Leadership Challenges in Nigeria Schools

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This paper discussed the challenges school leaders are faced with in the Nigerian schools. Secondary data were organized from both print and online publications. The paper concluded that fund shortage, inadequate professional teachers, shortage of infrastructure facilities, shortage of instructional materials, unstable policies, political influence, insecurity, corruption, overcrowding of classes and brain-drain are some of the obstacles hindering efficient service delivery. Based on these challenges, the paper recommends that government should increase budgetary allocation to schools, employ more professional teachers in the schools, provide more infrastructure facilities, and instructional materials in the schools among other remedial measures.

Keyword: Challenges, Leaders, School

Introduction

The school is a social organization established purposely to handle teaching and learning programme. The School is a collection of building designed for carrying out academic programme with the teachers and students. The school is an institution made up of professional teachers and learners whose purpose of coming together is to carry out activities of teaching and learning.

The school is made of collection of people that includes students, teachers, non- teaching staff and school administrators or leaders. The students are regarded as the king in the school environment because the school system is all about the students. The students are the learning groups in the schools. The students are important stakeholders in the school management. The students learning programme must be given priorities (Ogunode, Olowonefa & Ayoko, 2023).

The teachers are the implementer of the curriculum. The teachers handle the teaching programme in the school. The teachers are professionally trained to deliver the curriculum in the school. The functions of teachers include; lesson planning, lesson presentation, instructional materials planning and gathering, marking of notes, evolution of students, excursion planning and implementation, result preparation and mentoring of students. The teachers' place and roles cannot be underestimated in the achievement of school objectives.

The non-teaching staff are professionally trained to provide support to the teachers in the schools. The non-teaching are professionals in their field whose services are needed to the school. The services of the non-teaching staff cannot be carried out by the teachers. So, the non-teaching staff are also important stakeholders in the school organizational hierarchy. (Abershi & Ogunode 2022).

The school leaders also known as school administrators or managers and are appointed to head the school within a particular time. The school's head leads the others within the Educational institution towards realizing the prescribed goals of the school programme. The school leader is usually called a Headmaster/Headmistress at primary school level, Principal at secondary school level, provost /Rector at the College of Education/ Polytechnic level respectively and the Vice Chancellor at the University level is statutorily an experienced and professional staff of proven track record and integrity selected or appointed to manage the affairs of the schools.

Globally, every educational institution has a leader appointed normally after a competitive screening process to coordinate the activities of the students and teachers towards actualizing the school goals. In Nigerian schools as exemplified in both private and public institutions, leaders are appointed to head the various tiers of educational institutions ranging from the Basic schools to the Tertiary institutions. It has been observed that school leaders in most Nigerian schools are confronted with challenges which acted as a cog in the effective discharge of their duties and subsequently have affected their performance in the office negatively. This paper is aimed at discussing the challenges school leaders are faced with in Nigerian schools.

Theoretical Framework
This paper is hinged on the two-factor theory as advanced by a prominent psychologist that operated in the middle of 20th century. In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".
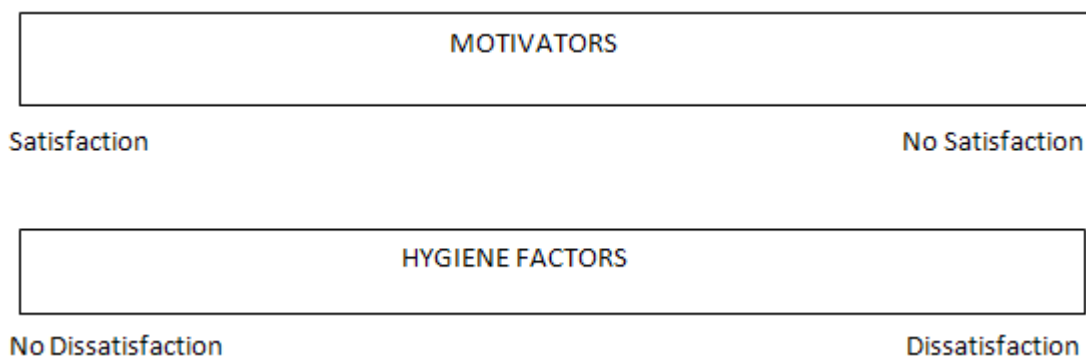

FIGURE: Herzberg's view of satisfaction and dissatisfaction

Herzberg classified these job factors into two categories-
Hygiene factors- Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent or if those factors are non-existent at workplace, then they lead to dissatisfaction.
In other words, hygiene factors are those factors which when adequate/reasonable in a job enviromnent, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work.
Hygiene factors are also called as **dissatisfiers or maintenance factors** as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:
Pay: The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain

Company Policies and administrative policies: The institution's policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.
Fringe benefits: The employees should be offered health care plans (Mediclaim), benefits for the family members, employee help programmes, etc.

