



AN INVESTIGATION INTO PROBLEMS FACING PUBLIC SECONDARY SCHOOL ADMINISTRATORS IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA

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Article history:	Abstract:
<p>Received: April 4th 2021 Accepted: April 22th 2021 Published: May 17th 2021</p>	<p>This paper investigated the problems facing the public secondary school administrators in Federal Capital Territory, Abuja. This research work employed the survey method with the use of questionnaire. The target population of this study comprised of all school administrators of public senior secondary schools in the six area councils in Federal Capital Territory, Abuja. The sample size of 300 was chosen from five public secondary schools by a simple random sampling technique. Ten school administrators which include principals, Vice principals and head of departments totaling ten. Thirty public secondary school was sampled. Five from each area council in the Federal capital Territory, Abuja. Three hundred respondents were chosen from all the sample public secondary schools by a stratified sampling technique using class as strata. The research instrument used for this study was a self-developed questionnaire titled: "An Investigation into Problems facing Public Secondary School Administrators in FCT Questionnaire" (AIPFPSSAQ). The researchers employed internal consistency reliability to establish the instruments with reliability index of 0.88. Data were analyzed using descriptive and inferential statistics such as Mean, Standard Deviation and percentage. The findings of this study revealed that inadequate funding, inadequate infrastructural facilities, shortage of professional teachers, inadequate instructional materials and overpopulation are the problems public secondary school administrators are facing in Federal Capital Territory, Abuja, Nigeria. Based on these findings, it was recommended amongst others, that the government should allocate more funds to educational sector to tackle the problems of inadequacies in the area of fund, infrastructural facilities and government should employ more professional teachers and deploy them to public secondary school according to schools' request.</p>

Keywords: Administrators, Administration, Public Secondary Schools, Problems

1.0 INTRODUCTION

The public secondary school in Federal Capital Territory, Abuja are organized, controlled and supervised by the FCT Secondary Education Board under Federal Capital Development Authority. Staff recruitment, postings, transfer and promotion is usually the responsibility of the FCT Secondary Education Board under Federal Capital Development Authority. For effective administration of the public secondary school, Principals (administrators) are appointed to coordinate the programme and activities of the public secondary schools in the territory. Manafa (2011) submitted that Principals are the chief Administrative Executives of their respective schools. They are responsible for assignment of responsibilities to vice principals, teachers and other personnel, initiating and supervising the implementation of the curricular programmes of their schools, management of physical facilities and equipment.

Ozigi (1982) in Manafa (2011) stated that part of principals responsibilities are assigning duties and tasks to staff, engaging in close supervision of teaching and non-teaching staff, maintaining discipline among staff, contributing to the professional development of their staff, seeing that the programme of instruction is directed at achieving educational goals and national objectives, making sure that the school curriculum design and reform are initiated and implemented, as well as financial management. In all, the main responsibility of the school principal is making sure that the educational polices are well implemented in the school.

The performance of school administrators in the management of public secondary schools in Federal Capital Territory in Nigeria has remained questionable in the recent times as there is still public demand for successful schools. It appears that in spite of the efforts of these school administrators to implement the educational policies effectively, they still encounter some administrative constraints and problems while implementing the educational policies (Manafa2011). Ogunode (2021) confirmed that school administration is faced with many challenges. This has largely affected the administrators of public secondary schools in the administration of public secondary schools in the Federal Capital Territory, Abuja.

1.1 Statement Of The Problem

The effective administration of a schools is the responsibility of the school administrators. A working and successful school is a product of the great effort put in by the Principal as well as the other administrators in the school. Ahaotu and Ogunode (2021) observed that the mission, vision, philosophy and achievement of set goals for any educational institution depend on the effectiveness and efficiency of the administrator. More so, the growth and development of the institution depends on the effectiveness of the administrative efficiency of the administrator of such school. The success of any administrator is largely a function that is dependent on the availability of right quality and quantity of human and materials resources. Providing administrators of educational institutions with qualitative and quantitative human and adequate equipment and materials is necessary. It is unfortunate that many public administrators in Nigeria especially in Federal Capital Territory, Abuja are facing many challenges of inadequate of human and materials resources to execute their functions. It is against this background that the researchers were motivated to carry out this study in order to investigate the problems faced by the administrators in the administration of public secondary schools in the Federal Capital Territory, Abuja.

