

MANAGEMENT AND ADMINISTRATION OF NIGERIAN EDUCATION SYSTEM: PROBLEMS, CHALLENGES, AND THE WAY FORWARD

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Abstract

Considering the invaluable roles and contributions of education to meaningful individual, social and national development, nobody will dispute the fact that its proper management and administration by competent leaders should be a national concern. This paper attempts to examine educational management and administration in Nigeria by highlighting on some of the problems facing Nigeria education leadership. The paper further discusses the challenges and the way forward with a view to restoring the lost glory of our nation's education system, especially in the areas of relevance, equity, quality and standard. To achieve the objectives, the paper uses ex-post facto survey design to explore opinions on the management and administration of our educational institutions. Using stratified random sampling technique, 250 staff was drawn from a population of 1389 and from three (3) educational institutions, universities, the polytechnic and colleges of education across the country. Data was collected using a questionnaire instrument called educational management and administration instrument (EMAI) Data collected were statistically treated using population t-test (test of one sample mean) and one way analysis of variance (ANOVA) Result obtained revealed that exploitation, inadequate staff training; poor parenting/guidance and poverty accounted for a fall in standard of education. The paper recommended that there is need for adequate training and re-training of all education managers and provision of sufficient fund for the sector.

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Introduction

The invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasized. Many countries including Nigeria, take education as an instrument for the promotion of national development as well as effecting desirable social change (NPE, 2004) this perhaps, might be responsible for the continuous growing concern of all stakeholders in education industry on changes that are likely to affect it as well as the implications such changes will have on the management and administration of education. There is therefore, the urgent need to really look into the future of our nations education Vis-à-vis the challenges ahead with a view to achieving effectiveness, quality and relevance in the entire system.

By discussing the challenges ahead, our nation's educational managers and administrators will be aware of their enormous responsibilities and be able to find lasting solution to the problem currently facing the educational sector and threatening the system. The paper examines the management and administration of Nigeria education from the historical perspective, highlights some of the endemic problems confronting the nation's education and the challenges ahead.

Concept of Management and Administration

In this paper, attempt shall be made to define the two concepts of management and administration with a view to bringing out the distinctions between them, Adepoju (1998:11) observed that even though the two concepts have been used interchangeably, however there are several distinction between them; one of which is the fact that management is wider in scope than administration in other words, management implies a process of which administration is an aspect of such process. Resser in Babarinde (2001:43) opines that management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the function of planning, organizing, staffing directing and controlling on the other hand Peretomode (1991) views administration as concerned with the performance of executive duties, the carrying our of policies and decisions to

fulfill a purpose, and the controlling of the day-today running of an organization. It is also the careful and systematic arrangement and use of resource (human and material), situations and opportunities for the achievement of the specified objectives of a given organization (Nwankwo, 1994). Administration is a sub-set of management.

Historical Overview

Management and administration of education in Nigeria dates back to the commencement of Western education in the country. It has close link with the periods of the nations political history. Although, scholar, writers and experts Odebiyi, A. I. Aina O. I. and Soetan, R.O. (1997) in the field of education identified various periods concerning educational management and administration. For the purpose of this paper, three major periods are identified namely; the missionary period the pre-independence period and post-independence period. Gang, Udo and Akpa citing Nwankwo (1983:1) assert that the administration and management of education in Nigeria, reflects the earlier impact of the various agencies such as the missionaries, British colonial government and Nigeria herself. Each of these agencies left foot prints that have adversely guided the educational administration, management and supervision in Nigeria.

At the inception of western education in Nigeria around the 1840s educational management and administration was solely in the hands of the missionaries. This spanned between 1840 and 1887. Although, the colonial government made an educational ordinance in 1882, government was not interested in the management and administration of education it only made grants-in-aids available to schools.

The first colonial government intervention in the national education management, control and administration took place in 1887 with promulgation of the first purely Nigerian educational ordinance between 1887 and 1960, the colonial government and the nationalists played significant roles in the national educational management and administration. There were many

educational codes policies, ordinance and commission aimed at proper management and administration of education. The country's nationalists, having recognized the roles of education as an instrument of colonial liberation, played active part in the management and administration of the country's educational system.

At independence in 1960, the management and administration of Nigeria education rest on Nigerians themselves. This period witnessed active participation by non-governmental agencies communities and individuals as well as government intervention (NPE, 2004).

