

PRACTICES, ISSUES AND CONCEPTS IN EDUCATION IN NIGERIA

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Ezenwagu, Chigbu, Eziamaka, Etele & Nwakanma

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**Fr. S. A Ezenwagu, PhD
B. C Chigbu, PhD
C. N. Eziamaka, PhD
V. A. Etele, PhD
L. O. Nwakanma**

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Fr. S. A Ezenwagu, PhD

B. C Chigbu, PhD

C. N. Eziamaka, PhD

V. A. Etele, PhD

L. O. Nwakanma

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PREFACE

Effective educational management is the backbone of a successful educational system. As the Nigerian educational landscape evolves, educational managers and stakeholders must be equipped with the knowledge, skills, and best practices to navigate the complexities of managing educational institutions.

This book, is designed to provide a comprehensive overview of the principles and practices of educational management. Focusing on the Nigerian context, this book explores the key concepts, challenges, and strategies for effective management of primary and secondary schools.

This book covers a range of critical topics through eight concise units, including contextual management, school staff management, primary and secondary school management practices, and the roles and responsibilities of chief executive officers.

Written with educators, policymakers, and educational managers in mind, this book aims to provide a valuable resource for anyone seeking to improve their understanding of educational management and its application in the Nigerian context.

Rev. Fr. Dr. Stephen Abuchi Ezenwagu

INTRODUCTION

The effectiveness of any educational system depends largely on the quality of its management. Educational management involves planning, organizing, and supervising educational institutions to achieve their goals. In recent years, the Nigerian educational system has faced numerous challenges, including inadequate funding, poor infrastructure, and a shortage of qualified teachers.

These challenges have significant implications for the quality of education provided to students, ultimately affecting their academic achievement and prospects. Furthermore, the rapid changes in the global economy and technological advancements have created new demands on educational institutions, requiring them to adapt and innovate to remain relevant.

In response to these challenges, there is a growing need for educational managers who possess the knowledge, skills, and competencies to effectively manage educational institutions. Effective educational management is critical to ensuring that schools operate efficiently, provide a supportive learning environment, and achieve their academic goals.

This book, "Educational Management: Concepts and Practices," is designed to provide educational managers, policymakers, and stakeholders with a comprehensive understanding of the concepts, principles, and best practices of educational management. Through a contextual approach, this book explores the key concepts, challenges, and strategies for effective educational management in Nigeria, with a focus on primary and secondary schools.

The book examines the role of contextual factors in educational management, including the social, economic, and cultural context in which schools operate. It also explores the management of school staff, primary and secondary school management practices, and the challenges facing primary school education in Nigeria.

In addition, the book provides practical insights and knowledge on improving educational management practices, including the roles and responsibilities of chief executive officers in primary and secondary schools. By exploring these critical issues, this book aims to contribute to the development of effective educational management practices in Nigeria.

Ultimately, the goal of this book is to support the development of educational managers who are equipped to lead and manage.

Prof Fredrick A. Okwo

University of Nigeria, Nsukka

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AUTHORS' PROFILE



Rev Fr Dr Stephen Ezenwagu is a priest of the Arch Diocese of Onitsha. He is a distinguished researcher and scholar who specializes in Education Management. He lectures at Nnamdi Azikiwe University Awka



Baptista Chinyere Chigbu is a senior lecturer in the Department of Educational Foundations, University of Nigeria, Nsukka. She holds a Ph.D. in Educational Administration and Planning from the University of Nigeria Nsukka. She is a member of the Nigerian Association for Educational Administration and Planning. She is a seasoned lecturer and has successfully supervised a number of Master's students in Education at University of Nigeria, Nsukka.

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Dr. Chika Nonye Eziamaka is a profound lecturer in the Department of Educational Management and Policy, Faculty of Education at Nnamdi Azikiwe University, Awka. She is a highly focused scholar and a writer. She carried out much research in her discipline and attended many Conferences both nationally and internationally.



Dr Valentina Anulika Etele is a lecturer in the Department of Guidance and Counselling, at Nnamdi Azikiwe University Awka. She is a Service-oriented and highly committed Lecturer with years of experience in teaching. An expert in family and marriage Counselling with numerous article publications. She holds a Doctorate Degree in Family Counselling.



Lydia Ogbeyialu Nwakanma is a lecturer in the Department of Educational Management and Policy in Nnamdi Azikiwe University, Awka. She served as an English Language teacher in several secondary schools for over 15 years before coming to the University where she first worked as an administrative staff in the Examinations unit.

UNIT ONE: THE CONCEPT OF SCHOOL

B.C. Chigbu

School has been defined in various ways. It can be said that school is any organized educational institution where knowledge is transmitted from the teachers to the learners. School can also be defined as a social institution that transmits the culture of the society from one generation to another. We can define it as an agent of socialization. Ottaway and Smith (1980) defined school as a social unit formally established by members of the society for the purpose of developing the younger members of their society. Olaniyi (2000) defined it as a formal agency of education established by member of the macro- community/society to mould the habits interests, attitudes and feelings of children and transmit the societal norms, culture, value and tradition from one generation to another.

A school is a formally established institution by appropriate law and authorities where the knowledge, attitudes, and skills required for both personal and social development are acquired. School is a place where people learn about the past, present and project the future of a society at large.

Schools may be regarded as public service institutions. These institutions are not profit oriented but service goal oriented as they work for the realization of common goals of society. Such goals include transmitting of societal values and norms from one generation to another. Every society, as well as

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individual, depends on the services of schools. In other words, schools are places where children learn and acquire knowledge, skills and values, which among other things will enable them to discharge certain tasks independently and become useful, productive and contributing members of a given society.

The behaviors acquired by children confer on them some levels of confidence and independence. Writing on independence, Dreeben (1979) noted that it is doing things on one's own, being self-reliant, accepting personal responsibility for tasks which under different circumstances, one can expect the assistance of others. Values such as integrity, honesty and ethical strength are expected to be generated through such processes as family socialization, schooling and contact with a morally proper community.

It is on this premise that Hu and Korllos (1995) opined that the most effective mechanism for actualizing social control in a population is the process of moral character. In other words, the expectations are that schools provide a significant function in securing moral commitment within a given population. This was again buttressed by Durkheim (1956) when he remarked that education rears the child for the country and secures in them the essential condition for its own existence. This explains the importance of schools and education in a nation. No nation plays with the education of its citizens. This is because any nation whose schools produce weak citizens is bound to have weak economic, social and political structures. It has not been possible to arrive at a consensus on the role of schools as public service institutions. However, the views of Counts, cited by Nwangwu (2007) on the goals of education which schools aspire to inculcate in the minds of children appear to represent a

consensus of purposes of education in a democratic society. These goals are:

- Education for individual excellence.
- Education for society of equals.
- Education for a government of free men.
- Education for an economy, of security and plenty.
- Education for a civilization of beauty and grandeur.
- Education for an enduring civilization.
- Education for a world community. Because schools are regarded as a social organization, it possesses some features of bureaucracy.

The School as a Bureaucratic Institution

The management of a school is a difficult task. It, therefore, demands a good knowledge of the interrelatedness of bureaucracy and the school system. Bureaucracy is said to be a body of government officials and administrators responsible for policy formulation and implementation. In a more concrete terms, Ocho (2003) noted that bureaucracy is a process of administration which is necessitated by the need for fairness in handling public problems and issues, the need for efficiency and effectiveness in organizing and controlling a large body of employees specializing in different and various areas of human endeavours, the need for accountability and the need for systematic keeping and retrieval of documents for purposes of policy analysis, direction and implementation. Schools, colleges as well as universities are characterized by bureaucracy.

Max Weber, cited by Akubue and Okolo (2008:110) identified some of the characteristics of bureaucratic institutions thus:

- a. Bureaucracy consists of a hierarchy of offices.

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- b. A supreme chief with authority defined by higher competence.
- c. A hierarchical staff structure, each of the offices has a clearly defined sphere of competence. Selection into its office is based on technical qualification and the incumbent is remunerated by salary.
- d. Tasks are performed according to written rules and detailed instruction for handling of different situations.
- e. Officials perform their tasks in an impersonal manner.

Features of a School as a Bureaucratic Institution

The school possesses certain features that identify it as a bureaucratic institution. Such features as identified by Haralambos, cited by Igbo (2002:98-99) include:

- a. regular activities required for the purposes of the school are distributed in a fixed way as official duties of school officers. Each personnel has a clearly defined area of responsibility.
- b. the school offices follow the principles of hierarchy. Every lower officer is under the control of and supervision of a higher one within the school system.
- c. the operations of the school are governed by a consistent system of abstract rules. These rules define the units of the authority held by respective officials in the hierarchy. Obedience to the authority is based on the rationality of the rules and regulations.
- d. the school administrator is the ideal official who performs his duties in a spirit of formalistic personality without hatred or passion.

- e. the school personnel are appointed and employed on the basis of technical knowledge and expertise in specific areas of specialization.

Roles of the School in the Community

The following are the roles of the school to the host community or the society at large.

