

Educational Administration In Nigerian: Challenges And The Ways Forward

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Abstract: *Educational administration is key to the realization of educational objectives. It helps in the systematic arrangement of educational resources to attain the set goals of the education. It is unfortunate that educational administration in Nigeria is facing numerous challenges that is preventing it from achieving its objectives. The aim of this article is to discuss the challenges facing administration of education in Nigeria. The article used secondary data which was sourced from print material and online publication. This article identified weak school administrators, lack of data to plan, inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, institutions Corruption and insecurity as challenges preventing effective administration of education in Nigeria. To address the challenges preventing effective educational administration in Nigeria, the following have been recommended: appointment of competent head for educational institutions, increase the funding of education, provide adequate infrastructural facilities, fight institutional corruption, provide adequate security and generate reliable and creditable data for planning education.*

Keyword: *Administration, Challenges, Education*

1. INTRODUCTION

By 2050, Nigeria is forecast to have 400m people, meaning it will overtake the United States as the world's third-most-populous country. The starkness of this fact (its population is currently about 200m) illustrates the degree to which demography will shape Africa's future (1). Nigeria has a federal system of government with 36 states and the Federal Capital Territory of Abuja. Within the states, there are 744 local governments in total. The country is multilingual, and home to more than 250 different ethnic groups. The languages of the three largest groups, the Yoruba, the Ibo, and the Hausa, are the language of instruction in the earliest years of basic instruction; they are replaced by English in Grade 4(2). Nigeria's vision of education as an instrument for national development is reflected in the National Policy on Education, which states that "no nation can rise above the quality of its education system." The Government relies on education as a springboard for its development and reform agenda. Thus, five main national objectives have been endorsed as the necessary foundation for the National Policy on Education:

- (a) To build a free and democratic society;
- (b) To build a just and egalitarian society;

- (c) To build a united, strong and self-reliant nation;
- (d) To build a great and dynamic economy;
- (e) To build a land of bright and full opportunities for all citizens.

The National Policy on Education defines the structure of Nigeria's education. The published document of the Policy consists of 13 sections that cover critical issues about the educational sector. As stipulated in the National Policy on Education (2004), 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 comprises three years of senior secondary education in either an academic or technical stream. In the tertiary level, the system consists of the university, polytechnic and college of education subsectors. The National Policy on Education addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls' education. Education is organized into nine years of basic education, three years of senior secondary education, and four years of university/polytechnic/college education. According to (3) 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.

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 (4). 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 (3). 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 (3).

The Nigerian educational system at glance. According to a report, Nigeria has some of the worst education indicators globally. The report indicates that Nigeria has about 10.5 million

out-of-school children, which is the largest in Africa in absolute terms. It also identifies inequity and education costs as indices that have contributed to the damning evidence of the state of education. From these indications, it is obvious that Nigeria might not achieve the MDGs of the EFA by the 2015 global timeline in spite of the commitment and efforts of the Federal Government towards the attainment of such goal (5).

The report on 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 (5). According to the (5) report, Nigeria is one of the only 15 countries that are projected to have less than 80 per cent of its primary school-age children enrolled in school by 2015. Nigeria's out-of-school population grew the most worldwide since 2004–2005 by 3.4 million; the country also had the fourth highest growth rate of out-of-school population in the world. (6) In its 2016 report on perception of wellbeing, the United Nations Development Program stated that only 55 per cent of Nigerians were satisfied with the country's education quality, 48 per cent were satisfied with its healthcare quality, and 36 per cent were satisfied with the standard of living. The perception of wellbeing is much better in countries that have much higher quality education. For instance, 83 per cent were satisfied with the education quality in Singapore, 88 per cent were satisfied with her healthcare quality and 84 per cent were satisfied with the standard of living.

