



ADMINISTRATION OF PUBLIC EDUCATIONAL INSTITUTIONS IN NIGERIA: PROBLEM AND SUGGESTION

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Article history:	Abstract:
Received: October 30 th 2020 Accepted: November 8 th 2020 Published: November 30 th 2020	The article discussed the problems facing public schools in Nigeria. Secondary data was used to support the points raised in the article. The secondary data were sourced from print material and online publication by recognized institutions and individual author. Some of the problems facing the administration public education institutions in Nigeria include; inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, weak administrators, institutional corruption, poor supervision, insecurity problem, shortage of instructional materials, poor access to public school and lack of data to plan. In view of this problems the public educational institutional in Nigeria, the researchers hereby suggest the followings: that the government should increase the funding of education, employ more professional teachers, provide adequate infrastructural facilities, fight institutional corruption, appointment of competent professional as administrators, provide adequate instructional materials, effective supervision, adequate security in public schools and generation of reliable data for education planning.

Keywords: Public schools, Problems, Education, Planning

1.0 INTRODUCTION

Nigeria the Africa's most populous country with over 200 million population. Four in ever one in sub-saharan people reside in Nigeria making it the seventh most populous country in the World. According to the United Nations, Nigeria will become the third largest country in the world by 2050 with 399 million people. Nigerian educational system is the largest in Africa.

The Nigerian educational system comprised the basic education, junior secondary school, secondary school education and the higher education. According to Nigeria's latest National Policy on Education (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education. At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of polytechnics, monotechnics, and colleges of education. The tertiary sector as a whole offers opportunities for undergraduate, graduate, and vocational and technical education.

The administration of education in Nigeria is a shared function among the three forms of government which are the federal, state and local government. Education is in the concurrent list in the Nigerian constitutions which empower all the three tiers of government to participant in the administration of education but the federal government is empowered to regulate all the sectors, ensure quality control and engage in policy formulation and implementation. The constitution permits the federal government to coordinate tertiary education, the state take care of secondary school education and the local government handle the administration of primary school education. The federal government is expected to provide financial support for the states and local government in order to ensure the provision of quality education in the country. The Ministries of education in the country take charge of the

administration of education. The federal ministry of education is saddled with the responsibilities of coordinate the national policy, procedures and ensure both the states and local government educational policies operate in line of the national policies. The National Council of Education coordinate the educational policies at the political level. The Council is chaired by the Federal minister and aided by all states commissioners of education across the country. This body is the highest policy making team of the country. 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 Nigerian education system that allows both the public and the private sector to own and manage educational institutions is described as the largest in Africa. The government owns majorities of the educational institutions in the country. These educational institutions are sometimes regarded as public institutions. The Nigerian public educational institutions is plagued with many challenges that is affecting the quality and standard. Every day educational stakeholders in the Country are lamenting of the various ills that have befall the public schools. The public institutions include the early child education programme, primary school, junior secondary school, senior secondary school and higher institutions and others forms of education owned by the government.

At the early child education and primary school education, the quality of education at this stage is poor. Many student the primary schools cannot read and write properly. They cannot even solve simple arithmetic. The world-Bank (2017) submitted that many children in the public are in the schools but are not learning. According to World-Bank (2017) the quality of basic education, measured in terms of student learning outcomes, is low in Nigeria. According to international standards, children who have completed grade 3 are expected to be fully literate. Yet in Nigeria only 66 percent of public school students can read at least one of three words and 78 percent can add single digits after completing grade 4 (2015 NEDS).

The academic performance of students at the senior secondary school is poor. At the senior secondary schools, the performance of students at the external exams like WAEC and NECO is also poor. World-Bank (2017) reports that poor learning also results in low pass rates at the end of secondary school: 31 and 39 percent of registered students passed the 2014 and 2015 West Africa Senior School Certificate Examination (WASSCE), respectively.

At the higher institutions, the situation is even worse, Noun (2011) submits that Concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evident by the quality of graduates produced by these institutions. For instance, graduates from Nigerian universities are faced with problem of unemployment upon graduation. Saint, Hartmet and Strassner (2003) lamented that the Nigerian university system is performing poorly in the area of teaching and learning in terms of labour market absorption and employers' assessment of graduates. Mohammed and Gbenu (2007) and Obayan (1999) observed that the quality of education offered by higher education institutions in the recent times has deteriorated substantially. Babalola (2007) described the situation in our tertiary institutions as "institutional failure" because of skill mismatch.