1. Provision of Education: The school assists the community to train the children and young pupils on basic literacy/numeracy. The curriculum used for the children by the school lays emphasis on the need and problems of the community and on how to assist the children contribute their quota to the development of the community.
2. Preservation of Community Culture: In the school also, the children are taught the community norms, values culture, tradition, beliefs. Apart from teaching the children all these, school also ensures their transmission from one generation to another. School also carries out research to improve on good culture of the community and to discourage the children from the bad ones.
3. Provision of Facilities for Community Use: The school provides and makes available some school facilities for community use when needed by the community. Some of the facilities made available for the community are the school playing ground (for community rallies, socials, religious and other activities), school halls and classrooms (for receptions and entertainments as well as for adult and continuing education classes'), school vans/buses (for social outings). However, there must be some rules governing the use of the school facilities by the community to ensure proper use

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4. Provision of Means of Livelihood to Members of the Community: The school provides a means of livelihood to members of the community by employing them as teachers, administrative officers, day/night guards, drivers, cleaners, gardeners or any other available position qualified for by the
5. member of the community. The payment received for the service (s) rendered to the school are used as a means of livelihood and to cater for their own immediate and extended family.
6. Manpower Supply: There are various categories of manpower needed by the community to serve in the various sectors of the economy, for example, Medical Doctors to provide medical service, Lawyers to provide legal service, Bankers to provide banking service, Teachers/Lectures to teach in schools, Engineers to serve in the engineering units of the country, Computer Scientists to take care of the internet and other information technology services of the country. There are so many other services needed to sustain the country which are provided by the school. Without these manpower supplies in good quality and quantity, there cannot be any meaningful growth and development in a country. The school provides these, after giving the required training to people that makes them qualified and competent.
7. Assist in Community Development Programme/Service: Members of the school play active role in some project embarked on by the community. The students are engaged in various projects in the community. Examples

of community development projects are – road construction, road maintenance. They also render Other services to the community where the schools are situated. They serve as members of Road Safety Corps, Civil Defense Corps, Man- O-War, Red Cross Society and other organizations.

Roles of the Community in the School

The community in appreciation of the roles of the school to the community and for mutual co-existence performs the following functions to the school.

1. Provision of Funds. The community generates funds for the development of the school through special levies. These include Parent-Teacher Association (PTA) levies, donation by old students association, religious groups , non-government organization and philanthropists.
2. Provision of Land. The community makes available land (either free or at a reduced price) to erect school structure of various categories and also for gardening and farming purposes.
3. Maintenance of School Plant. Various artisan groups within the community such as carpenters, bricklayers, mechanics, assist in installation, maintenance and repair of school physical facilities at a reduced rate.
4. Provision of Facilities. The community provides physical facilities which members of the school make use of. Examples of the physical facilities provided by the community are public library, which assist the students to pursue academic excellence, community halls which are used by the school for teaching and learning and social

- activities, hospitals and clinics which are used for treating the sick.
5. Provision of Accommodation: The community provides residential accommodation to both the staff and the students of the school. Most schools now have no befitting accommodation for their staff or even their students. This makes the school and/or the staff concerned explore opportunity of getting accommodation in the community where the school is situated or nearby communities.
 6. Provision of Scholarship: The communities provide scholarship to brilliant and / or indigent brilliant students depending on the funds available. Some well-meaning individuals and organization (who appreciate education and educated citizens) within the community, such as Philanthropists, and Religious groups, also provide various scholarship schemes to assist students within the community in primary, secondary or institution of higher learning. The scholarship may cover school fees, books, feeding and others expenses.

Factors Influencing School – Community Relationship

It is necessary for the school head to be familiar with the factors influencing the school-community relationship to facilitate cordial relationship between the school and the community. Some of the factors are discussed below.

- i. The Location of the School: The location of a school within the community goes a long way in influencing the school

- community relationship. For example, parents are more likely to visit a school more frequently if it is located at the heart/centre of the community than if a school is located at the outskirts of the community. A school that is also attractive, safe, accessible with opportunity for future expansion will enjoy patronage by the community members. However, if the location of the school is at the outskirts of the town, the school head can use his initiative/power to organize meetings and activities which will be bringing members of the community into the school at regular intervals to see the school, know what the school has and school's needs.
- ii. Facilities Available. The type of facilities available in the school will determine the level of cordial relationship the school receives from the community. For example, a school that has a good hall for conferences/wedding receptions, classroom for adult education/extra mural studies, playground for community rallies and meetings and make them available for community use at a subsidized rate will enjoy more cordial relationship with the community. The community benefits from the use of these facilities and will want good relationship to continue to be able to continuing to enjoy the facilities. But where these facilities are not available for community use or available at expensive rate, the school community relationship may not be as cordial as when those facilities are available for community use at no cost or at subsidized rate.
- iii. Communication: Effective communication between the school and the community at all times will enable

community members to assist the school and give them good advice. It is compulsory that the school head should integrate members of the community into the school system by giving them feed back on school activities through effective communication. The school head must communicate effectively with the various governing/regulatory/voluntary agencies such as Governing Board, PTA, and Old Student Association members in the community regularly. In a situation where there is poor communication between the school and community, the result is unhealthy or poor school-community relationship.

- iv. Leadership Style: The type of leadership style adopted by the school head will go a long way in affecting positively or negatively the relationship between the school and the community. For example, a school head that adopts democratic leadership style will enjoy better cordial school-community relationship because he will be approachable and listen to community views at all times than the school head that adopts autocratic/laissez-faire leadership style. This is because, the school head that adopts democratic leadership style will involve people in his administration and consult with them and other members of the community, if need be, before arriving at major decisions. This strengthens mutual understanding between the school and the community. However, the school head that adopts autocratic leadership style does not consult with people or community members before arriving at decisions. He decides single-handedly and enforces his opinion on people. This situation creates a gap between the school and the community and also create

suspicious environment. The school head that adopts *liaissez - faire* is also the uncared type, who shows no concern for the work force and the community it will not be able to create/maintain cordial relationship between the school and the community. It is only the school head that adopts democratic leadership style that enjoys the full support and maximum cooperation of the community.

- v. **Attitude of School Staff:** The attitude/behaviour of the school head and his staff toward the members of the community will either enhance their relationship or otherwise. If the school head and the staff are accessible and approachable, friendly and fair in dealing with the members of the community, there will be cordial relationship between them. But if they make themselves inaccessible, unapproachable and unfriendly to the members of the community, the community will be hostile to them and confrontational. This will not enhance good/cordial relationship between them. However, for the school to enjoy cordial relationship with the community there is the need for the school head and the staff to project good image of the school through their own positive attitude and behaviour towards the community members.

The Context of School

A school is a complex organism. It is not just a building with people inside. To change schools, it is necessary to consider the effects of change on all the parts of the organism. Each part is dependent on the other parts and all parts react to changes any other part, leading to the concept of school context.

School context is a broad term that gets at the idea of the interrelatedness and interdependence of all facets of the school.

Taguiri (1968), cited by Smey-Richman, (1991) defined the school context in terms of four dimensions:

- ecology (physical and material aspects)
- milieu (social dimension created by the characteristics of groups of persons)
- culture (social dimension created by belief systems, values, cognitive structures, and meaning)
- Social system (social dimension created by the relationships of persons and groups) (p. 2).

The weaving together and interdependence of all the facets of the school create its environment or context.

The context of the school is defined by the original Latin term *contextere*, "to weave together" (Cole & Griffin, 1987). School context can also be defined as a set of "local conditions," which include the availability of resources, relationships between persons and groups, use of educational knowledge, norms, goals and availability of incentives and disincentives, and rate of turnover in the school.

Dimensions of school context

For the purposes of this presentation, school context will be viewed as consisting of two dimensions. The first dimension, the ecology, includes the inorganic elements of the school: those things that, while not living, have an impact on persons in the school. The resources available, policies and rules, and size of the school are examples of this dimension of school context. Ecology includes resources, physical arrangements, demographic shifts local, state and federal policies.

The second dimension of the school context is the culture. Culture is an expression that tries to capture the informal side of

social organizations such as schools. Schein (1985) delineated several meanings of culture that appear in the literature:

- Observed behavioural regularities when people interact, such as the language used and the rituals around deference and demeanor.
 - The norms that evolve in working groups, such as the particular norm of "a fair day's work for a fair day's pay" that evolved in the Bank Wiring Room in the Hawthorne studies.
 - The dominant values espoused by an organization, such as "product quality" or "price leadership." The philosophy that guides an organization's policy toward employees and/or customers.
 - The informal rules of the game for getting along in the organization, "the ropes" that a newcomer must learn in order to become an accepted member.
 - The feeling ...that is conveyed in an organization by the physical layout and the way in which members of the organization interact with customers or other outsiders. (p. 6)

Similarly, school culture is defined by Smey-Richman (1991) to mean "the common set of values, beliefs, and practices that act as a social control mechanism directing behaviour through institutionalized norms (i.e. informal rules) generally subscribed to by organization participants... By influencing behaviour, culture affects productivity or how well teachers teach and how much students learn" (p.4).

It should be kept in mind that the interrelatedness and interaction of these elements of culture, along with the ecology of the school, create the context in which school improvement efforts are undertaken. The physical setting created by the

school building and school organization interacts with the beliefs, attitudes and values of people. Attitudes and beliefs held by individuals influence the norms and relationships in the school, and, conversely, cultural norms influence attitudes and beliefs. Relationships between persons in the school are influenced by and exert influence on other elements of the school culture.

The Ecology of the School

Elements of the ecology, i.e., the physical, material, inorganic aspects of schools, impact school improvement efforts. The availability of resources for change is one of these elements that has a powerful impact. Physical arrangements for organizing persons, scheduling patterns in the school, the size of the school, and the degree of safety in the school also can facilitate or impede interactions that are meaningful for school improvement. Other factors, such as the demographic patterns of the school and working conditions exert influence on change as well. Finally, the policies and rules that govern the school are an influential inorganic element.

Resources

Those seeking lasting school improvements must face the fact that effective change takes time and resources. Limited funds may mean that certain types of improvements are never considered. The availability of school resources influences implementation strategies. According to Corbett, Dawson, and Firestone (1984), when time for planning and implementation activities or money to purchase materials is scarce, change activities will not make much progress. Funding is also

important because underfunding a project may result in the inability to address problems until the next fiscal year.

Physical arrangements

In addition to the limits placed on school improvement by the availability of time and money, the physical structures of schools may also facilitate or impede change. In their study of urban school change, Louis and Miles (1990) reported constraints of the physical plant as a major source of implementation problems. Physical arrangements can contribute to the isolation of teachers both physically and emotionally. The cellular organization of schools keeps teachers physically apart from other professionals in the school. This isolation then impacts teacher attitudes and limits the relationships between teachers, students, administrators, and the community relationships that are essential factors in the change process. Because they are restricted to the classroom and tend to have a limited network of ongoing professionally-based interaction within their schools or with their professional peers, most teachers have limited contact with new ideas.