1.2 Objectives Of This Study Are To:

- i. Determine if inadequate funding is a challenge to administrators of public secondary school in Federal Capital Territory, Abuja;
- ii. Establish if inadequate infrastructural facilities is a challenge to administrators of public secondary school in Federal Capital Territory, Abuja;
- iii. Investigate if shortage of professional teachers is a challenge to administrators of public secondary school in Federal Capital Territory, Abuja;
- iv. Establish if inadequate instructional materials is a challenge to administrators of public secondary school in Federal Capital Territory, Abuja;
- v. Investigate if overpopulation is a challenge to administrators of public secondary school in Federal Capital Territory, Abuja.

1.3 Research Questions

1. Does inadequate funding poses as a challenge to administrators of secondary school in Federal Capital Territory, Abuja?
2. Do inadequate infrastructural facilities pose as a challenge to administrators of secondary school in Federal Capital Territory, Abuja?
3. Does shortage of professional teachers serves as a constraints to the administration of secondary school in Federal Capital Territory, Abuja?;
4. Do inadequate instructional materials pose challenge to the administrators of secondary school in Federal Capital Territory, Abuja?
5. Is overpopulation a problem to school's administration in public secondary schools in Federal Capital Territory, Abuja?

2.0 REVIEW LITERATURE

Peretomode (2003) defined administration as the component part of the management concerned with facilitating accomplishment of the objectives of an organization like school through the systematic management of constraints and careful utilization of the available limited resources like human, material, finance and so on. Ogunode (2021) sees educational administration as the systematic way of arranging educational resources to actualize the objectives of educational institutions while for Nwankwoala (2016) educational administration is 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.

Administration takes place in the school. (Akinwumi & Jayeoba 2004) defined school administration as the scientific organisation of human and material resources and programmes available for education and using them systematically and meticulously to achieve educational goals. (Ogunode, 2021) submitted that School administration takes two forms. The external and internal administration. The external is handled by the ministries, agencies and

parastates 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.

School administration covers all educational institutions including the secondary schools. Ikgbusi and Iheanacho (2016) and Okeke (2014) see secondary school administration as involving the provision and maintenance of the necessary manpower to those who teach children with a view to bringing about the desired change in the children's behaviour. The school principals face numerous administrative problems which militate against operative running of their schools. These include inadequate and low quality teachers, inadequate funding to maintain schools and paying teachers' salaries, intrusion by parents. Others are lack of accommodation for students, indiscipline behaviours on the part of teachers and students and uncooperative assertiveness of other school staff. Where the heads fail to arrest these situations and problems, the smooth running of secondary school is conceded.

Ahaotu and Ogunode (2021) observed that School administrator means different thing to different people. School administrator can be referred to as school leader, school head, head-master, and head-mistress, principal. 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) defined school head as an administrator who is responsible for running a school and also responsible for policy decisions, and determining the direction and objectives of the school. Ogunode (2019) 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.

The function of a school head, according to Obemeata (1984), is more than mere controlling the staff of the school, its finances and curriculum; it also includes the management of resources towards the achievement of educational goals. For (Cranston, 2002), the duties of the school administrators include: the demonstration of a variety of management and leadership abilities and, making complex decisions in collaboration with other staff in the school.

