



## Educational Administration in Nigeria

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### Abstract:

This paper looked at educational administration in Nigeria. Secondary data were adopted for the paper. The secondary data were collected from online and print publications. The paper identified inadequate funding, shortage of professional teachers, inadequate infrastructure facilities, lack of current data, appointment of non-education professional, insecurity, poor participation of stakeholder, instability of Heads of Educational institutions, unstable policies, and corruption. The paper recommended the following: increment in budgetary allocation to education, employment of more professional teachers, provision of more infrastructure facilities, generation of current data for effective planning, appointment of professional educationists as heads of educational institutions, provision of more security in educational institutions, encouragement of education stakeholders in participation in education programme, ensure full tenure-ship of educational heads, educational policy stability and deployment of ICT to fight corruption in educational administration in Nigeria.

**Keywords:** Administration, Education, Nigeria..

### Introduction

Nigeria has the largest population of African people in the world. With a population of approximately 208 million people. The Nigerian educational system comprises of Basic education, post basic education and tertiary education. NEEDS (2014) stated that Education in Nigeria is generally stratified into three sectors, which are basic, post-basic/senior secondary, and tertiary education. However, another stratification based on the horizontal division of education into types is also available (National Planning Commission, 2009b). In this regard, early childhood care and development (or pre-primary education) is viewed as part of basic education but is specialized for younger children who are not yet of primary school age. Similarly, nomadic education is part of basic education but is for special groups of migrants. Adult and non-formal education may be part of basic education or may transcend it, as it can go as high as the post-basic level. Within basic, post-basic and even tertiary education, technical/vocational education is a subset. Teacher education is also a subset of tertiary education (NEEDS, 2014).

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. Educational administration in Nigeria is faced with many challenges. This paper critically discusses the various challenges hindering effective educational administration in Nigeria (NEEDS, 2014).

### **Theoretical Framework**

This study is hinged on the system theory. A system theory is a theory that deals with the relationship between different parts. The theory looks at the structure and interdependence rather than the constant attributes of objects and individuals. The wholeness, constituent parts and also the interrelationships among the various parts is what the system theory approach considered mostly. It critically considered complex interrelationships among the parts in the whole system. The system theory emphasizes the relationship between parts and interaction with each other. This theory viewed the organization such as the universities as a unified whole and purposeful system composed of interrelated parts. The whole is greater than its component parts. A change in any component of a part may affect the entire system functionally or adversely (Musa, 1999; Akinola, & Ogunode 2022). Systems are made up of key major elements such as input, process and output. Input in educational systems could be grouped into: policies, plans, administration, supervision, finance, teachers, curriculum, and facilities/equipment, personnel such as students, lecturers, administration staff, management staff and non-academic staff. The inputs are subjected to various processing activities such as teaching, lecturing, assignments, seminars, workshops, researches, publications, studies, discussion and counseling. As a result, they come out as outputs capable of satisfying the systems aspirations and expectations. The outputs consisted of the individuals who are supposed to be qualified, well skilled, highly knowledgeable, well cultured persons, employable and productive individuals, disciplined individual and possessing positive values (Musa, 1999; Akinola & Ogunode 2022). But when the inputs such as funds are not properly used for the processing of the inputs such as students, when funds meant for the supply of inputs like lecturer and infrastructural facilities are mismanaged, it would definitely affect the entire system and the output would be bad that is unqualified students and poor administrations. The

attainment of the objective of educational administration depends on the available human and materials resources which when available in right quality and quantities aid smooth administration in the educational institutions. - Corruption in education is dangerous. It causes wastage and reduces the quality of education (Akinola, & Ogunode 2022).