Physical Working conditions: The working conditions should be safe, clean and hygienic. The work equipment's should be updated and well-maintained.

Status: The employees' status within the organization should be familiar, respected and retained.

Interpersonal relations: The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

Job Security: The organization must provide job security to the employees to make them psychologically stable.

Motivational factors- According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance.

These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

Recognition: The employees should be praised and recognized for their accomplishments by the managers.

Sense of achievement: The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

Growth and promotional opportunities: There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

Responsibility: The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

Meaningfulness of the work: The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated (Herzbergs theory of motivation: https://www.managementstudyguide.com/herzbergs-theory-   motivation.htm.

The relevance of Two-Factor theory to this paper is that government should or *managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee (school leaders) dissatisfaction*. Also, the managers must make sure that the work is stimulating and rewarding so that the employees *(schools' leaders)* are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the employee's *(schools' leaders)'s* skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

Concept of School Leader

School leaders means different thing to different people. School leader can be referred to as school administrator, school head, head-master, and head-mistress, principal. School administrators at the higher institutions include; Provosts for colleges of education, Rectors for the Polytechnics, and Vice-Chancellors for universities. School leader is a trained and professional person appointed to head the school for the purpose of executing the following functions: planning, organizing, controlling, coordinating and supervising the human and materials resources in order to achieve the general objectives of the schools. (Obemeata 1984) states that a school head is an administrator who is responsible for day-to-day running of a school and also responsible for policy decisions and implementation, as well as strategizing on how best the objectives of the school would be achieved. The functions of a school head, according to Obemeata, is more than mere controlling of the school staff, its finances and curriculum. It also includes the management of resources towards the achievement of educational goals (Ahaotu, & Ogunode, 2021).

(Ogunode (2019) and (Ogunode, Ezema, & Olugbenga, 2022) defined school administrator as the leaders that leads the school community to the direction of realizing the set goals and objectives of the institutions within a time frame. (Cranston 2002) identified the duties of the school administrators to include: the demonstration of a variety of management and leadership abilities and, making complex decisions in collaboration with other staff in the school while (Fadipe 1990) listed the major functions

of the school head to include: interpretation of policy, execution of instructional programmes and the selection, induction and retention of personnel.

Nigeria (NOUN 2008) and (Dubi 2014) outlined the functions of the school administrators as follows: (i) Production and management of resources (human and materials) needed to support organizations and its programme; (ii) Supervision of instructional activities in the school system; (iii) Obtaining and training personnel; (iv) Providing leadership for curriculum (v) Maintaining peaceful co-existence between the school, the community and the external agencies; (vi) Influencing staff behavior; (vii) Discerning and influencing the development of goals and policies; (viii) Evaluating the effectiveness and efficiency or otherwise of the school; (ix) Initiating work activities; (x) Grouping the tasks into activities; (xi) Defining the task to be done; and (xii) Taking remedial action if the objectives are not being met. (xiii) Supplying incentives to stimulate productivity.