According to (Noun 2008), the function of the school administrators could be summarized as follows:

- (i) production and management of resources (human and materials) needed to support organizations and its programe
- (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 behaviour
- (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
- (xii) taking remedial action if the objectives are not being met
- (xiii) supplying incentives to stimulate productivity. (insert page number)

Fadipe (1990) however, highlighted the major functions of the school head as: interpretation of policy, execution of instructional programmes and the selection, induction and retention of personnel. (Manafa (2011) also outline the roles of the principals to include: adhering to the curriculum, the principals go through the school diaries to ensure that they are filled to help them assess the extent of the coverage per week. The principals write to the Federal Ministry of Education to report on the situation of things in their schools, by so doing, they request for fund that will be used to improve the condition of the schools. Such funds include fund for construction of some classrooms, Language laboratories, science laboratories, equipping the school Libraries, buying of teaching aids and materials and providing sufficient office accommodation for teaching staff. Principals organize seminars and conferences for teachers, teachers' forum, academic forum and in-service training for the development of teachers. They encourage training of academic staff and students in internet related educational programmes and projects via internet service, training of the students, making use of the facility for their class assignments, research work and ICT learning/teaching methods of their school subjects. They again motivate their hardworking teachers by using praises and rewards during the speech and prize giving day. They use queries and verbal warning to teachers who do not care to do their duties.

School administrators need a lot of human and materials resources to carry out their functions. These resources determines their effectiveness. The effectiveness of the institutions administrators depends on the level of human and materials resources available to administer the institution. (Ahaotu & Ogunode, 2021) outline some of the material resources to include instructional materials, equipment, and financial resources, infrastructural facilities, light, water, internet facilities etc while the human resources include teaching and non-teaching staff. The availability of these resources in right quantities and qualities will make the school administrative perform well.

Many researchers have identified problems facing school administrators or preventing administrators from doing their works. Ogunode (2021) identified inadequate funding, inadequate professionals teachers, inadequate infrastructural facilities, inadequate instructional materials, institutional corruption, insecurity problems and

inadequate data to planning as the challenges facing administration of secondary school education in Nigeria. Okele (2008) summed it up that secondary schools in Nigeria are characterized by dilapidated infrastructures, obsolete equipment, out-dated books and journals and, above all, irrelevant curricula. All these factors make it impossible for the effective realization of their goals.

Manafa (2011) did a study that focused on the constraints to effective implementation of educational policies in federal Government colleges in South East Nigeria. This study discovered multiple problems which constitute hindrances to effective implementation of educational policies in federal Government Colleges in South East Nigeria. These constraints include: incessant political changes, bribery and corruptions, poor monitoring and supervision of schools, lack of amenities, lack of continuity in commitment to policy, inadequate fund, problem of record-keeping, lack of physical plant, inadequate personnel and over-ambitious policy goals.

Ikgbusi and Iheanacho (2016) did a study that embarked upon with a view to finding out some of the hitches influencing effective administration of secondary schools in some selected zones of Anambra state namely: Aguata, Onitsha and Otuocha. The study revealed among others that many schools are understaffed and are still facing inadequate subject teachers, in other words, most principals are forced to teach some classes in addition to their official work of administration.

In another study, Otegbulu (2016) found out that the perceived challenges to effective administration in Imo state are: insufficient funds, inadequate physical facilities, equipment and instructional materials, inadequate qualified school staff, inadequate staff motivation, indiscipline among teachers and students, frequent changes in educational policies among others.

Olorunsola and Belo (2018) did a study that examined administrative challenges and principals' managerial effectiveness in Ogun State secondary schools. The hypotheses were tested using Pearson's Product Moment Correlation at 0.05 level of significance and the outcome revealed that a significant relationship exist between administrative challenges and principals' managerial effectiveness as well as well-equipped school libraries and managerial effectiveness of principals. However, there was no significant relationship between incessant teachers' transfer and principals' managerial effectiveness. It was equally revealed from the study that finance is the best predictor of principals' managerial effectiveness while physical facility is the least predictor. Based on the findings, it was concluded that administrative challenges are critical variables of principals' managerial effectiveness. It was therefore recommended that government should give out its supportive arms by releasing grants to schools as and when due and also allow them to collect meager sum of money either on termly or yearly basis which should solely be spent on developmental projects.