Whenever there is a problem facing the entire educational system, one of the key place to look at is the administration. Administration is vital to the realization of educational objectives and it is also problem if it is not handled properly. It is imperative to look at the challenges facing the administration of public educational institutions in Nigeria.

2.0 CONCEPT OF ADMINISTRATION

Administration is the utilization of institutional resources to actualize the institutional objectives. Administration is the application of organization human and material resources to realize the organizational goals within a set time. Administration deals with arrangement of institutional resources to coordinate and actualize the institutional goals.

Administration in its totality as a process which entails the utilization of human, financial and material resources in maximizing the realization of goals and objectives (Ogbonnaya 2003). Akpakwu (2012) submitted that administration is defined as that function of industry which is concerned with the determination of the corporate policy, the co-ordination of finance, production and distribution and the settlement of the structure of the organization under the ultimate control of the executive.

School administration is the process of arrange all educational resources, putting each resources where it ought to be used and coordinating both the human and materials resources for purpose of realizing the objectives of the school. School administration also deals with the effective and efficient utilization of school resources to actualizing the school programmes. School administration look at the effective allocation, supervision and organization of school resources to realize the objectives of the educational institutions. The objectives of school administration include; to plan the educational programme, to design policies to direct the implementation of educational programme, to organize curriculum for the school, to eliminate educational waste, to ensure effective allocation of education resources, to ensure effective supervision of educational resources and to ensure deliver of quality education.

School administration take two dimensions, the internal and external. The external administration is handle by the ministries and agencies established to make policies and formulate programme for the education institutions in the country. The internal school administration is handle by the school administrators appointed by the various tiers of government to coordinate and oversee the affairs of the education institutions.

2.1 Public Educational Institutions

Public educational institutions are government owned educational institutions. They include all the forms of education owned by the government. Public educational institutions are established to provide educational services to the public. The objectives of establishing them is not to make profit but to provide public service for the citizens. The examples of public educational institutions include; the public early child education centres, the primary schools, the junior secondary schools, the senior secondary school and the higher institutions.

The early child education was established by the government to provide the pre-primary school education for the children. The early child education centres are found in all the area councils in Nigeria. The primary school education is designed to provide free and compulsory education for all the Nigerian children. The Basic school education starts from age six. The basic school education is expected to last for six years and there for junior secondary school. The junior secondary school level comprises three years of schooling after the primary school education. The curriculum at this level is both pre-vocational and academic. It is designed to enable pupils to acquire further knowledge and develop skills. The secondary school education is post-basic education. The objectives is to prepare the students for higher education. The higher education is the education

3.0 METHODOLOGY

The objective of this paper is to discuss the problems facing public educational institutions in Nigeria. To realize the objective of this study, the researcher used secondary data. The secondary data were sourced from reputable international journals such as CEON, Elsevier, IEEE, JSTOR, Hindawi, LearnTechlib, Nebraska and SAGE, Springer amongst others. Content Analysis was used in planning the subject of this research and analyzing the whole data collected from the relevant secondary sources. The design in this particular research is used to demonstrate understanding and to study challenges facing public educational institutions in Nigeria and how the identified problems could be solved. Content analysis method was used to select the relevant content of the various literatures sourced for this study; and the literature collected enable the overall development of the study which ordinarily centered on theoretical and conceptual exploration.

4.0 CHALLENGES FACING ADMINISTRATION OF PUBLIC INSTITUTIONS IN NIGERIA

Public education institutions in Nigeria which include the basic education, junior secondary school education, senior secondary school education and the higher institutions are not performing as expected. Some of the problems facing the administration public educational institutions in Nigeria include; inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, weak administrators, institutional corruption, poor supervision, insecurity problem, shortage of instructional materials, poor access to public school and lack of data to plan.