### **Concept of Educational Administration**

Ogunode (2021) defined educational administration as the systematic way of arranging educational resources to actualize the objectives of educational institutions. Nwankwoala (2016), viewed the educational administration 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), defined 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) sees educational Administration as concerned with integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution

According to Kalagbor (2017), the following activities and programmes come under the scope of educational administration at the institutional level: (a) Deciding the purposes of the institution or school, (b) Planning for academic or curricular and cocurricular activities, (c) Preparing the time table and the time schedules for various activities, (d) Assigning duties and responsibilities to the staff members, (e) Organizing curricular and co-curricular programmes, (f) Directing and motivating the staff of the institution, (g) Coordinating by efforts of people to achieve the purpose. h. Exercising control over the staff, (i) Conducting periodical reviews about the progress, achievements and failures of the institution, (j) Taking measures for staff development, (k) Maintaining order and discipline, (l) Management of materials, (m) Management of finance, (n) Maintaining records and registers up-to-date, (o) Maintaining human relationships, (p) Supervision of the work of teachers and other employees, ( q) Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well.

School administration takes two forms. The external and internal administrations. The external is handled by the ministries, agencies and parastatals of the federal or states government in terms of formulating policies, planning and making laws while the internal is handled by the school administrators appointed by the government to manage the institutions. This article will focus on external administration of secondary schools (Ogunode, 2021).

### **Problems of Educational Administration in Nigeria**

There are many problem hindering development of educational administration in Nigeria. Some of these problem include; inadequate funding, shortage of professional teachers, inadequate infrastructure facilities, corruption, lack of current data, unstable policies, appointment of non-education professional, insecurity, poor participation of stakeholder and instability of Heads of Educational Institutions.

Poor budgetary allocation to the education is a major challenge in educational administration in Nigeria. Education is one of the most expensive sectors globally that requires annual investment. Educational administration requires a lot of funds to administer the various educational institutions across the country. Poor funding has been a major issue in the education administration in Nigeria due to poor investment in the sector. Ogunode, Attah, & Ebute, (2023) analyzed educational budgetary allocation for twelve years in Nigeria as follow; in 2021, 2020, 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% respectively. In 2022 and 2023 the education spending in GDP percentage are 7.21% and 5.11% respectively. In comparison with other countries, Ogunode, Attah, & Ebute, (2023) noted that for instance, Honduras, Uzbekistan, Mongolia, Kiribati, Kyrgyz Republic, Ukraine, El Salvador, the Republic of Congo, Morocco, and Philippines have spent 24.60%, 21.01%, 19.40%, 19.27%, 18.84%, 18.68%, 18.13%, 17.88%, 16.86%, and 16.62% of their annual budget (% of GDP) on education respectively and also, Sao Tome and Principe, Cambodia, Bhutan, Eswatini, Cabo Verde, Cameroon, Vietnam, Lesotho, Sudan, Georgia, Zambia, Lao PDR, Mauritania, Bolivia, Pakistan, Bangladesh, Timor-Leste, Angola, and Nigeria had the following spending on education; 16.58%, 15.74%, 15.71%, 15.34%, 15.11%, 14.89%, 14.82%, 13.66%, 12.48%, 11.52%, 11.51%, 10.76%, 10.49%, 10.41%, 10.24%, 10.22%, 7.47%, 6.92% and 5.14%. The above revealed budgetary allocation to education for twenty-nine (29) countries in the year 2021. Fifteen counties met the UNESCO recommendation in their education spending while fourteen countries including Nigeria had their budgetary allocation to education below the UNESCO recommendation of 15% to 20% of GDP which is an indication that Nigerian investments in education have not met the UNESCO recommended 15%-26% of the annual national budget for about a decade now. Ogunode, Attah, & Ebute, (2023) identified 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.

### Shortage of Professional Teachers

Professional teachers are those that have undergone training and certified to teach or lecture in the various educational institutions. The teachers are needed to implement the school curriculum. The teachers are very important and are stakeholders in the educational administration because of their unique roles. School administrators need the services of the teachers daily in the schools. It is very unfortunate that these professional teachers are inadequate in most educational institutions in Nigeria. And this shortage have affected education administration. For instance, 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. We have identified a number of challenges 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. Also at the universities, National Universities Commission (NUC), an agency of the government established to supervise the activities of the Nigerian universities released a data that showed that 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 Usman 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. The implication is that majorities of school administrators do not have adequate professional teachers. Ogunode, & Paul, (2021) listed the factors responsible for shortage of professional teachers in Nigerian schools to includes; inadequate funding, limited teacher education institutions, corruption, lack of manpower planning, brain-drain and poor motivation.

