the Country. Leadership matters when it comes to educational administration and management. Educational institutions leaders appointed to head some of the public educational institutions in the country are very weak, uncoordinated and lack administrative skills and knowledge. Many Director Generals, Chief executives and Executive secretaries of educational institutions do not possess the professional qualifications, skills, 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, no adequate control of staff and students, no vision for the school. Such leaders also do not have the zeal for supervision and monitoring of institutional activities. This can affect the performance of the entire system. workers might result to a non-chalant attitude toward work and hence no sustainability or continuity of good track records of performance in the system. Educational institutions needs leaders that are professional and can develop the educational institutions (24). Udida, Bassey, Udofia, & Egbona (2009) submitted that some individuals appointed as vice chancellors of some university are weak, incompetent and lack administrative potentials; such appointees must possess administrative qualities and must lead by example. The leader must have integrity, must be

knowledgeable, and practice modern types of management leadership styles. He or she must be visionary and ready to adjust to situations in the system. The performance of the administrators should be sustained through proper utilization of human and material resources in the achievement of the institutional goals and objectives. A lot of higher education system managers do not possess 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, no adequate control of staff and students, no vision for the school. Such leaders also do not have the zeal for supervision and monitoring of institutional activities.

Recommendations

Based on the problems identified and discussed, the following are recommended:

- 1) The government should increase the funding of education. The quantity of funds made available during budgeting will go a long way in improving on the quality of education provided. 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 allocate more funds to provide adequate school infrastructural facilities in the educational institutions across the country so that students are not overcrowded in classrooms and teachers have adequate offices to stay. This will create a comfortable environment for effective teaching and learning in schools.
- 3) Teachers are strong member of the educational institutions and their roles cannot be underestimated in delivering quality teaching. No effective administration of schools can take place without adequate provision of teachers. So, the government should employ more professional teachers and deploy to all schools across the country to aid effective administration of the schools.
- 4) No any meaningful school administration can take place in a country where there are insecurities challenges everywhere. The government should increase the funding of security and ensure adequate security personnel are deployed to secure educational institutions across the country.
- 5) The government should fight all forms of corruption in the educational administration through effective monitoring of funds allocated to the ministries of education in the country.
- 6) Data is very important in planning education. Educational planners cannot plan without adequate current data. So the government should generate adequate data for school administrators to enable them plan well education.
- 7) The government should take instructional supervision serious by providing adequate funding for the programme.
- 8) Government should appoint qualified and experienced administrators to head all educational institutions. as This will help to achieve its objectives and goals

Conclusion

The problems facing educational administration were discussed in this paper and it was concluded that inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, corruption, insecurity, lack of current data, poor supervision and weak administrators are the major factors responsible for educational administration in Nigeria. Recommendations were made as the way forward to curtail the problems.

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