4.0 Inadequate Funding

Inadequate funding is one of the major problem facing the administration of public educational institutions in Nigeria. The annual budgetary allocation for the administration for the entire educational system is inadequate. For decades now, the Nigerian government have failed to meet the requirement of UNESCO 26% for education from the annual budget. The inability of the Nigerian government to adequately fund the educational system is responsible for the quality of education in the country. A breakdown of budgetary allocation for the ministry of education for one decade shows that the budgetary allocation for the entire ministry of education have been below the recommended UNESCO 26% of the total annual budget for a year. A break-down of Nigerian education budget for decade revealed the following:

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

Where by other developing country like Ghana; in the last 10 years, they have never budgeted less than 20 per cent for education. There is South Africa, Egypt, among others. This poor funding of education is affecting administration of public educational institutions in Nigeria. Ibrahim (2018) observed that from 1999 up till 2014, the budgetary allocation to education in Nigeria is less than 12% for every fiscal year. This is against the 26% of budgetary allocation recommended by UNESCO. Again, to further support the point of inadequate funding in the Nigerian education system, it is on record that out of the twenty world sampled countries on education funding in the year 2012, Nigeria was the least with 8.4% of budgetary allocation to education as indicated in table 1. Ghana, Cote d’Ivoire and Uganda top the list with budgetary allocation of 31%, 30%, 27% and a rank of 1st, 2nd and 3rd position

respectively (World Bank, 2012). However, it is a well-known fact that no any system of education can perform well without adequate financial support. Poor funding of the educational sector in the country in general is responsible for poor administration of education.

4.2 Inadequate Professional Teachers

Teachers are fundamental to effective delivering of teaching programme in the educational institutions. The teachers' place in the educational institutions cannot be replaced. Teachers are the implementer of the curricular. The teacher plans the lesson, organizes the instructional resources and deliver the lesson. The teachers ensures the students learn the right knowledge and skills through the process of teaching and learning. Teachers are found in all the educational institutions. It is unfortunate that as important as the teachers to the development of education, in Nigeria, the professional teachers are not adequate in all the forms of educational institutions. At the early child education, basic education and junior secondary school education there are deficit of professional teacher. The 2018 National Personnel Audit (NPA), conducted by the Universal Basic Education Commission (UBEC), reported, 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. At the senior secondary schools, research has it that shortage of professional teachers is a problem facing the Nigerian secondary schools. The NEEDS, (2014) on the assessment of higher institutions in Nigeria revealed that majorities of the higher institutions are facing problem of staff shortage. The report indicated that there were 37,504 academic staff in the 74 public universities in the country. The number compare to the student population is inadequate. The shortage of the academic staff resulted to the high students-teacher ratio in most of the universities in the country. For instance, University of Abuja had staff to student ratio 1:122, Lagos state university had a ratio 1:144 and National Open University had a ratio 1:363. The report also showed that 43% of the lecturers in the Nigerian universities had PhD while other have less qualification. The reported also revealed that only 50% of the academic staff have required skills and pedagogical skills, counselling and ICT competencies required for efficient service delivery in tertiary institutions. The report indicated that the shortage of lecturers in majorities of the higher institutions are in the area of sciences, engineering, medicine and surgery, law, early child education, special education etc. The inadequate lecturers in majorities of the higher institutions in the country is responsible for the falling standard of higher education. There are many reasons responsible for shortage of academic staff in the Nigerian public schools, some of the reasons include; low salaries and poor motivation compare to other institutions in the country where they pay high salaries and allowances. Teaching of large classes and rising workload in the universities are also some of the reasons. Brain-drain and poor working environment and lack of manpower planning for higher institutions in the country. The Nigerian higher institutions need about 22,496 teachers to improve the quality of teaching and academic service delivery in the higher institutions (NEEDS,2014). No any meaningful administration can take place in the absent of adequate professional teachers. The lack of adequate professional teachers in the Nigerian public schools is a major challenge to effective administration of administration in the country.

4.3 Inadequate Infrastructural Facilities

Infrastructural facilities refers to social capital that aid delivering of services. The infrastructural facilities includes; classrooms, tales. Chairs, offices, ICT facilities, laboratories, libraries, electricity. Internet services, water, good roads etc. The infrastructural facilities are essential facilities for delivering of educational services. They are playing a major role in the administration and management of educational programme. The availability of infrastructural facilities are very vital to the development of education. The inadequate of the infrastructural facilities in majorities of the public schools is affecting the effective administration of public education in Nigeria. Adelek (2013) reported that inadequate infrastructural facilities is a major problem facing the majorities of early child education in Nigeria. Abdul (2014) concluded in his research that majorities of Basic schools in the North central Nigeria do not have adequate infrastructural facilities. This point is confirmed by Mercy & Anselm (2018) who investigated school building facility provision in secondary schools in Delta State, Nigeria. It examined 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. The findings revealed that most of the schools did not have adequate school buildings to support the educational programme projected. Salisu (2001) did study on influence of school physical resources on students' academic performance. Salisu (2001) discovered that there is there is a positive relationship between academic performance of students and school physical resources. The Inadequate infrastructural facilities like good classrooms, lecture halls and laboratories is a threat to the survival and sustainability system performance and its sustainability hence education to some extent is falling due to low standard. School administrators are faced with problem of allocate limited facilities for large numbers of students. The implication of inadequate infrastructural facilities is among the factors contributing to fall in the standard of education in the country. Ojo (2018), John, (2016), Udida , Bassey, & Udofia, (2009) also agreed that inadequate infrastructural facilities is a problem facing the universities.