## **Inadequate Infrastructure Facilities**

Infrastructure facilities is another educational resources needed for school administration. School administrators need adequate infrastructure facilities to be able to provide quality education. Ogunode (2020) 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. It has been observed that there is shortage of infrastructure facilities in many educational institutions in Nigeria. For instance, Ike (2018) lamented that for effective teaching and learning, well equipped laboratories and subject rooms are needed; but the truth is that a major of Nigerian schools today lack these essential facilities. Many schools and colleges have buildings that they call libraries, but most of these are not equipped with essential books and current journals and magazines. Also, many schools and colleges do not have science laboratories while a good number of those that have, do not possess the basic tools or equipments as microscopes, dissecting instruments and specimens. Also, many schools do have “special rooms for teaching such basic subjects as history, geography and French. In such a situation as this, the teachers cannot put in their best; and the students, too, teaching-learning process is stalled and the overall development of the children, within the school system is retarded. Ike also observed that in a majority of schools, the classroom accommodation is grossly inadequate. As a result of the large enrolments in these schools, the classrooms are usually overcrowded, with up to sixty or more students receiving instructions in classroom designed for only thirty or, forty students. In most cases, the chairs and desk are not enough; you see them sharing chairs, standing up, or sitting on windows or broken desk! When students are overcrowded like this, there is a stalling of the teaching-learning process and a disruption of the children’s mental activity, a situation that generally militates against effective teaching and intellectual development of the children. Ogunode & Hadi, (2021) outlined factors responsible for inadequate infrastructural facilities in Nigerian educational institutions which include; underfunding, increased in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation. The implication of inadequate infrastructural facilities in the schools according Ogunode (2020) and Ogunode, Johnson, & Olatunde-Aiyedun, (2022) include; poor quality of education, poor teaching and learning, low productivities, brain-drain and overcrowdings of lecture halls.

## **Corruption**

Corruption is another barrier to investment in the education sector in Nigeria. Corruption in the administration and management of education is consuming large sums of funds that are supposed to have been invested into education to fix some of the challenges and reposition the sector to its pride. Corruption have penetrated deep into Nigerian educational system (Osunyanmi, 2018; Ahmodu, & Sofoluwe, 2018; Ogunode, & Stephen 2021; Ogunode & Johnson, 2021; Ogunode, & Josiah, Ajape, 2021). Also, Daily trust (2022) reported that the Chartered Institute of Forensic and Investigative Professionals of Nigeria (CIFIPN) says 70 to 75 per cent of Nigeria’s national budget is lost to corrupt practices at all levels of governance in the country. CIFIPN president noted that brilliant budget ideas hardly translate to the actual implementation of the government’s laudable expenditure framework. She attributed this to “well-orchestrated systemic and endemic monumental corruption of the highest proportion.” Also, Premium Time (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 qualifications, teacher absenteeism, and corrupt recruitment practices as the various corruption risks and challenges facing education systems in all countries. (Agbo 2017; Gift, 2018); Ogunode, & Atiga (2021); Ogunode, & Josiah (2021) concluded that reduction of funds for school administration, inadequacy of professional

teachers, infrastructural facilities, ineffective school supervision, poor staff development, poor achievement of educational objectives, poor quality education, examination malpractices, ineffective educational planning and poor implementation of educational programme are the effects of corruption on the educational administration in Nigeria.