Noun (2008) listed the qualities of a School Administrator as follows:
(i) **Tactical:** the school administrator needs some tactics to deal with the subordinates under his direct control. He must be tactical in dealing with the political office holders; he must not be confrontational in his approach at any time.
(ii) **Ability to make decisions quickly:** School administrators are confronted with many issues to decide on, some or many of which require urgent actions. He ensures that the right caliber of personnel are employed, circulars and memos are done by him, students admissions and co-curricular matters are within his schedule. He must be able to make projections, interpolations and extrapolations on figures relating to school enrolment, student teacher ratio, drop-out rate, school facilities etc., and must also be able to cope with the daily tasks as the head of the school**.**
(iii) Delegation of responsibilities and authorities: The school head has so many functions and as such, cannot single-handedly do everything alone. To avoid a vacuum, there is need to adequately involve every member of staff in the administrative machinery of the school by delegating various responsibilities backed by authorities to avoid unnecessary problems and avoidable delays. As a matter of fact, democratization of school administration should be encouraged as this is an avenue for training future leaders/heads of school**s.**
(iv) **Resourcefulness:** The school head must at all times be looking for better way(s) of doing jobs. She/he must be looking for new ways of working, initiating new ideas, suggestions and must be willing to assist others with his/her wealth of experience.
(v) **Good human relations:** there is need for school head to maintain peace and good relationship between the school and various groups in the school as well as between the school and the host community. Other qualities expected of a school administrator are: high degree of enthusiasm, and ability to command respect and confidence.

The responsibilities and functions of the school administrators in the higher institutions are quite different from that of the basic and secondary schools because the administration of higher institutions are more demanding because they are ivory towers and citadels for higher capacity building .In the educational institutions, it is the duty of the administrators to see that he/she manages the institution while at the same time keeping the subordinates/followership happy, satisfied and motivated. It is therefore imperative for educational administrators to equip themselves with leadership skills in preparation to assume positions of leadership to enable them fashion out their own styles or models of leadership (Ahaotu, & Ogunode, 2021).

Administrative competence in terms of availability of skills and knowledge are necessary in realizing organizational goals but in addition to those are the rights to exercise leadership powers and authority on school governance. The school administrator therefore, is often charged with the responsibility of being able to harness the available human and material resources within the organization in such a way that desired school organizational goals can be achieved (Uzoma Aja-2010). Specifically, the basic requirement for effective school administration is inherent in the ability of the principal to positively

influence teachers, students and other members in the society in the realization of educational goals. The role of the administrator (who is often referred to as the principal in Nigeria secondary school system) equally includes being able to translate educational policies into programmes and actions in the school. The success or failure of the school depends to a large extent in his ability and capacity to affect desired educational goals. Thus, his role as an executive head of the school is enormous and therefore brings a lot of challenges in terms of being able to manage not only instructional programmes but also teachers and students of the school to bring about positive change.

Challenges School Leaders are facing in Nigeria

There are many challenges facing school leaders in Nigeria. Some of the challenges includes; fund shortage, inadequate professional teachers, shortage of infrastructure facilities, unstable policies, political influence, insecurity, shortage of instructional materials, corruption, overcrowding of classes and brain-drain.

Fund shortage

School leaders in Nigerian schools are faced with the problem of shortage of funds. The budgetary allocation to the educational sector is poor and below the international standard suggested for countries across the globe. The table below show the education budget for one decade.

Table 1.1

Nigeria Education Spending - Historical Data		
Year	**Education Spending (% of GDP)**	**Annual Change**
2021	5.14%	0.01%
2020	5.13%	-0.72%
2019	5.86%	-0.09%
2018	5.94%	-0.18%
2017	6.12%	-0.53%
2016	6.65%	-2.60%
2015	9.26%	0.22%
2014	9.04%	0.36%
2013	8.68%	0.13%
2012	8.55%	0.67%
2011	7.88%	1.71%
2010	6.17%	1.71%

Source: https://www.macrotrends.net/countries/NGA/nigeria/education-spending

The table 1.1 of Nigerian education spending revealed that in 2021, 2022, 2019,2018,2017,2016,2015,2014,2013,2012,2011 and 2010 the education spending in GDP percentage had 5.14%,5.13%,5.86%,5.94%,6.12%,6.65%,9.26%,9.04%,8.68%,8.55%,7.88% and 6.17%.

The major issue in educational development is shortage of funds (Ogunode & Akimki, 2023). One of the most serious problems threatening the survival of the educational systems at the Basic education, secondary school education and tertiary education is that of dwindling level of public funding in the face of rising demands and hence rising cost of education administration and management (World Bank, 2012; Ogunode, Chijindu & Jegede, 2022). 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 education industry (Ogunode & Onize, 2022; Ogunode, Lawan, & Solomon, 2021). The inability of the Nigerian government to objectively accept and implement the 15% -20% funding formula for education recommended by the UNESCO impact 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 educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of education system ((Udida, Bassey, & Udofia 2009; Mcbrown, & Ogunode, 2022;Ogunode, Jegede, & Ajape 2021; Josiah, & Ogunode,

(2021; Oweh, 2013; Onuma, 2016; Ogunode, Johnson & Olatunde-Aiyedun, 2022). (Ogunode, Onyekachi, & Ayoko, 2023) the poor implementation of national policy on funding of education, subsidy payment, debt servicing, corruption, insecurity problems, fall in national revenue and revenue loss as barriers to investment in education in Nigeria.