School size

Several researchers have found that the size of the school is a physical characteristic that may either support or block school improvement. Increased school size has negative effects upon student participation, satisfaction, and attendance and adversely affects the school climate and a student ability to identify with the school and its activities. Large schools tend to be characterized by a lack of communication between teachers and administration and confusion regarding school policies. This can lead to school disorder because teachers tend to lose confidence

in the administration and feel ineffective. Small size may promote a sense of community in the school. Smaller schools may have more innovative teachers, that have a voice in running the schools, a sort of family atmosphere, close community relationships, and a principal who could make the best use of the staff.

Demographic shifts

Demographic changes can pressure schools to adopt and implement new policies. Environmental changes external to the school impinge on it, increasing readiness to implement innovations. Demographic changes such as population shifts and redistricting decisions influence change efforts. Another demographic variable, employment growth, has been found to be significantly and positively related to the proportion of college graduates in the population and to the high school dropout rate in a study of rural schools.

Working conditions

The working conditions of teachers in the vast majority of schools are not conducive to sustained teacher innovation. To improve teacher performance, the work environment must enhance teachers' sense of professionalism and decrease their career dissatisfaction. Conley, Bacharach and Bauer (1989) found that in elementary schools where teachers perceive class size as manageable, the level of dissatisfaction is lower than in schools where teachers perceive class size as less manageable. A lower level of career dissatisfaction also was reported in elementary schools where teachers perceive an absence of student learning problems.

Local, state, and federal policies

When the ideas held about how schools should operate are written down, regulations, rules, and policies are produced. Because schools are public agencies, they must adhere to local, state, and federal regulations that make it difficult for schools to set their own educational goals. "Desired connections between policies and practices are difficult to find. Policies are seldom carried out to the letter". This may be true due to the loosely coupled nature of schools. Basic education policy should be shaped at state and district levels, but the day-to-day decision-making should shift to the local school.

Rules, regulations, and policies at the national, state and local level may constrain or enhance successful implementation efforts. Knowledge about the types of policies that will increase student achievement and address the second order level of change is needed. These policies, however, need to allow autonomy for day-to-day decisions at the local site.

The School Culture

The culture of the school will be viewed as the existence of interplay between three factors: the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. Each of these factors may present barriers to change or a bridge to long lasting implementation of school improvement. It bears repeating, however, that the interrelatedness of these facets of the school most strongly affects the efforts of those seeking to improve schools.

Attitudes and Beliefs

The attitudes and beliefs of persons in the school shape that culture. Many times innovations are not put into practice because they conflict with deeply held internal images of how the world works, images that limit persons to familiar ways of thinking and acting. This failure is played out in schools on a regular basis. The attitudes and beliefs of those in the school create mental models of what schooling is and how others in the school should and will respond to events and actions. It is from these attitudes and beliefs that the culture of the school is created.

Student attitudes toward schooling

Just as the perceptions, attitudes, beliefs, and values of teachers impact change efforts, student beliefs and attitudes influence school improvement. Students must believe that they are respected as persons and that they are tied to the school. However, two attitudes prevalent among high school students are boredom and alienation. Students must recognize a high level of caring, respect and expectations for their success, as well as a capacity for influencing what goes on in school in order to increase their commitment to the school and change efforts.

Attitudes among people in the external environment

External values affect the culture of the school, shaping what goes on inside. The belief in attending school as a prime pathway to virtue and success in later life is no longer widely or firmly shared.

Teacher attitudes toward change

Teacher' s attitude toward change is dependent upon how change affects them personally. Feedback, especially about the positive results of one's efforts, is a large factor in teachers' commitment to change.

Student attitudes toward change

Fullan (1991) proposed four images that represent the range of student attitudes toward change. These attitudes are indifference, confusion, temporary escape from boredom, and heightened interest and engagement with learning and school. Pupils' interpretations of their traditional roles in the classroom can impede change. Any innovation that requires students to do something new will succeed or fail based on students' actual participation.

Community attitudes toward change

Schools are generally responsive to constituent groups. This means that people outside schools will have influence on the type of new programs that may be introduced. Change efforts fail if the community does not provide ongoing encouragement, support and resources. Many citizens, because they have no children in the schools, apparently feel they need not be concerned about the quality of education in those schools.

UNIT TWO: WHAT IS SCHOOL MANAGEMENT?

B.C. Chigbu

The term 'Management' is from the word 'manage,' which derives from the French word 'manage,' which means 'housekeeping. In common usage, the term 'management' refers to a specialized group of individuals whose responsibility it is to direct the efforts and activities of others toward common goals. Management is the process of bringing people together to achieve desired objectives. Management includes planning, organising, allocating resources, leading or directing an organization, and exercising control over it. Management is the process of planning, organizing, leading and controlling all the activities of organization in pursuit of predefined objectives. It involves coordinating and overseeing the work activities of others so that they are completed efficiently and effectively. It is the process of designing and maintaining an environment in which individuals, working together in group efficiently accomplish identified goals and objectives. Management can take place anywhere including in the school.

The school is one of the formal institutions intentionally established by man to meet some of the essential educational needs of human society. Management of a school includes implementing the desired educational policies. It considers all aspects of the school and incorporates them into a cohesive whole. In school management, a school is not a physical structure. It is a meeting place for two souls, the instructor and the student. School management is

therefore, regarded as the process of integrating appropriate human and material resources for achieving the purposes of a programme of an educational institution. It is the branch of management that studies the means and methods of administering schools.

Aims of School Management

1. To provide effective and efficient education.
2. To provide an efficient life for the school children and prepare them for the art of learning together.
3. To bring school and community close to each other.
4. To educate the students according to their interests and ability.
5. To help the students to realize their full potentials.
6. To enable the students to have the right type of psychology of life.
7. To conserve and transmit values, and culture of the society.

Objectives of School Management

1. To provide proper education to students: This objective seeks to mention the fact that good education doesn't mean education at a very high cost as is practiced in some modern schools. Rather it means the right type of education from the right type of teachers within reasonable cost. This objective also implies quantitative expansion and qualitative improvement of education.
2. To ensure adequate utilization of all resources: For adequate realization of the various purposes of educational

programme, there is the need for ensuring adequate utilization of all available resources-human, material and financial.

3. To ensure professional ethics and professional development among teachers: As Teachers are the senior and more matured human elements to implement educational programmes. They are to be encouraged and given the facility to devise and try out innovative ideas on instruction and to participate in in-service education programmes. In this context, it can be seen that educational administration should aim at developing a desire for hard work, dedication and commitment for their job among teachers.
4. To organize educational programmes for acquainting students with the art of democratic living and giving them excellent training in democratic citizenship.
5. To mobilize the community: It seeks to maintain and improve the relations with the community. For this to be possible it should seek community support and co-operation for quantitative expansion, qualitative improvements, smooth and fair examination in the educational system.
6. To organize co-curricular activities effectively for developing talents of students and work efficiency of educational teachers.
7. To get the work done: The most important objective of administration is to get the work done effectively, efficiently and with satisfaction to the individuals and benefits to the society.
8. To prepare students to take their places in various vocations and occupation.

9. To train the students in developing scientific attitude and objective outlook towards all aspects and activities of life.
10. To ensure qualitative improvement of education: Good education can be provided to students by bringing qualitative improvement in instruction. Regular supervision of teaching and guidance of teachers help to ensure quality teaching in schools.

Importance of effective school management

1. Managing Process of change in school.
2. Developing Goals of school.
3. Ensuring smooth functioning of a school.
4. Avoiding under and over utilization of the resources of a school thereby ensuring optimum and judicious use of the resources.
5. Making best use of the capabilities of the school personnel because if they are allotted the work depending upon their area of expertise, interest and experience, they are likely to deliver work to the best of their abilities.
6. Achieving the aims and objectives of a school smoothly.

Principles of School Management

1. Principle of objectivity: this principle demands that the activities are focused on the predetermined objectives of the school programmes.
2. Principle of comprehensiveness: this principle demands that a wide variety of activities are offered to the students. As a result, these activities should fulfil the individual as well as group needs. Activities should also provide for the balanced development of the students personalities. Right

- and duties should also be made known to the students through the activities. Training and working in collaboration should be made a regular feature for the students.
3. Principle of economy: the principle focuses on the facts that the work force should be utilized according to the capacity, potential and liking of the personnel; the material resources should also be used to the optimum, and responsibilities need to be entrusted according to competence and interest.
 4. Principle of co-operation and co-ordination: School should be a place where the atmosphere of mutual consultation should prevail; the responsibilities should be discharged with zeal, vigor and drive for the betterment of the institution; Students should be provided with a chance to share some of the responsibilities with their teachers.
 5. Principle of simplicity: The administrative procedures are made simple, practicable and understandable. Responsibility and authority should co-exist. Teachers must be exposed to novel situations to improve their leadership qualities. School should have good relation with the society and parents.
 6. Principle of modification: The duties and responsibilities of the staff must be changed at intervals. The latest innovations and trends to be incorporated at the proper time.
 7. Protection of Social Values: The first principle of school organization is to protect social values. Being a component of the society, school must be facilitative of general and specific aims of the society .

8. Principle of flexibility: The organization must be flexible. It should be flexible and balanced because the society always tends to change and the need of the human being also changes with time.
9. Principle of adaptability: The organization must be adaptable. It should be adaptable because the society changes and innovates, and human beings need to adapt for survival also changes with time.
10. Principle of Accountability: Analysis of the activities of the staff benefits organization. The principal should encourage hard work and staff should be made to understand that they are responsible for their actions.
11. Professional Growth: Teacher and other workers should be given proper training for better performance.
12. Principle of Utility: Utilization of all the possible resources helps in achieving the goals.