### **Lack of Current Data**

Ogunode (2012) noted that one of the major functions of education administration is planning of educational programme and projects. Planning is very vital to the realization of the objectives of secondary school education. Educational institutions must be planned to be able to achieve its objectives and education must be planned too to be able to realize its 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 (Dominic A, Segun J, & Jide I (2016), Ololube, 2013). Zafar, Mohammad & Yasir (2011) opined that the availability of accurate, valid, reliable, and timely information is a pre-requisite for planning and management in any sector. Educational planning and management is no exception, it requires the availability and use of a diverse set of data for effective planning and successful management. To plan and manage in education sector, the following information should be available: demographic information, educational statistics, budget allocations for education sector and Human resource in education sector. Data helps education planners and decision-makers to know the structure and distribution of the population at a given time frame, as well as how it has changed in recent years. 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 (NEEDS,2014). 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 (British Council, 2014). Inadequate data for effective planning is one of the major problems facing the administration of school education in Nigeria (Ogunode, Adah, Audu, Musa (2021).

### **Unstable Policies**

Policy instability is a constant change in educational policies as a result of changes in government. It is the variation in the educational policies of a country. Educational policy instability is the change in educational policies, in the entire educational system or sub-system. Each government rationalized the policy on education on its own accord (Ogunode, Akinyode, & Ayoko, 2023). NOUN (2010) asserted that the educational system in Nigeria has witnessed various policy enactments and plans. Unfortunately, many of them never saw the light of the day. In a few cases, they are implemented, but not full implementation. Many end up on the papers either as a blueprint or white paper. Many well-intended policies in the past were aborted in the course of implementation. This was common during military rule when the polity was very unstable due to coups and counter-coups. A new regime of rulers always failed to sustain the implementation of the educational policies and programmes of their predecessors. It is envisaged that different political parties with different visions and manifestos may not implement educational policies and plans in the same way. Also, Yaro (2017) opined that frequent revision of education policies manifesting from political instability brings about a gap between the formulation and implementation of education policies. This is because every government that comes

into power will want to make some amendments or even change the education policies to suit its purpose. This adversely affects education policy development. According to Manafa (2011) for instance, in 1976, the Federal Government of Nigeria launched the Universal Primary Education (UPE) scheme. 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. Also, Ogunode, Akinyode, & Ayoko, (2023) 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.

### **Appointment of Non-Education Professional**

The appointment of Non-professionals as heads of educational institutions especially the federal ministry and state ministry of education have led to the instability of educational policies in Nigeria. Ogunode & Josiah (2021) opines that the realization of the educational objectives depends on the quality of leaders appointed to oversee the affairs of different agencies and parastatals of education in the Country. Educational leadership matters to effectively administer the affairs of educational institutions. Failure in the Nigerian educational system can be traced to the various leaders appointed to head the various educational institutions who are less qualified or do not have experience in educational management and administration. The government appoints whosoever they think to handle the ministry of education unlike the health sector where the minister must be a medical practitioner. Therefore, the failure of the government to recognize education as a profession that must always be handled by an educational expert or administrator is contributing to the problems facing educational institutions. Ogunode (2023) posited that the appointment of non-professional educationists as administrators and managers of educational institutions have led to maladministration of the various institutions. Most administrators and managers appointed to lead educational institutions are weak and they lack administrative skills, uncoordinated and lack technical knowhow of the job. Some do not have administrative knowledge or skills. Many managers appointed to head educational institutions do not possess the charisma, leadership skills or good human relations needed for effective and efficient leadership that will aid realization of institutional goals. Ogunode, Ahmed, Gregory & Abubakar (2020) opined that many school administrators appointed to oversee the administration and management of some educational institutions are very weak in terms of administration and management. Some of them do not have the qualifications, experiences and knowledge required to successfully manage such institutions to a place of glory. According to Ogunode & Ukozor, (2022) some of the factors include poor perception of education as non-professional, weak agitation of educational stakeholders, lack of constitutional provision on appointment of professionals and poor resistance from national assembly members are the factors responsible for appointment of non-Educationist as heads of educational institutions (Ministries, Agencies and Commissions) in Nigeria. Ogunode (2023) noted that the implications in the appointment of non-educationist as managers of educational institutions (Ministries, Agencies and Commissions) in Nigeria include; mal-administration, unstable policies, poor growth and development in educational sector and poor management of educational crises.