At the basic education level. (NPC & RTI International 2011) observed that even when children are in school, a large proportion are not learning. 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 the north remain illiterate by the end of primary school. At the secondary schools level, (7) submitted that the declining of standard of secondary education in Nigeria poses serious challenge to principals, teachers, and students who constitute the primary focus in quality assurance system. It therefore assumes that principals as quality assurance agents in secondary schools need to ensure qualitative service delivery by continuously monitoring performances of teachers as well as students against educational objectives to ensure best practices in inputs and through-put which lead to quality outputs that will meet the yearnings and aspirations of the larger society (i.e. national and international acceptable standard). At the higher education, (8) observed that concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evident by the quality of graduates produced by these institutions. For instance, graduates from Nigerian universities are faced with problem of unemployment upon graduation.

(9) Affirmed that the quality of education offered by higher education institutions in the recent times has deteriorated substantially. (10) Described the situation in our tertiary institutions as “institutional failure” because of skill mismatch. He said skill mismatch is a major concern in Nigeria while (11) submitted that the Nigerian educational system is in mess and needs total restructuring for better performance.

The above submission from different reports shows clearly that there are problems with the administration of education in Nigeria Based on this challenges, this article is aimed to examine the challenges facing the administration of education in Nigeria.

2. LITERATURE REVIEW

2.1 Education

Education deals with knowledge acquisition, training and development of the individual to be able to contribute positively to the society. Education embraces not only school experiences but also indirect or incidental influences which help us to learn, such influences and activities affect our character, behaviours and perceptions. (12), Sees education as an enabling agency by which the Africans could restore their self-confidence, and make those who doubted the humanity of Africans begin to revise their views and learn to respect Africans. From the above, education is a form of training given to the individual that makes him useful in the communities.

2.2 Administration

Administration is act of arranging resources to achieve institutional goals. Administration is the systematic process of applying both human and materials resource to realize the objectives of an organization. Administration is the application and the deployment of organizational resource to towards achievement of organizational goals. (13), Opined that administration is concerned with a variety of tasks. (14), in his own view describes administration as the careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of specific objectives. Administration is very germane to the realization of the school's objectives – indeed, the success of the school system depends largely on 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 (educational plan).

2.3 Educational Administration

(15), 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. 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. (17), 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.

(18), defined Educational Administration as "essentially a service, activity or tool, through which the fundamental objectives of the educational process may be more fully and efficiently realized".

Educational Administration broadly means running of educational institutions, which involves guidance, leadership, and controlling of the efforts of individuals in the achievement of the goals of the institution (19). The objectives of Educational administration is the integration and co-ordination of all the educational resources towards attain the objectives of the educational institutions. The physical resources mainly comprise building equipment and instructional materials. The human resources 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.

(20), 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.

According to (21), 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.

(22), 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.

(23), Emphasizes the success of the entire educational system on proper planning, efficient administration and adequate funding. 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. Educational administration deals with the systematic arrangement of educational resources like human resources and materials resources (instructional materials, equipment, and financial resources) to achieve the objectives of the educational institutions.

Administration of educational institutions are in two forms. The external education administration is handled by the government ministries and agencies. They make policies, plans, allocate and supervise educational. The second one is the internal school administration that deals with the school administrators managing the affairs of the educational institutions under his/her watch. Generally, educational administration have been facing many challenges in Nigeria at the both external and internal administrative.

3. CHALLENGES PREVENTING EFFECTIVE EDUCATIONAL ADMINISTRATION IN NIGERIA

Generally, educational administration have been facing many challenges in Nigeria at the both external and internal administrative. Some of the challenges preventing effective administration of education in Nigeria include: weak school administrators, lack of data to plan, inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, institutions Corruption, Insecurity and

3.1 Weak Administrators

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. Some do not have administrative knowledge or skills. Many Directed General, Chief executive and Executive secretary of educational institutions do not poses 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 University. Such leaders also do not have the zeal for supervision and monitoring of institutional activities. This can affect the systems performance in that, workers can 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). 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. Many times, those who are elected into school administrative positions are faculty who have demonstrated outstanding work over the course of many committed years to the school. However, they may not have leadership experience behind them or understand the fundamental elements involved in academic leadership and the politics that come with it. 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 (25).