Issues of School Management

Time Management issues Finding proper resources

Adapting class activities

Communication with parents

Challenges with Technological Advancement

Challenges with Funding

Psychological issues Leadership

Challenges

Interference of government

Lack of devotion among teachers

Contextual Management in a School System

Contextual Management integrates different administrative levels

and various organizational cultures with appropriate management styles and personal attributes to help the school organization be effective and efficient. Contextual management refers to the process of managing organizations, teams, or individuals within a specific environment. It involves understanding the internal and external factors that influence organizational behaviour and decision making.

Contextual management is about the process of understanding and adapting to the internal and external environment of an organization to achieve its goals and objectives. It is the ability to understand, interpret, and respond to the complex and dynamic miles in which an organization operates. It can also be defined as recognizing and leveraging the unique characteristics, strengths, and weakness of an organization' s internal and external environments to inform strategic decisions and actions. According to Pettigrew (2014) contextual management is a holistic approach to management that considers the organization' s internal and external context or environment, including its culture, politics, to achieve sustainable success. Contextual management requires leaders to be aware of and adapt to the changing environment, including shifts in market trends, customer' s needs, and technological advancement.

Principles of contextual management

The principles of contextual management are:

1. Understanding the context: This has to do with situation awareness; that is understanding the internal and external environment including stakeholders, culture, and market conditions. It also involves contextual intelligence which

is to recognize the nuances of the context and make informed decisions accordingly.

2. Adapting to the context. Adapting to the environment could be to adjust leadership style, strategies, and decision to fit the changing context. Again, it involves resilience which is the ability to absorb and recover from shocks, stresses, and disruptions.
3. Leveraging contextual factors: this could be done through identifying strengths and weaknesses and the unique characteristics, the internal and external milieu it also involves fostering relationships with stakeholders, partners, and suppliers to achieve common goals.
4. Informing decision making: This can be done through contextual analysis; which is to conduct thorough analysis of the context to inform strategic decisions and actions; and scenario planning which is to develop models to anticipate and prepare for potential future context.
5. Achieving sustainable success: This principle talks about long-term perspective, that is to adopt a long-term perspective to balance short term needs with long term sustainability. It also entails stakeholders' engagement; to ensure their needs and expectations are met.

There are various contextual factors in management. These factors are:

1. Internal contextual factors. The internal contextual factor consists of:
 - A. The organizational culture: Organizational culture refers to the shared values, norms, and beliefs that shape behaviour and decision making within an organization. A strong organizational culture can

foster employee engagement, motivation, and productivity while a weak culture can lead to confusion, conflict and turnover. As a result, managers must understand and shape the organizational culture to align with the school's mission, vision and goals.

- B. Technology and infrastructure: these refer to the availability and quality of resources, equipment and system. Technology and infrastructure can help in the productivity, efficiency, and innovation. Outdated or inadequate technology can hinder performance, while cutting edge technology can drive competitiveness. It therefore suggests that managers must invest in and manage technology and infrastructure to support school organizational goals and stay ahead of the competition.
- C. Human resources: These are the skills, expertise, and demographics of employees. Human resources can impact productivity, innovation and customer satisfaction. A skilled and motivated workforce can drive success, while a poorly trained or demotivated workforce can hinder performance. This implies that managers must attract, retain and develop talented employees to achieve school organizational goals.
- D. Leadership style: This refers to the managerial approach, values and behaviour. A transformational leader can inspire and empower employees, while a transactional leader can focus on efficiency and productivity. This means that managers must adopt a leadership style that aligns with the school organizational culture, goals and environment.

2. External contextual factors. Under external contextual factors, we have:
 - a. Market and industry trends: These are changes in customer needs, competitor activity, and market conditions. Market and industry trends can have positive or negative impact on demand, competition and profitability. A growing market can create opportunities, while declining market can pose threats. Managers therefore, must monitor and respond to market and industry trends in education to stay competitive and achieve organizational goals.
 - b. Economic environment: it talks about the economic growth, recession, inflation or unemployment. The economic environment can impact demand, pricing and profit. A growing economy can create opportunities, while a recession can pose threats. Managers must understand and adapt to the economic environment to make informed decisions and achieve school organizational goals.
 - c. Social and cultural factors: social and cultural factors refer to demographic changes, social norms and cultural values. Social and cultural factors can impact customers needs, employee diversity, and organizational reputation. A diverse and inclusive school organization can attract talented employees and customers. Managers must understand and respond to social and cultural factors to create a diverse and inclusive school organization.
 - d. Political and legal factors: These refer to the government regulations, laws and policies. Compliance with regulations ensures legitimacy,

while non-compliance can pose risks. This means that managers must understand and comply with political and legal factors to ensure organizational legitimacy and avoid risks.

- f. Environmental factors: These include natural disasters, climate change and sustainability concerns. Environmental factors can impact organizational operations, supply chains, and reputations. Educational Managers must understand and respond to environmental factors to create a sustainable school organization.
3. Global contextual factors. Under these factors, we have
 - a. Globalization: This refers to international trade, competition and cultural exchange. A global organization can access new markets and talents from anywhere is restricted and, while a local organization can face competition from global players. Managers must develop a global mindset, understand cultural differences, and adapt their strategies to suit local and international environments.
 - b. Cultural diversity: This is the differences in values, beliefs, norms, and practices across cultures. Cultural diversity can impact communication, teamwork, and customer relationships. They must be aware of cultural differences to avoid misunderstandings and miscommunication. School Managers must also develop cultural intelligence, be sensitive to cultural difference, and adapt their leadership style to suit diverse cultural contexts.

- c. Global economic trends: These are the fluctuations in economic activity, trade, and investment across the world. Global economic trends can impact demand, supply chains, and profit even in school organization. Managers must monitor economic trends to anticipate opportunities and threats. Managers, including school managers must develop a global economic perspective, monitor economic indicators, and adapt their strategies to suit changing economic conditions.
- d. International trade and investment: This refers to the exchange of goods, services, and capital across national borders. International trade and investment can impact competitiveness and market share. Managers must understand trade agreements, tariffs, and investment regulations to capitalize on opportunities. Managers must develop expertise in international investment, navigate complex regulatory environments, and adapt their strategies to suit changing trade and investment conditions. Exchange rate impact on investment and management of schools.
- e. Global supply chain management: This refers to the coordination and management of supply chains across national borders. Managers must develop global supply chain expertise, manage risk, and adapt to changing supply chain conditions. Managers must also develop strategic partnerships, invest in supply chain infrastructure, and leverage technology to optimize global supply chain operations.

4. Technological contextual factors of management: These have to do with the impact of technology on organizational operations, strategy, and performance. This factor can create opportunities for innovation, efficiency, and competitiveness. Under these factors, we have:
 - a. Digital transformation: It is the integration of digital technology into all areas of an organization, fundamentally changing how it operates and delivers value to customers. Schools are increasingly integrating digital technology into their operations.
 - b. Artificial intelligence (AI) and automation: AI and automation can impact job roles, skills, and organizational structures. Managers of educational institution need to develop AI and automation strategies, invest in employee re- skilling and up- skilling, and create a culture of innovation and experimentation.

UNIT THREE: SCHOOL STAFF MANAGEMENT AND THEIR FUNCTIONS

L. O. Nwakanma

The success of every school depends largely on the school staff of that school. The school staff of a school is very important to be effectively managed for good performance. The poor management of school staff in school affect the effectiveness of teaching and learning. School staff management can be seen as the design of formal system in an organization to ensure effective and efficient use of human talents to accomplish organizational goals. School staff management in school is that phase of management which deals with the effective control and use of manpower in a school setting for proper implementation of educational policies. School staff management is a systematic process of ensuring proper workforce maintenance, mutual understanding among staff, and regular training, promotions and remuneration.

The school manager must learn the best way to use his fellow human beings. The principle of human relation has enjoins the chief executive of an educational institutions to maintain accessible but respectful distance from the staff and the students. He should be easily reach by any member of the staff but should maintain no intimacy with any one of them. He should be fair to all and friend to none.

A school staff manager is described as an executive head who directs the affairs of the institution towards achieving its primary goals and objectives. He/she is involved in planning,

organizing, supervision, controlling and evaluation. Education manager is saddled with the responsibility to organize school activities in such a manner that things work smoothly and effectively. Agih (2015) suggests that for a school staff manager to successfully accomplish the set objectives, he has to work with other people within the school system and be able to motivate them to collaborate with him in other to achieve the educational objectives.

Every educational institution needs the services of either a principal, vice principal, head teacher, or better still an individual employed as a manager to organize activities within the school to ensure that wastage of time, efforts, money, and materials are reduced to the barest minimum.

Techniques of school staff Management in Schools

School staff management in school is a process of coordinating, maintaining and integrating both teaching and non-teaching staff in order to achieve the goal of the school. Managing the human resources available in the school is most importance task of a school manager. There is need for proper control, motivation and coordination of activities and effort of the teaching, nonteaching staff and students for maximum output from them. Therefore, it become necessary for the school manager to understand the techniques associated with school staff management, because it will assist him/her in managing his/her school effectively and efficiently. The techniques of human resources management include the following:

Staff Training and Development

This has to do with training of staff to meet their needs which involve the development programmes or courses that are

relevance to their field. According to Chinyere (2014) staff development is a process of appraising staff performance and identifying their key skills and competence that need development or training to improve their skills for better performance. Through staff training and development people improve their capabilities and become more perfect in their in their area of specialization.

Staff Motivation

It is very important to motivate both staff and students to do their best under difficult circumstances. It is saying “Motivation” is WHY of behaviour. This implies that the way one behaves determine the motivation he or she received. Motivation is concerned with cause of behaviour of the people, how they act, speak or think in a particular way. There is need for every school manager to know how to motivate his people in order to improve their performances. The quality of school staff management affect the behaviour, attitudes and effort of both staff and students towards their task. In this aspect, there is need for not only the school manager but also the ministry of education and its agencies to take the issue of reward for job performance of staff and academic performance of students very serious.