It should be noted however that although the Nigeria government got involved in the management of education as from the time of the Richards constitution of 1946 with the creation of regional governments, total management and administration of Nigeria education by Nigerian started after independence precisely. The most important giant step ever taken in the management and administration of the nation's education took place in 1969 with convention of the national curriculum conference which leads to the provision of the educational document christened national policy on education in 1977 that serves as guide to the direction of our educational practice. The administration of Nigerian education however, changed between the civilians and the military from 1960-1999 when the record of education industry in the country witnessed unstable educational policies.

Administration and management of education in the 21st century has actively experience a laudable and historic landmark as Nigerian, took complete control of their destiny in education. Indeed there are numerous positive landmarks in education in Nigeria presently. In other words Nigeria has accomplished more in education than during the previous one hundred years of British colonial administrative rule of the country. This period of what we may call home grown. Nigeria educational administration management was greeted with several heights such as issues bordering on national

education policies, primary education, secondary education, the Universal Basic Education (UBE) tertiary education as well as the institutional frameworks for regulating education. Successive governments in both state and federal have continued to allocate over 30% of their budget to education. The establishment of over 50 educational institutions within the second quarter of the 21st century is not a common achievement in the history of educational administration, management and development in the country.

In spite of this laudable efforts of successive state and federal governments in re-positioning Nigeria education on the world map, Nigerian educational system and its productivity in the 21st has continued to suffer some set back; as a result of misconceived and misdirected social values and corruption.

Statement of the Problem

Education can be described as an instrument par excellence for ensuring National development. This can only be achieved through effective management and administration.

The provision of management and administration of educational system is the responsibility of Government at all levels (Local Government, State and Federal Governments). In the past few years there have been myriads of administrative problems confronting the educational system in Nigeria. The system has not only witnessed decayed facilities and infrastructures, poor funding, poor quality products, low morale of teachers, incessant crisis, inadequate research but also that the government of Nigeria have been saddled with too many responsibilities; it does not seem to be able or willing to provide solution for solving these problems. These problems have become a recurring demand in the history of Nigerian education. For many years, budgets of education have been under enormous pressure as a result of declining budgetary allocation and increase in enrolment and, shortfalls from Nigerian Universities Commission funds. The effect of this on education

management is better imagined. In spite of the efforts of different donor countries in providing assistance for education; the system still lacks the necessary fund and materials to implement the various programmes. The situation has become worst due to current global financial crisis which has impacted on the world economy.

Against this backdrop, the researchers sought to investigate the extent to which Nigeria, education system has been effectively managed.

To guide the study the following hypotheses have been formulated:

Research Hypotheses

- (1) There is no significant influence of leadership status on the management and administration of Nigeria education.
- (2) The level of management and administration of Nigeria education system does not significantly depend on funding
- (3) The management and administration of Nigeria education system is not significantly of high standard.

Methodology

This study was carried out at the Southern zone of Nigeria, covering three (3) tertiary educational institutions one conventional University, and the others, one college of education and one polytechnic. Expost facto research type was used for this study.

The population of this study consisted of 1389 academic and non-academic staff from the three (3) tertiary institutions in the Southern zone of Nigeria. With the aid of stratified random sampling, 250 of the staff were drawn to constitute the sample.

Data was collected, using a self developed questionnaire instruments arranged on a 4 point likert scale titled Educational Management and Administration Instrument EMAI. The instruments were face-validated by experts in measurement and evaluation while the trial tests gave reliability coefficient estimates of 0.58 (leadership status in education administration),

0.81 for funding of education management and 0.63 for education standard. These showed that the instruments were reliable in measuring consistently what they purported to measure over a given period of time, and so were found to be good in executing this study. Data analysis was carried out using population t-test (test of one sample mean), and one way analysis of variance (ANOVA).

Results

Hypothesis one:

There is no significant influence of leadership status in management and administration of education system. The only variable from the hypothesis is leadership status in education management. Using population t-test (test of one sample mean) this hypothesis is tested. A summary of the result is presented in table 1.

Table 1

Population t-test analysis for single means of leadership status in education management

N = 250.

Variable	Observed Mean \bar{x}	Expected Mean u	Standard Deviation SD	t-value
Leadership status in education management	27.20	25.00	3.40	10.23

Significant of 0.05 df = 249; Critical t = 1.968.