3.2 Lack of Data to Plan

Educational administrators need reliable data to make decisions or formulate policies for educational development. (26) Submitted 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. (27) Also observed that one of the most difficult challenges that educational planners face is the issues of inaccurate statistical data. The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Nigerian education systems have failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes. (15) Argued that the process of educational planning in Nigeria is also hampered by the critical problem of inadequate statistical and demographic data. For any meaningful planning to be carried out, statistics is very crucial. However, so reliable a census has been conducted in the country. The census conducted during the pre-independence era, for instance in 1931 and 1952 were confronted with the problem of insufficient funds and lack of trained personnel for any meaningful exercise. There was also the fear of the government using such a census for the purpose of taxation with the result that a majority of the people did not cooperate with the officials for any reliable population figure to be attained. (3) 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. 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.

3.3 Inadequate Funding

Education Finance is an aspect of educational management. It is concerned with revenue allocation, disbursement of funds through budget allocation and alternative incomes into education. The effectiveness and efficiency in the use or disbursement of available funds, have implications for the achievement of school objectives. In Nigeria, funds are made available for different educational institutions to be used for the following purposes: purchase of laboratory equipment; construction of school physical plant; stocking of library; employment of staff and purchase of other facilities in schools Noun (2012).

The major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of a dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of the education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO impacts negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution performance and development aspiration as quality performance is the

veritable instrument for sustenance of education system. This neglect has further precipitated crises in the entire higher educational systems as effective teaching, research and service are no longer taking place seriously (41). On this note, (28), was worried about the funding situation and commented thus: “Our higher institution education systems are in dire need of money.....to cater for both their capital and recurrent needs. For a few years past, the budget have been cut back from year to year by the federal government. This cut back has affected both capital and recurrent expenditures. In many higher institutions capital projects embarked upon are few years ago, are yet to be completed due to lack of adequate funds”. (11) Observed that inadequate funding is one of the greastest challenges facing the ministry of education in Nigeria. A breakdown of budgetary allocation for the ministry of education for one decade shows that the budgetary allocation for the entire ministry of education have been below the recommended UNESCO 20% of the total annual budget for a year. A break-down of Nigerian education budget for decade revealed the following:

Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	8.43 N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

Sourced from (NPC, 2020)

Where by other developing country like Ghana; in the last 10 years, they have never budgeted less than 20 per cent for education. There is South Africa, Egypt, among others. This implication of this is that majorities of agencies and commissions that depends on the ministry of education are also underfunded. All evaluating agencies and commissions operates directly under the ministry of education. The poor funding of all these institutions directly and indirectly affects the programme and activities of the agencies reducing the impact of evaluation in the country. Inadequate funding of evaluating agencies in the country is affecting the programmes and activities of the agencies.

3.4 Inadequate Professional Teachers

Inadequate professional teachers is a major problem preventing effective administration of education in Nigeria. Effective administration is possible when there are adequate professional teachers to deploy to classes and lecture hall at various educational institutions in the country to teach. (3) Submitted that 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. For instance, at the basic education level, the UBEC’s 2012 National Personnel Audit Report revealed gross inadequacy in the quality and quantity of teaching personnel in the nation’s primary and secondary schools. According to the report, there were 564,569 teachers in 59,007 primary schools in the country in 2012, of whom 297,960 were males and 266,609 were females. Also, there were a total of 133,338 teachers, comprising 68,085 males and 65,253 females, in

11,295 junior secondary schools in Nigeria. Considering that there were 20,291,709 and 4,313,164 enrollees in primary and junior secondary schools, respectively, during the personnel audit period, the teacher-to-pupil ratios of 1:60 and 1:37 were obtained for the nation's primary and secondary schools, respectively (UBEC, 2012). There is no doubt that the inadequacy of qualified teachers has negative impacts on the general quality of basic education in the country. In addition to teacher shortage, many other challenges militate against the realization of quality education in Nigeria.