Staff supervision and discipline

There is need for adequate supervision of all the activities in schools. The school manager needs to supervise things within school by visiting classes, talking to staff teaching and non-teaching, learners and parents. Undie (2007) sees supervision as an effort which involves the stimulating of professional growth and development of teachers. School

supervision can be said to be an interaction between at least two people for the improvement of a teaching and learning.

Records keeping

For the realization educational goals, records need to be kept for future use. It is through record a staff or student can be promoted, motivated, disciplined when need arise. Therefore, staff and students information must be stored in a proper place for easy retrieval.

Managing conflict

There is no society, community or organization without conflict. Therefore, conflict is part of the life of the people. Conflict is an open disagreement between two or more people who have different goal. It involves people's feeling as well as their objectives. Furthermore, once conflict is seen to exist, it is necessary to select the methods of dealing with it that will at much as possible, lead to productive outcomes.

Functions of a Manager

The school manager performs the following functions:

1. Planning: Planning in management process is the first thing to be done by school manager. Here school manager needs to identify the mission, goal and objective of the school. He or she also has to look at the relationship between objectives, the activities, the available resources and the expected outcomes. That will be the beginning of the planning which is refers to deciding in advance what to do, how to do it, when to do it and who is to do it. Planning as a management function is usually construed and concentrate on the

high-level decision about the objectives, the activities, the mean (resources) and the expected outcomes (deliverables) of education.

2. **Organising:** Organizing is the function of the manager which follows planning. It has to do with putting available resources in order of priority. Ochai (2013) Organising is a process of establishing formal relationship among people and resources in order to reach specific goals and objectives. According to Fayal in Ochai (2013) to organize school activities is to provide it with everything useful or its functioning that is human and material resources.
3. **Directing:** The school manager needs to direct the implementation of the school plan. This is done through delegation of duties and responsibilities not only to staff but also students and also motivate them towards taking their responsibilities. In field of educational management, direction is said to be those activities which are design to encourage the teacher and other staff to work effectively and efficiently.
4. **Supervising:** The manager needs to ensure that activities are carried out in line with the approved policy or law and taking steps to correct problems. Supervision is a professional activity concerned with the development, maintenance, and improvement of a school's instructional programme, especially its curriculum and teaching personnel.
5. **Evaluation:** The school manager assesses the performance of staff and students and compares the result with the set target or objective of the school. Through evaluation, the strengths and weaknesses of the

performance of both staff and student are identified. The feedback is needed for the adjustment of future plans.

Furthermore, other scholars identified the functions of school staff managers to be:

- A. Development and implementation of educational programmes: One of the most important functions of the secondary school principal as an administrator is the structuring of the school for the purpose of instruction. Under this role, Ukeje, Akabogu and Ndu (2007) noted that the principal should provide: A climate of efficiency, cooperation, services and stimulation within which the school programme, exists and can operate most effectively; Leadership and co-ordination in leadership and continuing evaluations of the effectiveness of the total school programme in meeting the needs of the students; and Leadership and co-ordination in continuing revision of the total school programme to meet the needs of the students.
- B. Development of Teaching Staff: According to Ogbonnaya (2004), the identification of the staff needs is one of the first responsibilities of the school staff manager. This involves determining the qualifications and areas of specialization of staff recruitment. The school staff manager as well carries out the orientation of new members of staff, students and community members into the school.
- C. Students' Relation Function: The school is built neither for the teachers nor for the interest of the parents and school administrators but for the students. For effectiveness, the school staff manager has to provide

adequate students services that supplement teaching and learning.

- D. School-Community Relationship: This role of the school staff manager, according to Ogbonnaya (2004) makes it necessary for him to know the community, take an active part in the progress of the community, facilitates community participation in the life of the school and interprets the school's goals and programmes to the community. To carry out these duties, he has to utilize study techniques of social science and education and survey community resources.
- E. Financial Administration: concerning financial management in schools, it is the most critical of the functions of the secondary school staff manager. This has to do with budget-making and budget administration since the principal is the leader in the school, and the Chief Executive, as well as the Chief Accounting Officer. Meanwhile, the manager has to work closely with the bursar of the school. This is to ensure that funds are spent judiciously and that proper records of receipts and expenditures are kept.

UNIT FOUR: PRIMARY SCHOOL MANAGEMENT PRACTICES

S. A. Ezenwagu

Primary education is the type of education children receive at early stage of life before secondary education. This type of education exposes a child to the rudiments of learning and prepares the child for further academic endeavours. According to the Federal Republic of Nigeria (FRN, 2013), primary education is education children receive at the ages of 6 to 12 years. Primary education also offers diversify curricular that provide diverse basic knowledge and manipulative skills that will enable the child to function effectively in society within the limits of the child's capability. A child that receives primary education possesses certain- potentials and abilities that will enable him or her function and adapt to the changing environment. Primary education inculcates rightful social, and moral norms and sound values into the child (Federal Republic of Nigeria, FRN, 2013, pg. 9).

Primary education refers to the first stage of formal education. It is the stage that comes up after the pre-primary. The primary school is a school where children between the ages of 5-12 are given formal education. In Nigeria, it is the school which children attend before they go to secondary school. In the primary school, children are exposed to a variety of subjects such as indigenous languages, English Language, French, Arabic, Mathematics of Numeracy, Basic Science, Social Studies, Health Science, Agricultural Science, Local Craft and a

host of other disciplines with a view to equipping them with basic knowledge and skills which would help them to lead meaningful life in the future.

In the colonial days, the purpose of primary education was basically that of reading, writing and arithmetic. Children were then basically educated to be able to read, importantly in the white man's language (English), so as to enable them to be able to communicate easily with the Europeans who were then the colonial masters and to be able to write and do some arithmetic to enable them to serve other civil and domestic purposes of the colonial master satisfactorily. After independence, the stakeholders in primary education found that the purpose of primary education was then was inadequate to meet the needs of the independent Nigerian child. Thus, a new national policy on education was planned and formulated for schools in Nigeria.

Primary education in Nigeria has been set up with certain objectives which includes inculcating into the young child permanent literacy, numeracy and the ability to communicate effectively; laying a sound basis for scientific, critical and reflective thinking; promoting patriotism, fairness, understanding and national unity; instilling social, moral norms and values in the child; developing in the child the ability to adapt to the changing environment; and providing opportunities for the child to develop life manipulative skills that will enable the child function within the environment.

Primary education is a foundation upon which all other levels of education such as secondary and tertiary schools are built. In other words, whatever has happened to primary education, whether positive or negative, will affect the secondary and tertiary levels of education in the same direction.

The management of the primary school is made clear by our expression of what management is all about. Onyali, Okekeokosisi and Okoye (2015:2) state that management is in every aspect of human endeavour whether —in business, hospital, religion, or even at home, management is indispensable. Therefore, management is being in charge or being in control. Druicker (1974:6) observes that management that concerns itself with —ownership, rank or power ought to be deeply involved in the responsibility that will yield performance. In Onyali, Okekeokosisi and Okoye (2015:3) Reretomode enlightens the audience by explaining that management is —the performance of executive duties, the carrying out of policies or decisions to fulfil a purpose and the controlling of the day-to-day running of an organization.

In the primary school, it is the headmaster who is at the apex of administration. The headmaster discharges a lot of duties which help to keep the school alive. It is the headmaster that makes decisions on the matters of the primary school. Oboegbulem and Onwurah (2011:8) observe the same: — primary school headmasters perform numerous administrative roles. They plan, coordinate and direct their staff and pupils, manage school buildings and facilities and provide the physical and human school environment conducive to teaching and learning.

Historical Background of Primary Education Management Practice Practice in Nigeria

The management of primary education in Nigeria passed through different stages and different authorities exercised its control from time to time. Ab initio, the church missionaries who introduced Western or Formal Education to Nigeria in 1842

handled the management of the primary education system. After much criticism from different quarters about the crude and lack of proper coordination of the system by these missionaries, the British government intervened through the establishment of various Education Ordinances and Codes. It is worth mentioning that the colonial government in Lagos made intermittent attempts to assist some of the missions in the management of schools between 1870 and 1876. While a bill was passed as an ordinance (the first of its kind) for the promotion and assistance of education and it covered the West African territories of Lagos, Gambia, Gold Coast and Sierra Leone.

In 1887, there was the enactment of the first purely Nigerian education ordinance as a result of the separation of Lagos from the Gold Coast which became the Colony and Protectorate of Lagos. This ordinance was promulgated to increase the betterment of education administration. In one word, the British government had no clearly defined policy on education for its African colonies during this time till 1925. It was Phelps-Stokes' report that forced the British Colonial Government to demonstrate its interest in African education. So, the principles on which the educational systems of the colonized countries should be based were set out by the 1925 Memorandum on Education. As of 1946, Nigerians were deeply involved in the administration of their educational system as a result of Arthur Richard's Constitution, which created a Regional Government - Northern, Eastern, and Western regions. It must be stated that during this era, the colonial overlords were still supervising Nigeria's educational affairs and partly funding it. The missionaries and voluntary agencies were also within control of staff recruitment, supervision of staff, and the funding

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of their own schools only with grant-in-aid as subvention from the government.

Some years prior to Nigeria's independence, primary education started developing at different rates in different parts of Nigeria. Universal Primary Education (UPE) was introduced as the first of its kind in January 1955 in the then Western Region followed by the Eastern Region in 1956 and later by the Federal Government in September 1976.