Inadequate Professional Teachers
Inadequate professional teachers are another problem school leaders in the Nigerian school are battling with. Majority of school leaders do not have adequate teachers to deploy for teaching and learning. Most school leaders engage part-time teachers to augment the problem. (Offem, Aniah, Agunwa, & Owan, 2017) posited that the problem of shortage of professional teachers is common to all the forms of education in Nigeria. At the Basic schools, a report by independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary School across the nation. They identified a number of challenges have been listed as clogs in the realization of good access, equity and quality of education in Nigeria. One of these is the critical issue of professional 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. Also (Ige 2013; Otegbulu 2016; Ikgbusi, & Iheanacho, 2016; Olowonefa, & Ogunode, 2021;Ogunode, &Richard, 2021; Zaifada Olowonefa &Ogunode, 2023) concluded that most public secondary schools in Nigeria are faced with the problem of shortage of professional teachers especially in the field of sciences while at the higher institutions, (Akomolafe, & Ibijola, 2014; Akpan, & Etor, 2016; Ogunode & Adamu, 2021;Ogunode,& Okwelogu, 2022)noted that most tertiary institutions in Nigeria are understaffed. Also, *Punch newspaper* reports that federal universities currently suffer a shortage of full-time professors. 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 required number of full professors they require. Some of the federal universities ranked in the top 10 are the Usmanu Dan-Fodiyo University, Sokoto, with 36.44 per cent; Obafemi Awolowo University, Ile Ife, 35.80 per cent; University of Ibadan, 29.04 per cent; Federal University of Technology, Akure, 27.28 per cent; Federal University of Agriculture, Abeokuta, 27.25 per cent; University of Abuja, 25.33 per cent; University of Benin, 23.26 per cent; University of Port Harcourt, 21.26 per cent; University of Calabar, 21.20 per cent; and University of Ilorin, 21.12 per cent. The NUC data also puts the number of academic staff in Nigerian universities at 100,000. "The entire system has about 2.1 million students and staff strength of about 170,000 non-teaching and 100,000 academic staff," the NUC stated. Akpan, Ntukidem, Ekpiken & Etor 2009;Alechenu, 2012; Ogunode,& Okwelogu, 2022) listed inadequate funding, poor manpower planning, and limited of teacher institutions, poor motivation, brain-drain and poor salaries and work environment as some of the reasons for shortage of professional teachers in Nigerian schools.

Shortage of Infrastructure Facilities
Many schools in Nigeria do not have adequate infrastructure facilities and this puts the school leaders into problem of how to look for places for the teachers to stay and students to learn. (Ogunode 2020 and Olowonefa & Ogunode, 2022) defines 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. At the tertiary institutions, (Otonko 2012;Tunde, & Issa, 2013; Ogunode, 2023; Ogunode, Olaoye, & Yakubu, 2023;Ogunode, Ohibime, & Jedege, 2023)confirmed shortage of school facilities while in the secondary schools (Gometi, 2011; Ajayi, 2014; Olorunsola & Belo 2018; Mercy & Anselm 2018 Ogunode, & Ajape 2021;Ogunode 2021) attested to the problem of inadequate infrastructure facilities as a major problem facing hindering development of secondary schools in Nigeria and at the Basic schools, (Ogunode & Nasir, 2021; Ogunode, Ohibime, Nasir, & Gregory, 2021;Ogunode & Abashi, 2020) concluded that most Basic schools in Nigeria do not have adequate and modern facilities for smooth implementation of teaching and learning. (Ukozor & Ogunode 2022)

advanced the reasons for these inadequate facilities to include poor funding, corruption, poor facilities planning, poor maintenance culture and carefree attitude by both staff and students in the handling of available facilities. These problems among others account for the dismal state of infrastructural facilities in Nigerian schools