### **Insecurity**

Insecurity problem in Nigeria has affected educational administration at all forms of educational system. For the past ten years Nigeria is still battling with various insecurity challenges. Ogunode & Kolo, (2021) acknowledged that insecurity has prevented effective administration in school in many parts of Nigeria. Musa (2018) submitted that 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

programmes have been disrupted in some states across the federation especially North-East, North-west and South-Eastern Nigeria. World Bank (2018) in Ogunode & Ndubuisi, (2021) 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 schools, 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) in Ogunode, Ndubuisi, & Obi (2021) noted that Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. "In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009," the report read in part. "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. Reports indicated it had killed almost 2,300 teachers. The education needs assessment found out that out of 260 school sites, 28% had been damaged by bullets, shells or sharp nail, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity." UNESCO lamented on the shortage of qualified teachers in the northeast, stating security and poor remuneration as reasons why the teachers are emigrating from the region. "Ongoing safety concerns, coupled with teacher salaries that do not cover even basic expenses and delays in payment, perpetuate a shortage of qualified teachers," UNESCO added. Insecurity challenge is a challenge to the development of school education in Nigeria (Ogunode, 2021).

### **Poor Participation of Stakeholders**

Educational stakeholder are those people who are interested in the activities and programmes in the educational sector. They are groups of individual that have concerns about the development of education. They are people that directly and indirectly that educational programmes affect their persons and families and relationship. They are governmental institutions and private institutions that have something to do with educational development. (Oduwaiye, & Famaye, 2023) observed that educational stakeholders are people who are involved in the process of achieving educational goals. Those who participate in the process of achieving educational goals and objectives of higher education are known as the stakeholders. They are people whose concern is for the progress of the institution). The poor participation of stakeholder in the administration and management of education has allowed the school leaders to do anyhow with questioning. The poor participation of the stakeholder in the educational administration in Nigeria has left the educational system in its present condition. Educational administration are left for the people that are not interested in the development.

### **Instability of Heads of Educational Institutions**

Instability of educational manger and administrators as heads of educational institutions in Nigeria has affected the smooth running of the development of educational administration. Ogunode (2023) observes that another factor responsible for instability in Nigerian educational policies is the problem of changes in the heads of various educational institutions especially the ministers of education and commissioners of education at the state level. The Federal minister of education is saddled with the responsibility of coordinating all activities that will lead to the formulation of educational policy. According to NEEDS (2014), 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 level 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. 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. The stability of the tenure of the federal minister of education and state commissioner of education matters in the realization of the objectives of education. The frequent changes in the leadership of the federal and state ministry of education and other commissions, and agencies affect policy formulation, planning and implementation. For instance, from 1999 to 2022, the government of Nigeria appointed up to 16 to 18 federal ministers of education to head the federal ministry of education. These changes in the heads of educational institutions have resulted in instability in educational policies (Ogunode 2023).

### Conclusion and Recommendations

Educational administration is the life wire of education. Educational administration dictates the tone and direction for educational management. Educational administration is the peak of policy formulation and design for the educational system. It is very important to educational development. Educational administration in Nigeria is faced with a lot of challenges. This paper examined the challenges hindering effective educational administration in Nigeria. The following were identified inadequate funding, shortage of professional teachers, inadequate infrastructure facilities, lack of current data, appointment of non-education professional, insecurity, poor participation of stakeholder, instability of Heads of Educational institutions, unstable policies, and corruption. Based on these challenges, the paper recommended the following:

1. The government should increase budgetary allocation to education at every tier of education,
2. They should employ more professional teachers and deploy them to the various educational institutions across the country,
3. The government should provide more infrastructural facilities in all the educational institution in the country
4. Government should fund the ministries and agencies in charge of data generation to allow them to generate current data for effective educational administration
5. Government should base the appointment of heads of educational institutions on professional basis. Only professional and certified educationist should be appointed to head educational institutions in Nigeria.
6. Government should provide adequate security in educational institutions across the country.
7. Government should encourage full participation of stakeholders in education programmes.
8. Government should ensure full tenure-ship for those appointed to head educational institutions,
9. Government should ensure stable educational policies;
10. Government should use ICT to fight corruption in educational administration in Nigeria.

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