4.4 Weak Administrators

Another problem facing the administration of public schools in Nigeria is the weak administrators appointed by the various tiers of government to head the educational institutions. Many school administrators appointed to oversee the administration and management of some educational institutions are very weak in term of administration and management. Some of them do not have the qualifications, experiences and the knowledge required to successful manage such institutions to a place of glory. To effectively administered and managed an educational institutions

required leadership quality like team building, motivation of staff, defining goals, setting of targets and developing strategic plan. Many of these school administrators do not have such skills, ability and exposure to draw achievable plan and deploy resources to realize the plans. Ogunode, & Abubakar, (2020), Ogunode, Yiolokun, & Akeredolu, (2019), Ekaette (2001) confirmed that one of the challenges facing the universities in Nigeria is the appointment of weak administrators.

4.5 Institutional Corruption

Institutional corruption is not new to the public institutions in the country. Nigeria was ranked 137 out of 189 for corruption in 2020 corruption index. Corruption has penetrated almost all the public institutions in the country including education. Corruption is one of the major problems facing the educational institutions. Institutional corruption is the problem preventing effective administration of education in Nigeria because funds allocated for provision of infrastructural facilities and services in the management and implementation of educational programmes are being diverted by officers or political office holders within the institutions. The common forms of corrupting in the Nigerian educational institutions is fund diversion. Corruption on fund diversion has been reported in all the forms of education in Nigeria. At the early child and basic education, The Education Secretary of Sabon Birni Local Government Area of Sokoto State, Ishaka Abdullahi, was on Monday, arraigned before Justice Malami Umar Dogondaji of the state high court for fraud. Abdullahi was arraigned by the Sokoto zonal office of the Economic and Financial Crimes Commission (EFCC) after investigators traced school feeding funds to bank accounts linked to him. Trouble started for Abdullahi following intelligence that established that the nationwide Home Grown School Feeding Programme (HGSFP) of the federal government for primary school pupils, has been hijacked by some fraudulent elements in Sabon Birni Local Government for which the Commission's investigations revealed that one Hassi Abdullahi, who was appointed one of the cooks in the programme and had a Union Bank account number 0077129142 died on March 18, 2019, yet funds were still being channeled to her account from the HGSFP account, totaling N429,000.00 (Four Hundred and Twenty-nine Thousand Naira) which was fraudulently withdrawn (Thewhistler (2020)). At the junior secondary school education, reports have it that the Economic and Financial Crimes Commission, EFCC, on Monday arraigned a former Secretary to the Government of Edo State, SSG, Simon Imuekeme, and three others before the Edo High Court on an eight-count charge that borders on diversion of N113 million allocated for a particular project in the state. They were accused of fraudulently diverting the said sum to a project not covered by the intervention funds allocated by the State UBEC (Premiumtime 2014). At the secondary schools, many funds allocated for capital projects were reported diverted by Obi (2014). At the higher institutions, a former Provost, Federal College of Education, Zaria, Kaduna State, Dr. Moukhtar Ibrahim Maccido, has been arraigned over alleged corrupt acts by the Economic and Financial Crimes Commission (EFCC) Kaduna zonal office. The commission levelled against them, a five-count charge bordering on conspiracy, diversion of funds meant for the college through award of phony contracts and receiving gratification (Ripplesnigeria (2020)). All the above examples are allegations. All the allegations of funds diversion took place within the public educational institutions. This implication of this is that education quality will not be assured since funds meant for services like recruitment of teachers, procurement of instructional materials and for supervision services are not being used for the purpose but have been diverted to private. It will be difficult to achieve the objectives of education in the situation. Ogunode, & Abubakar, (2020), Ogbondah (2010) and Dare (2008) also submitted in their respective papers that corruption is a challenge facing the higher institutions in Nigeria.