3.0 METHOD

Research Design

This research work employed the survey method with the use of questionnaire.

Population Of The Study

The target population of this study comprised of all school administrators of public senior secondary schools in the six area councils in Federal Capital Territory, Abuja.

Sample And Sampling Technique

The sample size of 300 was chosen from five public secondary schools by a simple random sampling technique. Ten school administrators which include principals, Vice principals and head of departments totaling ten. Thirty public secondary school was sampled. Five from each area council in the Federal capital Territory, Abuja. Three hundred respondents were chosen from all the sample public secondary schools by a stratified sampling technique using class as strata.

Research Instrument

Three research instruments were used for this study. A questionnaire titled: "Problems Facing Public Secondary School Administrators in FCT Questionnaire" (PFSSAQ) was self-developed. It was divided into two. Section A consisted of four items on administrators' bio-data which included name of school, sex, age and rank, Section B consisted of 10 items on Investigation into Problems facing Public Secondary School Administrators in FCT. School financial documents, School infrastructural facilities Inventory and Class register were the instruments used to ascertain the attendance of students in school.

Validity Of Research Instrument

The validity of the instruments were carried out by an expert in Educational Planning and Administration Department of Educational Foundation, Faculty of Education, Nasarawa State University, for face and content validation. The instruments were recommended based on the corrections and recommendation of the expert.

Reliability Of Research Instrument

The type of reliability established for Problems Facing Public Secondary School Administrators In FCT Questionnaire" (PFSSAQ) the instruments was internal consistency. The reliability was carried out using a group of 15 public secondary school administrators outside the study area. The questionnaires were administered to the public secondary school administrators in other to determine the reliability index of the instrument. The data collected was analyzed and the reliability coefficient of 0.88 was obtained

Method Of Data Collection And Analysis

The researcher administered the data to administrators of the selected public secondary schools and collected back on the spot. We employed descriptive and inferential statistics such as Mean, Standard Deviation and percentages to analyze the data.

4.0 RESULTS

Question one: Does inadequate funding poses as a challenge to administrators of secondary school in Federal Capital Territory, Abuja?

Item	N	Mean	SD	Remark
1. Inadequate fund for administrative programme	300	3.65	8675	Accepted
2. Inadequate fund for academic services	300	3.51	8543	Accepted
3. Inadequate fund for infrastructural facilities Maintenance	300	3.47	8.512	Accepted
Grand Mean		3.54		

Accepted (= 2.5 and above); Rejected (= less than 2.5)

Table 1 Does inadequate funding poses as a challenge to administrators of secondary school in Federal Capital Territory, Abuja. Result collected showed that inadequate fund for administrative programme (=3.65), Inadequate fund for academic services (= 3.51), and inadequate fund for infrastructural facilities Maintenance was (=3.47). This implies that inadequate funding is a problem facing public secondary school administrators in Federal capital Territory, Abuja with a grand mean of 3.54.

Question Two: Do inadequate infrastructural facilities serve as a challenge to administration of secondary school in Federal Capital Territory, Abuja?

Item	N	Mean	SD	Remark
1. Inadequate administrative offices (Staff office)	300	3.71	8725	Accepted
2. Inadequate facilities (classrooms, toilets, tables, Chairs, desks, water, whiteboard, libraries, Laboratories, light, ICT facilities)	300	3.64	8653	Accepted
Grand Mean		3.67		

Accepted (= 2.5 and above); Rejected (= less than 2.5)

Table 2 is on if inadequate infrastructural facilities serve as a challenge to administrators of secondary school in Federal Capital Territory, Abuja. Result obtained from table two revealed that inadequate administrative offices (Staff office, staff rooms, HOD offices) (=3.71) and Inadequate facilities (classrooms, toilets, tables, Chairs, desks, water, whiteboard, libraries, Laboratories, light, ICT facilities) Inadequate fund for academic services (= 3.64). This mean that inadequate facilities is a major problems public secondary school administrators are facing in Federal capital Territory, Abuja with a grand mean of 3.65.