The needs assessment summary report was presented to the Federal Government in November 2012. It identified manpower shortage as one of the reasons why Nigerian universities have been unable to compete favourably with universities in many other parts of the world. According to the report, a combination of infrastructural and manpower challenges is responsible for the sharp decline in scholarship in Nigerian universities. On manpower challenges, the report indicated that as at November 2012, there were 37,504 academic staff in 74 public universities in Nigeria. Considering the number of staff vis-à-vis the student population, the report revealed an unmanageable lecturer-to-student ratio. For example, at the National Open University the academic staff-to-student ratio was 1:363, at Lagos State University the ratio was 1:144, and at the University of Abuja the ratio was 1:122. Kano State University, which was 11 years old at the time of the needs assessment period, had one professor and 25 lecturers with PhD degrees, while Kebbi State University had two professors and five lecturers with doctorate degrees. These statistics revealed wide disparities between Nigerian universities and their counterparts in other parts of the world. For instance, the staff-to-student ratio in Harvard University is 1:4, Massachusetts Institute of Technology has 1:9 ratio and the University of Cambridge has 1:3.

According to the Nigerian education sector analysis report produced for the (29), some of the major issues related to Nigerian teacher education that need attention are:

- (a)The shortage of primary school teachers required to meet the projected population of primary school pupils;
- (b)The extremely high number of pupils in a class for a teacher, which puts the current teacher-to-pupil ratio at 1:76;
- (c)The low number of graduates going into the teaching profession;
- (d)Teachers have become marginalized and the profession is the most impoverished of all sectors of the labour force in Nigeria;
- (e)Poor salaries and benefits for teachers, poor conditions of the work environment, unimpressive access to information and new technology;
- (f)Inequities in the availability of qualified teachers in different states;
- (g)Most current primary school teachers have yet to attain the minimum qualification (i.e. the NCE) as required by the National Policy on Education;
- (h)Most colleges of education offering courses that are neither appropriate nor relevant to the level and needs of most primary school teachers;
- (i)Oversupply of NCE-qualified and graduate teachers in some disciplines and subject combinations while there is a general shortage of teachers in other areas such as physics, mathematics, home economics, business education, technical education, primary education studies, nursery education and computer science;
- (j)Lack of professionally qualified and competent staff in management positions in tertiary institutions;

(k)The serious gender imbalance in some states, particularly the decline in the number of male teachers and their importance as role models. The expansion of free primary schooling and subsequent rapid increase in enrolment has created enormous demands on education systems and significant challenges in ensuring good quality schooling and learning outcomes. Resources are stretched. The number of schools, essential infrastructure, textbooks, teachers and financial resources have inadequately catered for this growth. An additional 1.6 million teachers are needed globally to achieve universal primary education by 2015 (UNESCO, 2014).

3.5 Inadequate Infrastructural Facilities

The lack of adequate infrastructures in the Nigerian educational institutions has posed serious setback in the administration of education in the country. In an institution where there are no adequate classrooms, resource rooms, staff rooms, lack of laboratory facilities, computers and the like; proper teaching and learning cannot be effective and efficient in the system. The problem of inadequate infrastructural facilities is affecting all the educational system. Research has it that the early child education centres in the country do not have adequate infrastructural facilities. At the basic school (30), Observed that there inadequate infrastructural facilities in majorities of the universal basic schools across the country (31), Submitted that there are inadequate infrastructural facilities in the secondary schools across the country while (32), in her study of influence of school physical resources on students' academic performance concludes that, there is significant difference in the academic performance of students in institutions with adequate facilities and those with inadequate facilities. The lack of good buildings or funds to rehabilitate collapsed structures poses threat to the system performance and its sustainability hence education to some extent is falling due to low standard.