This programme indicated the government's dynamic policy to favour the education of the masses on the basis that every Nigeria child has an inalienable right to a minimum of six years of education if he is to function effectively as a citizen of Nigeria that is free and democratic, just and egalitarian, united and self-reliant, with full opportunities (Fafunwa, 1974). After Nigeria gained independence in 1960, there was increased clamour for government take-over of schools from the missionaries and voluntary agencies, at least, to be able to revert the old system and to tailor it to meet the needs of the new nation. Adesina (1977) reported that it was contended that absolute take-over of schools would improve their curriculum, teacher quality and centralized provision of instructional resources, minimize inequalities and provide a dynamic centre of leadership for educational innovation. So, there was a government takeover of schools in 1970.

At the end of the Nigerian Civil War in 1970, a new dimension in public administration and funding of education emerged. That was the government takeover of primary and secondary schools from the voluntary agencies. The trend was started by the then East Central State in 1971 and by the end of that decade, most states of the federation especially the Southern states had followed suit. This greatly increased the government's

burden on education finance. The government was able to expand its activities in the education sector during the 1970s due to increased revenue from oil. With this, the government felt capable of embarking on the Universal Primary Education (UPE) in 1976. At that time, the government assumed full financial responsibility for the scheme. This scheme radically expanded public involvement in education financing and administration.

With the inception of the second republic in 1979, the Federal government withdrew its direct subsidy for primary education and transferred the responsibility to local governments. This effectively marked the end of Universal Primary Education (UPE) in most states of the federation. During this period, most states quickly introduced fees and levies at all levels of education. The military takeover in 1984 helped make this state of affairs nationwide. The states out of out-of-party policy doggedly struck UPE albeit in the name of feeling free to introduce fees. In 1986, the Federal Government again abolished tuition fees in primary schools nationwide. As a result of this, it started making direct grants to local government for primary education. In 1989, this grant included funds for part payment of salaries for primary school teachers. In 1976, the management of primary was taken over by the Federal Government while the administration and funding were transferred to the state and Local Governments in 1979. As a result, different management and funding arrangements were made by different states during this period.

In 1988, the National Primary Education Commission (NPEC) was established with Decree 31 of the Federal Republic of Nigeria 1988 to manage the affairs of primary education. It was later scrapped by the Federal Government under the

provision of Decrees 2 and 3 of 1991, which vested the full responsibility of the administration of primary education in the hands of the Local Government. With the Decree No. 96 of 25th August 1993, the National Primary Education Commission was re-established with State Primary Education Board (SPEB) and Local Government Education Authority (LGEA) and they were once again in control of primary education in Nigeria. The Local Government Education Authority (LGEA) was assigned to the day-to-day administration of primary schools in its area of jurisdiction. While the State Primary Education Board (SPEB) was charged with the administration of primary schools in the state. The Local Government Councils appoint Education Secretaries who then report directly to the SPEBs. These arrangements have resulted in general conflicting pressures on the Education Secretaries due to the different roles played by the SPEBs and the Local Government Councils (LGCs).

There are also areas of overlap in the functions of different levels of management, which need to be addressed. The National Primary Education Commission was the overseer of the State Primary Education Board (SPEB) of all the states of the Federation. the Federal Government supervised this commission. From this arrangement, it is obvious that the management of primary education is no more one government affair; it involves all tiers of government. According to the provision of this decree, “the National Primary Education Commission receives the National Primary Education Fund as established by this decree from the Primary Education Board of each state and the Federal Capital Government Sponsored Special Primary Education Projects in accordance with the formula prescribed in this decree as the Transitional Council, from time-to-time prescribe”.

Contextual Challenges Facing Primary School Education in Nigeria

Various problems that are presently facing primary education in Nigeria are highlighted and discussed below:

- A. Delay in Salary Payment and Promotion of Teachers: Whenever Federal Government approved new minimum wage for workers, workers in the public primary schools in the majority of the States will be the last set of staff that will receive the minimum wage. The issue of promotion of primary school teachers in majority of the States is a different story.
- B. Lack of Classrooms for Effective Teaching and Learning: In Nigeria, there are still public primary schools where two classes share one classroom during teaching and learning as a result of shortage of classrooms. It is possible that contracts for the building of more classrooms have been awarded to contractors by the governments, but such contracts have been abandoned by the contractors (corruption).
- C. Lack of Chairs and Desks: This is another serious problem presently facing public primary schools in Nigeria. In this modern era, there are still public primary schools where pupils sit on the bare floor to receive lessons in the classrooms.
- D. Shortage of Qualified Teachers: In terms of quantity, there are many teachers in the primary schools but in terms of quality, there are few teachers in the public primary schools. Teaching profession has been regarded as a least profession where all manner of graduates irrespective of their disciplines go and secure employment.

- E. Weak Process of Recruiting Teachers: In some of the States of the federation, man knows man always form the base for the recruitment of teachers. During the recruitment process, politicians will hijack the process and employ whoever they want to employ. In most cases, recruitment of teachers is no longer based on merit especially at the State level. This is a wrong signal to the development of primary education in Nigeria.
- F. Lack of Instructional Materials: According to Federation Government of Nigeria (2013), teaching at the primary schools should be by practical, exploratory and experimental methods. Majority of the instructional materials that will enable the teachers to present the teaching more experimentally are lacking in the majority of our public primary schools in Nigeria. Instructional materials are the teaching materials that assist subject teachers to deliver their lessons in a clear and understanding manner to the learners in the classrooms.
- G. Lack of Residential Accommodations and Transfer Allowances for Teachers: The majority of the public primary schools lacked residential accommodation facilities for teachers. Some public primary schools were built in the interior villages across the country and teachers were been posted to such schools without residential accommodations.
- H. Poor Supervision: The problem of poor school supervision by the respective school administrators has also contributed to the challenge facing the administration of basic schools. Many school

administrators do not effectively supervise the basic schools under their watch.

- I. Tests and Exams: Today, a series of tests and examinations are conducted in various primary school classes to assess the performance of pupils but to one's surprise, the tests are not used in promoting the learners, whether a child performs well or not, he or she is promoted to the next class at the end of the day. An important purpose of testing the learners which is for placing each learner in the appropriate class is no longer applied.
- J. Multiple Curriculum In Nigeria, there are a series of curricula of study for learners in primary school. Among these are the NERDC curriculum, the CESAC curriculum, and so forth. By this, it appears that the federal government is inconsistent about what the learner should learn. This is not the only problem with the curriculum, the texts to be used for the study are often changed mid-way between within an academic year, when this does not happen, the learners may not be informed early enough about the change. These were not so in the past and all these are expected to have marked effects on the output of the primary school.

Ways Forward

To address the challenges facing primary education, the following ways of improving primary schools have been noted as a way forward.

1. Adequate Funding: The government should consider an upward review of the educational budget to meet up with

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the 26% allocation recommended by UNESCO and above.

2. Adequate Instructional Materials: Instructional materials are very important for teaching and learning at the Basic schools. Government should provide adequate instructional materials for all the basic schools in the country.
3. Provision of Adequate Infrastructural Facilities: Infrastructure facilities guaranteeing quality education. So, the government of the day should take this into consideration in the provision of school buildings for effective teaching and learning which will subsequently lead to the achievement of the goals of the National Policy on Education.
4. Employment of professional teachers: The government should employ teachers with pedagogical qualifications and deploy to the basic schools across the country.
5. Effective Supervision: For the government to achieve the objectives of the Basic education in Nigeria there is need for effective supervision, the various agencies of government established for supervisory functions and inspection has to been reformed and restructure to execute their functions well.
6. Adequate security for basic schools: Adequate security should be provided for all the basic schools in the country especially those in the north east part of Nigeria.
7. Teachers Motivation: The Government should motivate all primary school teachers by increasing their salaries.

UNIT FIVE: CHIEF EXECUTIVE OFFICER OF PRIMARY SCHOOL AND THEIR DUTIES

S. A. Ezenwagu

In the primary school, it is the headmaster who at the apex of administration. The headmaster discharges a lot of duties which help to keep the school a life. It is the headmaster that makes decisions on the matters of the primary school. Oboegbulem and Onwurah (2011:8) observe the same: “Primary school headmasters perform numerous administrative roles. They plan, co-ordinate and direct their staff and pupils, manage school buildings and facilities and provide the physical and human school environment conducive to teaching and learning”.

The headmaster is the highest authority in the primary school. He sees to the day-today administration or management of his institution. The school leans on him for coordination of various persons in the schools, teacher to teacher, pupil to pupil, pupils to teachers, the school to the community and the school to the government, ministries and agencies in charge of education.

The duties of the Headmaster

The headmaster is ever busy in order to be able to discharge enormous duties awaiting him. That is why Ediger and Rao (2007:57) state as follows: —A school administrator then needs to become a decision-marker. Shying away from difficulties generally makes for increasingly complex problems. The duties of the headmaster included the following:

1. Conducting the Assembly: The first thing the headmaster does in the day is to conduct the assembly of the school.

He ensures he comes early enough to see everybody performing his function. If the headmaster comes around 7.20 a.m. he would have enough time to monitor the lateness of teachers and pupils. The headmaster that comes early gingers his teachers and pupils to come early. Early attendance will enable pupils sweep their classrooms and school compounds before the bell for the assembly rings. When it is the time for the assembly, the headmaster, with the help of teachers, especially the Assistant Headmaster, will conduct the assembly as it concerns prayers, recitations or speeches and the match past as the school band plays at about 7.40 a.m. to make room for roll calls before the commencement of teaching the first subject. The next thing is checking of late comers. The prefects will help the headmaster and his assistant stop the late comers. Sometimes the headmaster would administer corporal punishment on them. In alternative, he would give them manual labour. He may ask them to do the picking and keep the compound cleaner by collecting and dumping rubbish in compost pits. The punishment serves as deterrence to the latecomers.