Unstable Policies

(Ogunode, Akinyode, & Ayoko, 2023) observed that one of the challenges is that the Nigerian educational system is beset with educational policy instability. The major issue that is always re-occurring in the course of our educational development is that of educational policy instability. This constitutes a serious problem threatening the sustainability and development of Nigerian educational systems at all levels because inconsistency in the various educational policies advanced by successive governments. This inconsistency in the educational policy affects the implementation of educational plans and programmes. Nigerian education cannot perform optimally without stable educational policies. Nigeria's educational system has witnessed a series of changes in policies and programmes. Some of the changes seem to be desirable while some others are not worthwhile because of obvious defects which will make any critical observer wonder why they were ever initiated (Atiga, & Ogunode, 2021; Audu & Ogunode 2021; Manafa, 2011; Aluede, 2006). For instance, Odukoya, Bowale, & Okunlola, (2018) submitted that for about forty years now, Nigeria has been unable to successfully implement the National Policy on Education [NPE]. The policy which came into existence in 1977, after over four years of deliberations at various levels, appeared to have solutions to virtually all core educational problems (FME, 1977). The National Policy on Education, revised in (1989; 1998; 2004, 2007 and 2014), contains every necessary ingredient for the achievement of the goals of the education system. (Ogunode, Chijindu, & Jegede, 2022; Odukoya, Bowale, & Okunlola, (2018) cited Mrs. Bola Mosuro, the Proprietress of Access Universal College, Lagos lamented that: "Our problem in this country [Nigeria] is that we often pick and drop policies as we want. There is nothing wrong with the 6-3-3-4 system. We simply have not implemented it well and now we have picked another one. (Adetunji,, & Ogunleye, 2015;Ahmed, & Dantata, 2016; Ogunode, Akinyode, & Ayoko, 2023) concluded that the causes for educational policy instability in the Nigerian educational sector include; capital intensive policy implementation, poor consultation, political instability, poor coordination and cooperation of policy formulation, the appointment of Non-professionals as heads of educational institutions, dynamics in the educational system and practices and poor formulation of educational policies. The paper also identified wastage in educational resources, low space of development in education and increase in administrative and management expenditure as effects of educational policy instability in the Nigerian educational system.

Political Influence

School leaders in Nigerian Educational institutions are not free from political influence from the government in power. Politicians in Nigerian at every level of government influences educational institutions under their watch since they are the major provider of funds to the educational institutions. This is because a popular adage says that "he who plays the piper dictates the tune". At the Basic education, the local government chairman or his appointee decides who to employ at the various basic schools while at the state government level, the Governor and his or her cabinet members decide who to employ in the secondary schools across the state while at the tertiary education, the federal minister and state Government influence major decisions in the administration of higher institutions. State government owned higher institutions are answerable to the state government while federal higher institutions are answerable to federal government or any authority they delegated the responsibility to. (Ogunode & Musa 2022; Ogunode, Atobauka, & Ayoko, 2023; Ogunode, Haliru). Shehu &Peter (2023) submitted that many politicians in Nigeria are using their political influence to influence employment of their cronies and friends into the public universities. Ogunode, Ajape & Jegede, (2020); Olayinka, (2018); Nnenne (2011) submitted that government interference in school management to a large extent has influenced the management in different ways. It is observed that in areas of employment within education sector, politics to a large extent determines who is to be taken and who is not to be employed. (Ogunode, Ajape & Jegede 2020) opined that politicians have at least a slot in any recruitment processes in the Nigerian higher institutions. Sometimes their candidates may not qualify; they influence their

employment against the policies of the institutions. The activities of political officeholders and politicians in the Nigerian higher institutions are threat to the sustainability of higher education policies. (Alemika, n.d.) noted that absence of vertical and horizontal oversight and accountability within and across the education sector, resulting in poor oversight of admission policies and capacity as well as admission and employment in flagrant violations of the constitution and federal character policy, thereby turning universities into enclaves of ethnic and religious groups instead of universal and globally competitive centres of learning, research and scholarship. (Ogunode & Musa 2022; Pinga, Ivase, & Nomayu, undated; Yawe,, Ivagher, & Ijov, 2015) political influence is manifested in the administration of public tertiary institutions in the following ways: employment/recruitment of staff, appointment of school administrators (VCs, Bursar, Registrar), planning and establishment of public universities, location of universities, appointment of council members, expansion of National Universities Commission powers and admission of students into the various public universities. They identified corruption, overconcentration of public universities, poor leadership, uneven development of public universities and poor ranking of public universities as effects of political influence on the administration of Nigerian public universities.