3.6 Institutions Corruption

According to the (33) the report released by Transparency International, Nigeria is now ranked 146 out of the 180 countries considered. This is two steps lower from 144th ranked in 2018. Despite Nigeria's anti-corruption campaign, the country has dropped from 144 in 2018 to 146 in 2019 on the annual corruption perception index published by Transparency International. The report revealed that Nigeria ranks 146 out of the 180 countries considered, behind Botswana (34), Rwanda (51) and Mauritius (56) among other African nations. Institutional corruption is one of the factors frustrating effective administration of education in Nigeria. Funds budgeted for capital projects in the educational sector are been diverted for personal use. Corruption practices has penetrated into the educational institutions in the country. (34) Observed that corruption is widespread and endemic in Nigeria. But we know that the problem of corruption is as old as society itself and cuts across nations, cultures, races and classes of people. It is undoubtedly one of the greatest challenges of our times leading to underdevelopment and poor service delivery in Nigeria. Corruption has a lot of negative consequences on every sphere of societal development whether social, economic or political. Corruption not only leads to poor service delivery but loss of lives. Corruption is pervasive in Nigeria with serious negative consequences. Despite the plethora of legislations and agencies fighting corruption in the country, corruption has remained widespread and pervasive because of failure to utilize universally accepted and tested strategies; disconnect between posturing of leaders and their conduct; lack of concrete sustainable anti-corruption programming and failure to locate the anti-corruption struggle within a broader struggle to transform society (34).

Another huge challenge facing administration of education in Nigeria is diversion of educational funds. Nigeria was ranked 142 out of 144 countries on the index of diversion of public funds on the World Economic Forum Index of official corruption. (35), reported that facts have emerged on how the government of Kwara State, in 2016, diverted part of the matching grants released to the state by the Universal Basic Education Commission (UBEC) instead of spending it to upgrade primary and junior secondary schools' infrastructure as provided by the law governing the funds, and an agreement entered with UBEC. (36), also reported that the Federal Government's Home Grown School Feeding Programme which was launched last year in the state was meant to provide free daily meals for pupils in public primary schools across the state. But the programme was halted in the state following the alleged diversion of the funds by the party leaders awarded the contract. (37) Said, "There is largely overwhelming demands among college-age Nigerians. When we were in office, we passed compulsory education from primary to Secondary schools and also imposed taxation on education. DSP, Senators and members of National Assembly, I will appeal to you to look at that law again because there is a defect in the sense that money and fund being given to States to develop education are being diverted. There is need for you to look at the law so that you can amend it in such a way that if a particular state refuses to do the proper thing, it should be penalised. A new public survey released Tuesday by the Socio-Economic Rights and Accountability Project (SERAP) reports high levels of corruption in public institutions in Nigeria for the past 5 years. Of the five major public institutions surveyed, the police emerged as the most corrupt, with the power sector identified as the second most corrupt in the country today. Other public institutions identified as corrupt by 70 per cent of Nigerians surveyed are the judiciary, education and health ministries. The survey reveals that the level of corruption has not changed in the last five years. (38) Observes that the level of corruption in the educational institutions is high and is responsible for the poor administration of education in Nigeria.

3.7 Insecurity

Insecurity is another challenge preventing effective administration of education in Nigeria. Insecurity is one of the challenges preventing effective administration of educational programme in Nigeria. Nigeria since return of democratic government have been facing different forms of insecurities challenges. Nigeria is facing a range of complex conflict and security challenges, although the incidence and causes of violence differ significantly among Nigeria's 36 states. The conflicts in the North of the country, where the majority of out-of-school children exist, include the insurgency of radical Islamists in the North East. Also, as the Sahel and farms encroach on pastures and grazing areas, conflicts between herdsmen and farmers have intensified across Nigeria's "middle belt" (in particular, in Kaduna State). The ethno-religious, inter-communal violence, whether riots or fighting between insurrectional groups and the police, tends to occur at specific flashpoints in the North West, whose populations are religiously and ethnically very mixed. School administrators cannot go for field work in some part of the country due to insecurity problems. According to (39) 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 (UNOCHA, 2017b)," the report read in part. "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers (HRW, 2016). Reports indicated it had killed almost 2,300 teachers by 2017 (UNOCHA, 2017a). "The latest education needs assessment

found 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.”