Question Three: Does shortage of professional teachers serves as a constraints to the administration of secondary school in Federal Capital Territory, Abuja?;

Item	N	Mean	SD	Remark
1. There is shortage of professional teachers in our Schools	300	3.82	8935	Accepted
2. Shortage of professional teachers is responsible for high students-teachers ratio in the schools	300	3.60	8542	Accepted
3. Shortage of professional teachers is responsible Poor academic performance	300	3.61	8574	Accepted
Grand Mean		3.67		

Accepted (= 2.5 and above); Rejected (= less than 2.5)

Table 3 is on if shortage of professional teachers is a challenge to administrators of secondary school in Federal Capital Territory, Abuja. Data collected disclosed that There is shortage of professional teachers in our Schools (= 3.82), Shortage of professional teachers is responsible for high students-teachers ratio in the schools (=3.60) and shortage of professional teachers is responsible poor academic performance was (=3.61). This indicated that shortage of professional teachers is a problem facing public secondary school administrators in Federal capital Territory, Abuja with a grand mean of 3.66.

Question four: Do inadequate instructional materials poses challenge to the administrators of secondary school in Federal Capital Territory, Abuja?

Item	N	Mean	SD	Remark
1. School administrators were not provided with adequate instructional materials	300	3.54	7415	Accepted
2. Teachers are not accessing adequate Instructional materials	300	3.48	7123	Accepted
Grand Mean		3.51		

Accepted (= 2.5 and above); Rejected (= less than 2.5)

Table 4 is on if inadequate instructional materials is a challenge to administrators of secondary school in Federal Capital Territory, Abuja. Data collected disclosed that School administrators were not provided with adequate instructional materials with (= 3.54) as indicated by respondents, and teachers are not accessing adequate instructional materials with (=3.48). This indicated that instructional materials is a problem facing public secondary school administrators in Federal capital Territory, Abuja with a grand mean of 3.49.

Question five: Is overpopulation a challenge to administrators of secondary school in Federal Capital Territory, Abuja?.

Item	N	Mean	SD	Remark
1. Public secondary schools are overcrowded	300	3.75	8147	Accepted
2. Students population is more the carrying capacity Of the school facilities	300	3.69	7865	Accepted
3. Students population is more than the teachers’ strengthen	300	3.63	7543	Accepted
Grand Mean		3.69		

Accepted (= 2.5 and above); Rejected (= less than 2.5)

Table 5 is on if over-population is a challenge to administrators of secondary school in Federal Capital Territory, Abuja. Result collected revealed that Public secondary schools are overcrowded (= 3.75), students population is more the carrying capacity of the school facilities (=3.69) and Students population is more than the teachers’ strengthen with (=3.63). This implies that over-population is a problem facing public secondary school administrators in Federal capital Territory, Abuja with a grand mean of 3.71.

4.2 Discussion Of Findings

Result from research question one revealed that inadequate funding is a major problem public secondary school administrators in Federal Capital Territory, Abuja are facing. The funds released for the internal administration of various public secondary schools in the territory is not adequate. This finding is in agreement with the submission Ogunode (2021) that inadequate funding is one of the major problem facing the administration of secondary school education in Nigeria. The budgetary allocation for the administration and management of secondary school education in Nigeria is inadequate. Peretomode (2003) observed that school is a planned social organisation that act as instruments of society for teaching young ones and should therefore depend on co-operative interrelationships within and outside their relevant publics. As the commission has banned all forms of levies, without any substitute, the school principals most often find it difficult to purchase school materials like chalk and writing materials. Their administrative work is made more difficult and unpleasant, in other words has negative effect.