A close examination of the results from the above table revealed that leadership status in managing education system is significantly of a very low status ($t = 10.23$; $P < .05$). The null hypothesis was rejected because the calculated t-value was found to be higher than the critical t-value of 1.968, given 0.05 alpha level and with 249 degrees of freedom. Further observation of this table showed that the observed mean value of 27.20 was found to be greater than the expected mean value of 25.00 in respect of this variable statistical comparison, it gave a significant result.

Hypothesis Two

The level of management and administration of Nigeria education system does not significantly depend on funding, the only variable from this hypothesis is funding of education management. This hypothesis is tested using population t-test (test of one sample mean). A summary of the result is presented in table 2 below.

Table II

Population t-test of analysis for single means of funding education management and administration

N = 250

Variable	Observed Mean \bar{x}	Expected Mean μ	Standard Deviation SD	t-value
Relevance of education management	26.43	25.00	2.28	9.92

Significant of 0.05 df = 249; Critical t = 1.968.

When the result presented in tables 2 above is observed, there are indications that the level of management of education system is significantly dependent (t = 9.92; P < .05) on funding.

Thus, the null hypothesis was rejected because the calculated t-value was found to be higher than the critical t-value of 1.968 given 0.05 alpha level and with 249 degree of freedom. Further relegation of this table was that the observed mean of 26.43 was found to be greater than the expected mean value of 25.00 in respect of this variables statistical comparison of the observed and expected means value gave a significant result.

Hypothesis Three

The level of management and administration of Nigeria education system is not significantly of high standard. The independent variable is the standard of management while the dependent variable is high standard. Level of management and administration was measured as follows: those respondents whose scores were above 20 were regarded as moderate while those below 20 were regarded as low. One way analysis of variance (ANOVA) was used in analysis this hypothesis. The result is presented below in table 3

Table III

One way analysis of variance (ANOVA) of the influence of management of Nigeria education system.

Level of Management of Nigeria education system	N	\bar{X}	SD
High	83	18.22	2.48
Moderate	71	16.07	2.63
Low	96	19.33	2.31
Total	250	18.04	2.57
Sources of variance	df	Ms	F
Between groups	438.60	2	219.30
Within groups	1974.08	247	7.99 27.45
Total	2412.68	249	

Significant of 0.05 df = 247; Critical t = 3.02

The result presented in this table indicated that there is a significant influence of management and administration of Nigeria education on the standard of education. ($f = 27, 45; P < 0.05$)

The result necessitated the rejection of the null hypothesis because the calculated F-value was found to be higher than the critical F-value of 3.02, given 0.05 alpha level, with 2 and 247 degrees of freedom.

Discussion of results

The result of hypothesis one revealed from the analysis that leadership role in the management and administration of our educational system is inadequate the quality, status and the potential of Nigerian education managers impact negatively on the management of education system. The findings suggest that the position occupied by education administrators is not well utilized for the survival of the educational system. This is so because Nigerian education managers are not result-oriented leaders, are ineffective and lack managerial and administrative skills required to succeed in the execution of educational policies and programmes. This finding is consistent

with the views of Lucas (1994) who posits that Nigerian education leaders can no longer be assessed as managers with high administrative effectiveness rating because of their inadequacies in education programmes implementation. Nduka (1998) submission is in consonance with Lucas (1994) he however added that Nigerian education system can only justify its existence it, and only if, its managers promotes new and existing knowledge for human development. But Nigerian education administrators have progressively moved away from generating and defending knowledge into a political arena where they have become centres of political actors.

This finding is on leadership also in line with the conception of the Nigerian celebrated writer and novelist Chima Achebe who was convinced that:

The trouble with Nigeria education system, is simply and squarely a failure of leadership. The Nigerian problem is the unwillingness or inability of its leaders to rise to the responsibility, to the challenge of personal example, which are the hallmarks of true leadership (Achebe, 1983:1).

The outcome of hypothesis two indicated that management and administration of Nigerian education is dependent to a large extent on funding. In other words funding education for effective management and administration is poor. The entire educational sector in Nigeria is under funded corroborating this view, Obanya (1999:39) asserts that funding has become a vexed issue in discussion of education in the country. The problems reflect in poor teachers' remuneration, shortage of infrastructural facilities as well as misappropriation of the like available funds to education by our leaders. The greatest problem in the education sector has been inadequate funding which is not in line with the rising population and inflation trend. This funding is supported by Oshuntokun (2006) who put forward in clear terms, that under funding remains the major hindrance to the successful

management and administration of the nation's education system and by extension national development.