4. WAYS FORWARD

To address this challenges preventing effective educational administration in Nigeria, the following have been recommended: appointment of competent head for educational institutions, increase the funding of education, provide adequate infrastructural facilities, fight institutional corruption, provide adequate security and generate reliable and creditable data for planning education.

4.1 Appointment of Competent Administrators

To achieve the objective of education in Nigeria, the government should appoint competent heads to manage the various educational institutions in the country. The appointment should be based on track records of performance not just on political consideration.

4.2 Adequate Fund

The following measures are recommended for improved funding of educational institutions:

- a. Government should improve on percentage of her annual budget to education as recommended by UNESCO, which is 26% of the entire budget.
- b. The proportion of budget meant for the education sector should be allocated to the three levels of education based on reliable statistics on enrolment, staff strength, infrastructure, need for training research, and so on.
- c. Parents and other stakeholders should be sensitized on the need to donate to schools in their community generously.
- d. The primary school management board/heads should use grants meant for running the schools judiciously.
- e. Infrastructures such as school hall and school field could be given rented out with token charges.

4.3 Provision of Adequate Infrastructural Facilities

Infrastructural facilities is an important input in the educational system. It will be difficult, if not impossible to realise laudable educational objectives without a functional and adequate physical plant in Schools. Based on this premise, these suggestions are made to solve physical plant problems in primary schools.

1. Renovation of abandoned buildings in primary schools so as to serve their expected purposes.
2. Construction of new structures in schools where there are inadequacies.
3. Establishment of maintenance units in schools so as to ensure regular inspection of physical plant and carry out minor repairs before they get out of hand.
4. The old students, religious associations, parents, philanthropists and nongovernmental organizations (NGOs) should be sensitized on areas where their effort is needed to improve physical plants in Schools.

4.4 Fight Institutional Corruption

The government should fight all institutions corruption in the ministry of education. The government should put in place measures to ensure accountability of funds allocated to the ministry of education. Some scholars have recommended that the anti-corruption fight must be guided by legislative framework for transparent and accountable government; political

will and commitment to fight corruption; comprehensive strategy that is systematic, comprehensive, consistent, focused, publicized, non-selective and non-partisan; protection of Whistle blowers; political reform to curb political corruption especially election rigging; reform of substantive programmes and administrative procedures; mobilisation for social re-orientation; independent media; adequate remuneration for workers to reflect the responsibilities of their post and a living wage; code of ethics for Political office holders, business people and CSOs; independent institutions especially electoral, human rights and gender commissions and a movement for Anti-corruption.

4.5 Adequate Securities

No any meaningful development can take place in the administration of education without security. The government should take giant steps to address the issues of insecurity in the country especially school attack by the insurgent in the Northern Nigeria. The government should also ensure the school safe programme is fully implemented across the states of the federation.

4.6 Generate reliable data for planning

Data is very important in the administration of education for planning purposes. The administrators of education needs reliable and current data to plan the education. To enhance effective administration of education in Nigeria, the government should ensure reliable and creditable data are generated for education administrators.

5. CONCLUSION

This article identified weak school administrators, lack of data to plan, inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, institutions Corruption and insecurity as challenges preventing effective administration of education in Nigeria. To address the challenges preventing effective educational administration in Nigeria, the following have been recommended: appointment of competent head for educational institutions, increase the funding of education, provide adequate infrastructural facilities, fight institutional corruption, provide adequate security and generate reliable and creditable data for planning education.

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