4.6 Poor Access to public Schools

Poor access to public schools across the country is another challenge facing the administration of public schools in the country. Many Nigerian children are denied educational opportunities in almost all the Nigerian educational system. Nigeria stands out globally in its number of out-of-school children. Though the number is debated in the country, the latest estimates (based on the 2013 Demographic and Health Survey, DHS) indicate that 13.2 million of basic education school age children, i.e. age 6- 14 years old, are out of school⁷. This figure includes children who never entered school as well as dropouts. Unfortunately, the trend is also negative, as this figure represents an increase of 3.3 million from the 2010 estimate. An overwhelming majority of out-of school children -- 12.6 million -- are in the North. At the secondary school level, many seeking admission in the higher institutions are denied every year. Factors responsible for poor access to public schools include; limited space, inadequate infrastructural facilities, poor planning, inadequate funding of education, educational corruption and lack of political will to implement educational programmes and policies (Worldbank,2017). Data from Nigeria's National Bureau of Statistics (NBS) and the Joint Admissions and Matriculation Board (JAMB) shows that between 2010 and 2015, of the 10 million applicants that sought entry into Nigerian tertiary institutions, only 26% gained admission. The most obvious reason for this deficit is the capacity of local tertiary institutions compared to growing student populations. In total, there are around 150 private and public universities in Nigeria, with a capacity to carry 600,000 students. For a country with 180 million people, 62% of them 24 or younger, that's nowhere near enough (WENR, 2017). Poor accessibility to public educational institutions is another big problem facing the administration of Nigerian education sector. The (2015 Nigeria Education Data Survey, NEDS) data show an 87 percent GER in primary education (compared to 100 percent for sub-Saharan Africa), and while the rate for junior secondary education (65 percent) is above the average for sub-Saharan Africa, it remains well below universal (Worldbank,2017).

4.7 Poor Supervision

School supervision is designed to help improve the quality of education and ensure standard and quality control. School supervision is the instrument for aid delivering of quality education. School supervision in Nigeria is ineffective. Public school supervision is poorly done by the relevant public institutions established to supervise the schools. The present situation show that instructional supervision of education at every levels of education is weak and ineffective. Educational supervision in the Nigerian educational system have not receive maximum attention from the government. Reports from researchers on the level of instructional supervision on the Nigerian educational system is not encouraging. Ezekwensili, (2007), submitted that in many schools there are lack poor or ineffective supervision of personnel and instruction materials. At the basic schools it is observed by Ogunode (2020) that instructional supervision is ineffective. At the secondary schools, research hat it that supervision of instruction seems to be paid little or no attention, and this, has drastically reduced the quality of secondary school education while at the universities, scholars have accused the National Universities commission of poor supervision of institutions under its watch (Guardian (2019). Ogunode (2020) submitted that higher institutions in Nigeria are poor supervised and some of the challenges include; inadequate funding, inadequate staff, institutional corruptions, insecurity, weak supervisory agencies, opposition from higher institutions and poor capacity development. To solve this challenges, this article recommends the following: government should increase the funding of supervisory agencies, employment of more staff, fight institution corruption, provision of adequate security, strengthen the supervisory agencies, and positive relationship between higher institutions, supervisory agencies.

4.8 Insecurity Problem

Insecurity challenges in Nigeria have affected the administration of education in many states across the country especially states located in the Northeast zone in Nigeria. Since the problem of insecurities in Nigeria especially from 1999 when the democratic government took over power, the administration of public schools in the country have been facing a lot of problem. The insecurity problem in Nigeria is responsible for the destruction of many school infrastructural facilities. Many teachers and students have been killed. In different occasion, all most educational institutions are closed down in some states in the Northern part of Nigeria. According thisdays newspapers (2018) the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. The UNESCO global education monitoring report of 2018 revealed that 19, 000 teachers have been displaced in the North east Nigeria and this is affecting access to education. In the same North east in (2017)"there was over 1.6 million IDPs which include over 700,000 school age children as a result of violent attacks on civilians by Boko Haram, which began in 2009" The reported indicated that Boko Haram members has destroyed nearly 1,000 schools and displaced 19,000 teachers. The reports showed Boko Haram had killed almost 2,300 teachers. "The latest education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity." The insecurity challenges is preventing effective monitoring and evaluation of educational institutions across the country (Thisday,2018).