2. **Marking Lesson Notes:** The headmaster 's primary duty is to ensure that the teachers under him teach very well. This is because adequate or appropriate lessons are the major things that will keep the school going. As long as the pupils are taught very well, the school will continue to grow. The headmaster ensures the inculcation of the right education by correcting the teachers' lesson notes. The lesson notes enable teachers to study their topics. So the headmaster goes through the lesson notes to see how

prepared the teachers are in familiarizing themselves with the topics. Without this, teachers might procrastinate studying their topics of lessons until it is time to deliver the lessons and so the quality of their lessons would be very poor as they will teach without the grasp of the knowledge of their topics.

3. Supervision of Instructions: Considering what are written down in the lesson notes good is one thing but delivering the lessons well is another. so, the headmaster achieves his aim of ensuring good lessons of his teachers by supervising their delivery of their lessons. This is what he can do from time to time to ensure good performance. The headmaster will correct the teachers where they have gone wrong. Teachers can deliver lessons wrongly by missing the steps of their lessons. They should be corrected as it concerns introducing their topics, entering behaviour through other steps to evaluation and correction of exercises. The headmaster will be on the watch out for the use of adequate teaching aids, pupils 'participation and enough exercises.
4. Keeping School Records: A lot of records are very necessary in the primary school, because from time to time, people come for one piece of information or the other, especially in writing. The information could be transfer certificates, pupils' school fees statuses, testimonials etc. Without referring to records, the headmaster cannot have the knowledge of what is demanded, more so when the information is from the time the headmaster in question had not been posted to the school.

Practices, issues and concepts in education in nigeria

The school records are as many as their uses are. They include the admission register, the log book, visitors' book, movement book, school timetable, syllabus, weekly school diary, transfer and leaving certificates, minutes of staff meeting, financial record, pupils' personal hygiene, staff duty roster, school budget, school imprest account, record of buildings and physical development of compound, Inspection/Supervision Report Book, Record of Games and Sports Activities etc.

5. Co-ordinating Teachers' Activities: The primary school has different teachers that work from different directions. They need somebody at the centre to co-ordinate what they do. If they are out for games or sports like inter-house sports competition, they need the headmaster who co-ordinates them. Otherwise they will clash over various interests so the headmaster directs them and resolves clashes otherwise they will separate and go in pieces.
6. Instilling Discipline: Indiscipline is common these days and crimes thrive everywhere. Teachers are bound to be undisciplined. They commit offences ranging from disobedience and dereliction of duty through truancy to absenteeism. It is the duty of the headmaster to punish them and so curb excesses that can destabilize the schools activities.
7. Maintenance of the Timetable: The headmaster keeps the timetable and it is his duty to see that teachers strictly follow the timetable. It is not always that teachers keep to the timetable because of one reason or the other. The reasons can include starting one particular subject late in which case the teacher will start the subsequent lesson

late, delaying one lesson and spending too much time on it as to eat into the time of the following lesson etc. So when the bell for a change of lesson rings, the headmaster makes sure all the teachers change to their next lessons.

8. Maintenance of Teachers' Welfare: It is the headmaster who organizes the school welfare scheme for the goodness of the teachers in his school. They will have an organisation by which they contribute levies for welfare purposes like attendance of marriage ceremonies of their members, child dedications, title taking, house warming and funeral ceremonies. They can extend their welfare business to the contributions of thrifts (isusu). The headmaster is at the centre. Every member pays his due to the headmaster who collects it and hands it over to the person whose turn it is to reap the proceeds.
9. Controlling and Supervising School Businesses: The primary school engages in different and money-yielding ventures, which the headmaster controls and supervises. Such businesses include productions, collections and sales of handwork and crafts. The products include brooms, baskets, hand fans, mats, mortars, pestles, statues, bags, necklaces, earrings etc
10. Keeping School Finances: The school earns money from different sources. Apart from the money realized from sale of handcraft, the school earns money from sales of the products of the school farm. Cassava, yam, coco yam, maize and vegetable from the school farm are normally sold within the school and teachers buy them. The school also make money from dues or levies paid by pupils within the approvals of the education managing

authorities. Parents also pay some levies or dues at parent teachers association so the headmaster records the income in the school finances book and keeps the total money.

11. Development of Teachers: Teachers need to develop themselves in order to learn more as well as refresh what they have learnt. These days, new things come into the world by way of computers and computer technology, so there is a need for teachers to update their knowledge. The headmaster has a duty in this by asking those that look away from in-service training to embark on it. His encouragement will make those shying away from it to start programmes for there are many opportunities of professional growths, hence these days the opportunities include week-end programmes and sandwich programmes held during schools' long vacation periods in various colleges of education, polytechnics and universities.
12. Settlements of Disputes: There are many persons in the primary school from pupils to teachers so disputes are bound to occur from time to time. The disputes could be between one teacher and another or between a teacher and a pupil or between a pupil and another. The headmaster plays judicial function in his school where it concerns one teacher and another, where pupils quarrel outside the purview of teachers or still where the quarrel is big enough to destabilise the peace of the school.
13. Requesting for Teachers: The teachers in the school must be enough at any given time. This is not always the case. From time to time, teachers in the school reduce due to retirements of old ones, deaths of some teachers in

service and leaving the jobs by those that secure better jobs. The lack of teachers must be given attention by the headmaster. He should take note of the school 's need for teachers and make requests to the school management organisations. He has to state the category of the teachers he needs.

14. Taking Care of the School Premises: It is the duty of the headmaster to look after the school premises. He repairs the school buildings by patching the broken floors, mending the leaking roof, constructing pathways and so on. Where the amendments are too big for him, he can involve the parents'teachers- association. He also has the record of the school's physical arrangements. He has a copy of the school compound survey plan. He guards the school jealously and notices when people encroach on the school compound and stops the trespassers. Where they are very troublesome, he will involve his teachers the chairman of the parents-teachersassociation, the community and lastly the government agency in charge of the school.
15. Maintaining School Community Relationship: The school situates in the community, whether it is owned by the community or not. The school needs the community or vice versa. The headmaster has to be in good relationship with the administration of the community in which his school situates. He cannot operate in isolation to the community and the community cannot do without the school that educates its children. The headmaster should invite the community administration to the school activities on such occasions like inter-house sports, founders'day celebration, prize giving occasion, old

pupils' day etc. The school should also not constitute a problem to the community.

16. The welfare of pupils and personnel: Head teachers have a primary responsibility to ensure the safety and wellbeing of pupils. They create a safe and inclusive school environment where pupils feel supported, valued, and able to thrive academically and socially. Addressing the diverse needs of pupils, including mental health issues, safeguarding concerns, and behavioural issues, presents a significant challenge for headteachers. They must ensure that appropriate support systems are in place to promote pupil wellbeing. Safeguarding children is essential, but headteachers have increasingly faced challenges around their duty of care to staff and to ensure their colleagues' physical and mental health.

UNIT SIX: CONCEPT OF SECONDARY SCHOOL AND MANAGEMENT

C. N. Eziamaka

Secondary Education Management in Nigeria

The management of secondary education in Nigeria is coordinated by the Ministry of Education at both the national and federal levels. The Federal Ministry of Education is a federal agency saddled with the responsibility of regulating both federal and state secondary schools. However, the State Ministries of Education are specifically in charge of state-owned public secondary schools as well as private secondary schools. The vision of both the Federal and State Ministries of Education intervention and regulatory agencies is to promote uniform, qualitative, and functional secondary education in Nigeria. The mission of the Federal Ministries of Education to operate as a coordinating and monitoring agency is to progressively improve the capacity of states, local government agencies, and communities in the provision of unfiltered access to high-quality and functional secondary education in Nigeria.

The mission statement of the federal ministry of education, which is also the overall philosophy of Nigeria, is to live in harmony as one indivisible, indissoluble, democratic, and sovereign nation founded on the principles of freedom, equality, justice, honesty, accountability, integrity, transparency, teamwork, and commitment. The secondary education programmes in Nigeria are implemented through close collaborative partnerships between federal and state post-primary school management boards and secondary education

stakeholders at all levels. Also important in the management of secondary education in Nigeria are the various school heads (principals). They interfaced with parents, learners, environments, and other stakeholders. They bridge the gap between the government and the people at the grassroots. As professionals, they plan, organise, direct, and coordinate all the activities of the state and students. The principal assigns duties to teachers and supervises them to ensure that the objectives of secondary education cannot be overlooked.

In addition to the above, Secondary school management refers to the process of planning, organizing, coordinating human and materials resources of secondary school to realize the objectives of the secondary school. Secondary school education management is the systematic of using human and material resources to achieve secondary school objectives through effective planning, organizing, controlling, coordinating and evaluating.

The management of public secondary schools in Nigeria takes three dimensions. The federal government manages the federal colleges of education across the country, and the state ministry of education is saddled with the responsibilities of managing all state government secondary schools within the state while private secondary schools are managed by the individual that owns such private educational institutions.

Secondary education is of six-year duration and given in two stages, junior and senior levels of three years each. Secondary school education according to National Policy on Education (2014) is education that learners receive after primary education and before the tertiary education. Ogunode, (2021), viewed secondary school education as post-basic education meant for preparing the children for specialization. Secondary

Education is the education before higher education. Secondary education introduces children to a wider world, sharpens their minds for further academic work, opens their eyes to a further generation, incorporates political, economic, and social competences, and helps to raise their intelligence. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction. Secondary education is a crucial tier in the hierarchy of education in Nigeria. It is the midway between primary and tertiary schools. It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for pupils between the ages of 11-17.

Secondary Education is the budding ground for future professionals as well as the foundation for the discovering and classification of the specific fields of professions. Prior to the independence of Nigeria through to 1982, Secondary Education lasted only five years. After the duration of five years, those who obtained the required qualifications were allowed for the two years of Higher School Certificate which qualifies them for university education. Thus the system allowed for three years junior and two years senior. However, discovering the need to enhance this tier of education with science and technical subjects, the curriculum was broadened to have its duration extended to six years. The importance of this stage of education cannot be over-emphasized.