Insecurity

Insecurity problem is another major problem facing the educational system in Nigeria. The school is a micro element of the society so whatever affects the society affects the schools. Nigeria as a country since 2009 started experience a new dimension of insecurity problems. These problems haspenetrated the educational institutions in the country. (Ogunode, Ahmed, & Ayoko 2023; Ogunode, Adah, Audu & Pajo, 2021) observed that at the primary school education, insecurity is one of the major problems facing the administration of primary schools in Nigeria. At the secondary schools, Ogunode (2021) confirmed attacks on teachers, students and school administrators while at the tertiary institution, (Obi, 2015; Ogunode, Onaolapo, Onaolapo, Adeosun, & Ayoko, 2023; Ogunode,& Emmanuel, 2023 ; Ogunode,& Ade, 2023) submitted that many higher institutions have been closed down due to insecurity problems in Nigeria. Many University students have been reportedly kidnapped or killed between 2020 -2023 from Kaduna State University, University of Maiduguri, University of Abuja, College of forestry Mechanization, Afaka, Kaduna State etc . Even presently as at 2023, the permanent site of Federal University, Dutsin- ma, katsina State has been deserted and totally put out of use because of possible bandits attack. In the secondary school education, (Ogunode 2021) posited that insecurity challenge is another major problem facing the secondary schools in Nigeria, especially in the Northern part of the country as exemplified by the kidnap of students from many schools including Girls secondary school Chibok, Bornu State, Girls School Dapchi, Yobe State, Federal Girls College BIrinin Yauri, Kebbi State, Government Sience College Kagara, Niger State, Governmen Science Secondary School Kankara, Katsina State, Bethel Baptist High School, Kaduna State and many other Islammiyya Schools in many Northern States. Insecurity have prevented effective administration of secondary school programme in the country. Many school administrators, teachers, non-teaching staff and students have been killed. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by Boko Haram members, bandits, members of other extremist groups such as Islamic States for West Africa (ISIS). Secondary school programme has been disrupted because of closing down of many schools in Northeast Nigeria (Ogunode, Ukozor & Ayoko, 2023).

Shortage of Instructional Materials

Many school leaders in Nigeria's Educational institutions are not provided with adequate instructional materials to give to the teachers and this has negatively affected the quality of education. Ogunode& Josiah, (2023) defined instructional materials as educational resources assembled by the teachers to implement teaching programmes in the classroom. Instructional materials are special educational resources that aid the teachers to deliver the lesson. (Fadeiye 2005) and (Aditya 2020) viewed instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities in schools. (Ogunode, Lawan,, Gregory & Lawan 2020) viewed instructional materials are used in all forms of educational institutions. The resources are influencing the implementation of teaching, research and community service in the various tertiary

institutions. In secondary schools, instructional materials are supporting teaching and learning. Teachers in educational institutions teach well with the deployment of instructional materials. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. It is used to get the attention of the students and eliminate boredom. It is unfortunate that many school leaders in Nigeria do not have adequate instructional resources to give to their teachers for the effective implementation of teaching programme in the schools. Poor deployment of instruction materials have been reported at higher institutions, secondary schools and Basic schools in Nigeria by (Ogunode & Abubakar 2020; Ogunode, Akin-Ibidiran & Ibidiran 2022;Ogunode, Jegede, Abubakar & Martina, 2020). Ogunode& Josiah, (2023) concluded that instructional materials have led to improvement in teachers' job performance and students' academic performance at the basic school level in Nigeria. The paper also concluded that poor funding of basic schools, poor improvisation, high cost of instructional resources, poor storage, poor planning, lack of maintenance, poor capacity building in instructional materials management and corruption are factors that have militated against the deployment of instructional materials in the Nigerian basic schools.