According to him, there is a correlation between under funding of education in Nigeria and national development. Thus poor funding is a major factor that militates against effective management and administration of education.

According to (Dada, 2004), rather than a progressive movement upward the minimum standard of 26% recommended by UNESCO the budgetary allocation of the government of education has been on the decline which has affected education management. That in 1999, 11.2 percent of the annual budget was allocated to education and this reduced drastically to 5.9% in 2002, 1.83 percent in 2003 and in 2009.

Results of hypothesis three held that there is a significant influence of education management on the standard of education. The result implies that the quality, standard of education depends on the level of management and administration of the system. In other words if the level of management of education is high, there is a possibility that the standard of performance will equally be high. The result of the study further shows, that education sector is experiencing low standard due to poor funding in view of this, Aworth (2005) opine that quality or standard education can be allowed only in an atmosphere of financial prudence. This implies that is the management of finance in education administration is devoid of misappropriation there is a possibility of a high standard to be attained in education sector.

In line with this articulation, the poor management and administration of education must have accounted for the worrisome falling standard of education in the country Dada (2004) emphasized that the current education management situation demands urgent attention given the importance attached to education sector as the biggest industry for the promotion of national development.

High standard of education in Nigeria calls for effective management and administration of the education system at all levels. Commenting on the quality and standard of Nigerian education, Akinkughe (1994) opines that 'today the nation is lamenting the glaring inadequacies in over educational industry; there is abundant evidence of crippling inertia, neglect and pervasive decay in values and standard'. By implication, Nigerian education of present is of low quality and standard, currently, one finds it difficult to believe that teaching-learning activities is actually taking place in Nigerian educational institution. This previous situation brings on the issue of education management and administration that should ensure quality service delivery in education industry.

Challenges and the way forward having identified in the analysis above, some of the problems facing Nigerian education sectors, it becomes imperative to highlight the new challenges with a view to getting our education managers and administrators as well as other stakeholder sit up to their responsibilities.

Accessibility to education has been a major factor in administration and management of Nigeria education in this 21st century. There is urgent need to practicalise the conceptual deregulation view of education in order to make education within the reach of every citizen of the nation as stated in the national policy of education (2005).

Relevance of education does not seem to be relevant to our aspiration and needs these days, Udoh, Akpa and Gang (1990) submit that after independence many educators expressed concern about the lack of relevance of the Nigeria educational system in meeting the pressing economic, social and cultural needs of the national. By relevance according to Longs (1999:14) means is the extent to which education can be used by the society to realize its dreams as well as contribute to recipients' aspiration in life".

If one critically examines our nation's education, one agrees that our education is no longer relevant. The colonial heritage and mentality in form of having education that produces individual with Nigerian colour but British blood" still exists. Our local cultural, values have been totally neglected in favour of foreign ones.

Conclusion

Based on the findings of this study, the paper revealed that our nations' educational system is plagued with multi-various problems notably are inadequate funding, by Federal, State and Local Government, problem of access, quality/standard, learning, political and social. The paper revealed further that leadership status is significantly poor in managing our educational system. There is also a significant influence of funding and standard on the management of education. The challenges ahead in our educational system require professionals or experts to sustain Nigerian education industry.

Recommendations

Based on the conclusion the following recommendations are made

- (1) There should be new orientation in order to have strong consciousness and commitment toward our nations' educational development, management and administration.
- (2) There should be proper funding of education by the government, non-governmental organizations, private individual parents and the society since no meaningful management and administration of any organization can take lace without adequate funding.
- (3) There should be continuous training and retraining of all educational managers administrator, policy – makers and implementers in form of workshops conferences and seminars. These should be vigorously pursued and made compulsory.

- (4) The entire management and administration of the nation's education should be in the hands of the professionals and expertise in the field. In other words political favoritism should be avoided, if standard and quality is to be put in place.
- (5) Leadership should not be on popularity contest but must involve leaders with managerial skills, ability to make tough decisions to rise above the present standard of education.

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