4.9 Shortage of Instructional Materials

Instructional materials are educational resource that teachers employ to present their lessons with the aims of making it simple for the learners. Instructional materials are organized educational resources that make teaching interest for the learners. Instructional materials are materials that makes students comprehend what the teaching is teaching more. Instructional materials are key component of educational institutions that help to simplify teaching. Instructional support the implementation of teaching programme in the schools. In is unfortunate that these instructional materials are in shortage in many public school in Nigeria. Adeleke (2015) reported that inadequate instructional materials is one of the problem facing the Nigerian educational institutions because schools administrators are not provided with adequate funds to buy the different instructional materials teachers need to implement the teaching programme with.

4.10 Lack of Data to Plan

Another problem facing the administration of public education in Nigeria is the lack of current and reliable data to plan. Data are very important for educational planning. No meaningful educational planning can take place without adequate current and reliable data/information. One of the basic challenges facing the Nigerian educational sector is lack of data. There is lack of information on key areas of the Nigerian educational system. This is because educational data are not constantly be generated and if generated, the methodology of collection is poor. Many data collection officers in the country lacks the new method of generating data due to poor capacity development. The data collection officers also lack working tools. The attitude of the government towards generating current and reliable data is poor. There are many factors responsible for poor data collection in Nigeria and they include inadequate funding of data collection agencies, inadequate data collection officers, insecurities, lack of political will, poor capacity development of data collection officers and corruption. Ogunode (2020) observed that one major problem facing the entire educational system in Nigeria is lack of relevant data to plan and take decision regarding educational programme.

5.0 POSSIBLE WAY FORWARD

In view of these problems, the researchers hereby suggest the followings: that the government should increase the funding of education, employ more professional teachers, provide adequate infrastructural facilities, fight institutional corruption, appointment of competent professional as administrators, provide adequate instructional materials, effective supervision, adequate security in public schools and generation of reliable data for education planning.

5.1 Adequate Funding

The government of Nigeria should increase the funding of education to the UNESCO requirement of 26%. This will aid effective administration of public schools in the country.

5.2 Employment of Professional Teachers

The federal, states and local government should embark on massive recruitment of professional teachers and deploy them to public schools across the country. This will help to reduce the high teacher students-teacher ratio and improve the quality of education.

5.3 Adequate Infrastructural Facilities

The government should provide more infrastructural facilities to all the public educational institutions in the country. This will help to improve the quality of education.

5.4 Fight Institutional Corruption

Institutional corruption in the educational institutions is one of the major factors responsible for the poor quality of education in Nigeria. The government should use all its anticorruption institutions in the country to fight corruption in the ministry of education so that funds budgeted for capital and recurrent services can be effectively used for the implementation of the projects and programmes in the educational sectors.

5.5 Appointment of Competent School Administrators

The government should appoint professionals to head public educational institutions across the country. This will aid effective administration since professional and capable hands are there.

5.6 Adequate Instructional Materials

The government should provide adequate instructional materials to all the public schools in the country. This will help the teachers have access to different instructional materials and use them for teaching the students.

5.7 Effective Supervision

To actualize the objectives of educational objectives in the country, there is need for effective supervision of public schools across the country. So, government at every level should improve the supervision of all public schools in the country. This can be achieved by providing adequate funds for supervision, employment of adequate supervisors and providing the support for all the supervisory agencies in the country.

5.8 Adequate Security

Security is vital for effective administration of education. Security is key to realization of educational objectives and goals. To realize the objectives of education in Nigeria, the government at every level should tighten up the security at every educational institution in the country. Adequate security should be provided to all public schools in the country for effective teaching and learning.

5.9 Generation of Creditable Data

For effective planning of education to take place, there is need for adequate current and reliable data. No meaningful educational planning can take place without adequate current data. So, the government at every level should generate reliable and current data. This can be achieved by strengthening the data generating agencies in the country with capacity and adequate funding.

6.0 CONCLUSION

The article discussed the problems facing public education institutions in Nigeria. The article identified some of the problems facing the administration of public educational institutions in Nigeria to include; inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, weak administrators, institutional corruption, poor supervision, insecurity problem, shortage of instructional materials and lack of data to plan. In view of these problems, the researchers hereby suggest the followings: that the government should increase the funding of education, employ more professional teachers, provide adequate infrastructural facilities, fight institutional corruption, appointment of competent professional as administrators, provide adequate instructional materials, effective supervision, adequate security in public schools and generation of reliable data for education planning.

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