Corruption

Corruption have penetrated the administration of education in Nigeria thereby reducing the volume of human and materials resources allocated for school management by respective school leaders. Many school leaders do not have access to all the resources released for their school due to corruptpractices. At the Basic education administration. (Ogunode, & Stephen, 2021) lamented how corruption has affected the development of Basic schools while at the secondary schools (Godwin, 2018; Ogunode & Johnson, 2021) attested to high level of corruption that have led to poor standard of education at that level. At the tertiary education, (Ogunode, Josiah, & Ajape 2021) reported the higher rate of corruption in the system which has negatively affected the development of the system. Generally speaking, premium Times (2019) reported that Transparency International says 66 per cent of the money Nigerian governments budgeted for education was stolen by corrupt officials. The group presented the report at its sub-regional meeting in Abuja as part of the policy papers on land corruption and corruption in education systems in West Africa. According to the report, "corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). "This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities," the report said. The report highlighted Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake and procured certificates, teacher absenteeism, and corrupt recruitment practices as the various corruption risks and challenges facing education systems in all country. Akinola, & Ogunode,(2022);Ogunode, & Onyekachi,(2021) outlined the effects of corruption on educational administration in Nigeria to include, reduction in the volume of funds, shortage of teachers, infrastructure facilities, instructional materials, poor quality of education and bad international image.

Overcrowding of Classes

School leaders in Nigeria are faced with the problem of population explosion in their various schools. This population explosion have led to overcrowding of classes. Overcrowdness is a major problem facing all form of educational system in Nigeria and this can be traced to overpopulation in almost all countries in the continent of Africa, especially Nigeria. At the Basic schools which cover early child education, (UN Special Envoy for Global Education; Ogunode, Richard, & Musa, 2021;Ogunode, Ohibime, Nasir, & Gregory, 2021) reported that classrooms in early childhood development (ECD) centers in Nigeria are crowded, with an average of over 130 children per classroom in the North (The Good Planet Foundation, 2013). At the secondary schools, (Nwafor, Uchendu, & Akani 2015; Ogunode 2021; Mohammed, Ogunode, Yahaya 2021) opined that administrators of secondary schools across the country are worried by the high enrolment of pupils into the schools causing inadequate infrastructural facilities and teaching of large classes because of inadequate space. At the tertiary institution especially the universities, NEEDS 2014; Atelhe, & Akande, 2018; Daniel-Kalio, 2019; Ogunode, Yiolokun, &

Akeredolu, 2019; Ogunode**,** Akinjobi, & Olatunde-Aiyedun, 2022) report high population of students in lesson halls. A study on enrolment by (Muas 2016) revealed that 100% of the teachers agreed that there is high enrolment with inadequate infrastructure. Schools enrollment rate in the last four decades which have increased above the level of resources provided for this level of education. Population explosion as a result of various religious, social and cultural beliefs has therefore made it difficult for proper funding of secondary education (Ogunode, Johnson & Olatunde-Aiyedun, 2022; Ogunode, & Ahaotu, 2021).

Brain-drain

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. At the Basic schools, (Ogunode, 2020) affirmed that many professional teachers have left the school due to poor working environment while at the secondary schools, (Peter 2016) observed that as for teaching staff in Nigeria secondary schools 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 specifically the university system, (Okoli, et al 2016; Ogunode& Olaitan, 2023; Ogunode, Haliru, Shehu, &Peter, 2023;Ogunode, Peter, & Ayoko, 2023) submitted 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) argued 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 are 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.

Conclusion and Recommendations

This paper discussed the challenges school leaders are bedevilled with in the Nigerian schools. Secondary data were organized from both print and online publications. The paper concluded that fund shortage, inadequate professional teachers, shortage of infrastructure facilities, shortage of instructional materials, unstable policies, political influence, insecurity, corruption, overcrowding of classes and brain-drain. Based on these challenges, the paper recommends that

1. Government should increase budgetary allocation to schools to enable school leaders have access to adequate funds for school administration;

2. Employment of more professional teachers in the schools;

3. Provision of more infrastructure facilities to schools to help reduce the problem of overcrowding of classes;

4. Provision of adequate instructional materials in the schools across the country;

5. Ensure stable educational policies in all schools;

6. Government should not interfere with school administration by influencing leaders to take decision in their interest;

7. Government should provide adequate security in all schools;

8) Government should direct all its anti-corruption agencies to monitor all the funds released to the schools for implementation of their programme;

9). Motivate all the teachers in the schools by increasing their salaries and welfare packages to prevent brain-drain;

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