Result from question two disclosed that inadequate facilities is a major problems public secondary school administrators in Federal capital Territory, Abuja. Many public secondary school administrators do not have adequate administrative blocks, classrooms, tables, tables, offices, light, water etc. to deploy for implementation of teaching programme in their various schools. This result is in line with the submission of Ige (2011) observation that a school with inadequate classrooms, textbooks, laboratories, workshops, will be uncomfortable for students to learn. He further advised that school facilities should be provided by the government because they facilitate effective teaching and learning in schools. Mercy and Anselm (2018) did a study to examine the crucial issue in the implementation of educational policies and programmes and placed emphasis on the school buildings and the equipment used in the process of teaching and learning. School facilities require careful planning in its provision, utilization, and maintenance to meet the increasing demand for education and enhance the maximum realization of the target set in the National Policy on Education. The findings revealed that most of the schools did not have adequate school buildings to support the educational programme projected.

Result from research question three indicate that shortage of professional teachers is a problem facing public secondary school administrators in Federal capital Territory, Abuja. Many public secondary school do not have adequate professional teachers especially in the field of sciences. Ogunode (2021) observed that another problem facing the administration of secondary school education in Nigeria is inadequate professional teachers. There are shortage of professional teachers in majorities of the secondary schools across the country and this is affecting the administration of the sector. Ikgbusi and Iheanacho (2016) did a study and discovered that shortage and inadequate staff affects the subjects taught in secondary schools. This was supported by Ige (2012) who posited that preponderance of unqualified teachers in secondary schools in Nigeria will have serious implication on the quality of education which students will acquire at the end if other factors that may influence the training are constant. The student-teacher ratio of over (40) per class shows that teachers are over tasked, while students do not get sufficient attention from teachers. A report by independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage

in Junior Secondary Schools across the nation. A number of challenges have been identified as clogs in the realization of good access, equity and quality of education in Nigeria.

Result for item four revealed that that instructional materials is a problem facing public secondary school administrators in Federal capital Territory, Abuja. This result confirm the submission of Ogunode (2021) that is unfortunate that as important as the instructional materials to the implementation of teaching programme in the secondary schools that many secondary schools in the country do not have adequate instructional materials. Many teachers in the secondary schools teaches without using the necessary instructional materials because they cannot access them in the schools.

Result collected from table five showed that over-population is a problem facing public secondary school administrators in Federal capital Territory, Abuja. Data collected from school register for classes showed 1-60, 1;70 and 1-80 per class. This is against the recommended pupil-teacher-ratio (PTR) is 40:1. This is aimed at enhancing quality teaching in secondary schools across the country. This finding is in line with the submission of Njideka, Esther and Confidence (2015) who observed that Secondary schools enrollment rate in the last four decades has 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. Also Bua, Olatunde and Amough (2013) stated that "Evidence shows an increasing rise in the total population of the African continent and in particular, school age increasing at the rate of 2.5 to 3% per annum and enrolment into schools is on the increase annually". Increase in population has therefore been a limitation to adequate planning for the delivery of quality education among secondary school students.

4.3 Conclusion And Recommendation

This paper investigated the problems facing the public secondary school administrators in Federal Capital Territory, Abuja. After the analysis of the finding, the paper concludes that inadequate funding, inadequate infrastructural facilities, shortage of professional teachers, inadequate instructional materials and overpopulation are the problems public secondary school administrators are facing in Federal Capital Territory, Abuja, Nigeria.

Based on this discovery, the researchers hereby, put forward the following recommendation:

- 1 The government should increase the funds allocation for internal school administration, this will help the school administrators meet the various problems facing the schools under them.
2. More infrastructural facilities like administrative offices, classrooms, toilets, water, electricity, table, chairs, desks, whiteboard etc. should be provide in all the public secondary schools across the Territory.
3. The government should employ more professional teachers and deploy them to public secondary school according to schools' request. This will help to reduce the high student-teacher ratio in the classes and improve the quality of education.
4. More instructional materials should be provided in all public secondary schools. This will enable the school administrators have adequate instructional materials to give to various teachers in their schools.

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