The Goals of Secondary Education in Nigeria

Secondary education is the education children receive after primary education and before tertiary institutions (FRN,

2014). The following are the goals of secondary educations outlined in the National Policy on Education (FRN, 2014).

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status religious or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide trained manpower in applied science technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages art and culture in the context of the world's cultural heritage;
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster national unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others respect the dignify of labour, appreciate those values specified under our broad national goals and live as good citizens;
- Provide technical knowledge and vocational skills necessary for agricultural, industrial commercial and economic development.

Effective Management of Secondary Schools in Nigeria

Concept of School Management

School management involves leading the school towards development through the optimum use of human and material resources, physical sources and principles necessary to achieve all the objectives of the school. In other words, school management can be said to be a continuous process that takes

into account all aspects of the school (policies, material and human resources, activities, equipment, etc.) and integrates them into achieving educational goals. Management in school entails planning, directing, controlling and organizing the institution by making effective use of human and material resources to accomplish a set objective. The primary focus in school management is the improvement of teaching and learning and all the activities of the school.

School management aims at bringing aims members of staff of the school, students, head-teacher, and other stakeholders in education to work together as a team in order to achieve the desired goals and objectives of the school. The purpose of school management includes but not limited to the following:

- To control and co-ordinate the activities of personnel
- To plan and implement educational programs in the school
- For proper handling of both man and material resources
- To develop goals and policies for school activities
- For proper delegation of duties and responsibilities to qualified personnel
- To guide and provide direction to stakeholders towards educational goals

Concept of Secondary School Management

Secondary school management refers to the process of planning, organizing, coordinating human and materials resources of secondary school to realize the objectives of the secondary school. Secondary school education management is thoughtful, careful and skillful utilization of human and materials resources to achieve the secondary school objectives

through effective planning, organizing, controlling, coordinating and evaluating.

Management of Secondary Education in Nigeria

The management of public secondary schools in Nigeria takes three dimensions. The Federal government manages the Unity Schools across the country, the States' Ministries of education is saddled with the responsibilities of managing all state government secondary schools within the state while private secondary schools are managed by the individuals that own such private educational institutions. The management of secondary education in Nigeria is coordinated by the Ministry of Education at both the national and federal levels. The Federal Ministry of Education is a federal agency saddled with the responsibility of regulating both federal and state secondary schools. However, the State Ministries of Education are specifically in charge of state-owned public secondary schools as well as private secondary schools. The vision of both the Federal and State Ministries of Education intervention and regulatory agencies is to promote uniform, qualitative, and functional secondary education in Nigeria. The mission of the Federal Ministries of Education to operate as a coordinating and monitoring agency is to progressively improve the capacity of states, local government agencies, and communities in the provision of unfiltered access to high-quality and functional secondary education in Nigeria.

The mission statement of the federal ministry of education, which is also the overall philosophy of Nigeria, is to live in harmony as one indivisible, indissoluble, democratic, and sovereign nation founded on the principles of freedom, equality, justice, honesty, accountability, integrity, transparency,

teamwork, and commitment. The secondary education programmes in Nigeria are implemented through close collaborative partnerships between federal and state post-primary school management boards and secondary education stakeholders at all levels. Also important in the management of secondary education in Nigeria are the various school heads (principals). They interfaced with parents, learners, environments, and other stakeholders. They bridge the gap between the government and the people at the grassroots. As professionals, they plan, organise, direct, and coordinate all the activities of the state and students. The principal assigns duties to teachers and supervises them to ensure that the objectives of secondary education cannot be overlooked

Who is a School Manager?

A school manager is described as an executive head who directs the affairs of the institution towards achieving its primary goals and objectives. He/she is involved in planning, organizing, supervision, controlling and evaluation. Education manager is saddled with the responsibility to organize school activities in such a manner that things work smoothly and effectively. In secondary school, the principal in the chief manager of the school.

Functions of a School Manager

The administrative roles of the school manager include:

- ❖ **Development and implementation of educational programme:** One of the most important functions of the secondary school principal as an administrator is the structuring of the school for the purpose of instruction. Under this role, the principal should provide: A climate

of efficiency, cooperation, services and stimulation within which the school programme, exists and can operate most effectively; Leadership and co-ordination in leadership and continuing evaluations of the effectiveness of the total school programme in meeting the needs of the students; and Leadership and co-ordination in continuing revision of the total school programme to meet the needs of the students.

- ❖ **Development of teaching staff:** The identification of the staff needs is one of the first responsibilities of the secondary school principal. This involves determining the qualifications and areas of specialization of staff recruitment. The principal as well carries out the orientation of new members of staff, students and community members into the school. To develop high morale among the staff, the principal should take the initiative in becoming familiar with the needs and interests of individual members of staff; recognize the achievement of staff members; provide for staff members to be informed of the work of others in the school and of administrative actions or decisions; encourage teachers' participation in school planning and encourage all staff members to offer suggestions.
- ❖ **Students' relation function:** For effectiveness, the school principal has to provide adequate students services that supplement teaching and learning. these services like registration of new students, orientation of new students, classifications, guidance and counselling services, health services, provision of social services and evaluation of reports on students' progress. The role of the principal as a school administrator in all these

involves providing leadership that will render services for the wellbeing and general satisfaction of his staff and students.

- ❖ **School-community relationship:** This role of the principal makes it necessary for him to know the community, take an active part in the progress of the community, facilitates community participation in the life of the school and interpret the school's goals and programmes to the community. To carry out these duties, he has to utilize study techniques of social science and education and survey community resources.
- ❖ **Financial administration:** Concerning financial management in schools, it is the most critical of the functions of the secondary school principal. This has to do with budget-making and budget administration since the principal is the leader in the school, and the Chief Executive, as well as the Chief Accounting Officer. Meanwhile, the principal has to work closely with the bursar of the school. This is to ensure that funds are spent judiciously and that proper records of receipts and expenditures are kept.

Challenges Hindering Secondary Schools in Nigeria and the Way Forward

The secondary education in Nigeria has encountered different kind of challenge which has in turn resulted to poor academic performance in the country, these challenges are:

Poor Funding

The secondary education in Nigeria is not adequately funded. This is evident in the poor state of the schools while it is the feeling of educators that education is grossly underfunded,

government usually proclaims that education is given priority attention in its annual budget.

Lack of Qualified Teachers

Teachers are very important in any educational system; they are the foundation layers for any developed and developing countries. This is because the quality of teachers determines the quality of teaching and learning in any educational system. First and foremost, who is a qualified teacher? A qualified teacher is professionally trained in a college of education or university to perform a particular job in teaching. This person is trained in the methodology, skills and mastery of the subject area by colleges, universities and faculty of education. In Nigeria, the rate of unqualified teachers is very alarming this is because the political class feel that the best place to dump their political cruelty is in teaching field. During recruitment most of the teachers employed are B.Sc holders in other areas, like engineers lawyers and medical laboratories, this therefore affect negatively in the education sector. It is also in line with the publication made by Teacher Registration Council of Nigeria on 5th May 2020 that 300,000 teachers in Nigerian schools are not qualified to teach.

Poor Infrastructure

Many of secondary schools in Nigeria lack good buildings, classrooms, playgrounds, libraries, laboratories, and other educational equipment. These infrastructures constitute the learning environments in schools, where there is inadequate of infrastructure learning is affected. High quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates. School infrastructure is a very significant component in ensuring successful education. Poor building

conditions such as leaking toilets, smelly cafeterias, broken furniture, classrooms that are too hot or cold, mouldy walls and falling off ceilings make students feel irritated about their school's norms and expectations. This negative perception of the school condition contributes to high absenteeism and poor academic performance. School buildings that are in good condition and attractive may show the students that someone cares and there is a positive social climate, which in turn may encourage better attendance.

Lack of Motivation of Teachers

Non-motivation of teachers affects their performance when teachers' salaries, allowances and other entitlements are not given to them; they cannot implement the content of the curriculum. For instance, Nigeria union of Teachers (NUT) embarked upon five weeks strike to demand for teacher's salary's structure based on the promise made by the government for the past seventeen years. Ipaye (2012) argued that the prime motive of men going into a career is to obtain the resources to meet their psychological needs and support family among others. Unfortunately, teachers' monthly take-home salaries and allowances are very poor and unattractive and as such cannot sustain them in the face of the rising cost of living.

Overcrowded classrooms

A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching and learning process. In Nigeria secondary education, the burden of overcrowding is overwhelming to the point of having 100 students for one teacher as against the UNESCO benchmark of 35 students per

teacher culminating in students learning under trees for lack of classrooms. Overcrowded classrooms does not allow teacher to have enough personal office space for lesson preparation, teaching in a small space is stressful for the teacher, making the teacher to focus more on the work students can complete at their desk instead of group work or team projects that require more space.

Overcrowded classrooms also prevent students from concentrating on the lessons, this is because when students sit close to each other attention is distracted making them have difficulty focusing on the lessons which leads to low academic performance. Overcrowding is one of the most significant issues facing secondary schools and teachers today. This problem is a combination of an increase in population, a shortage of teachers and a decrease in funding which has caused class sizes to soar. Teaching in an overcrowded classroom brings stress and frustration for teachers and students.

Poor Management and Supervision

The Federal Ministry of education is the ministry directly responsible for all matters concerning education at the federal level. While the state ministry of education shares similar functions as the federal ministry with some exceptions. The management and supervision of secondary education in Nigeria are done by the the state MinistryMinistry of Education and its school board in various state. The school boards are responsible for the management of primary and secondary schools in the state. The National Policy on Education (FRN, 2014) defines the functions of the board as:

- Selection, recruitment and appointment of teachers
- Posting, transfer and discipline of teachers

- Transmission of information in respect to curriculum
- Enrolment
- Quality of educational facilities
- Supervision of schools.

To provide quality education requires effective management of the human and material resources in the sector, supervision which is a part of education administration is important if the goals of education will be realized. The supervisors have deviated from the work of correction to victimization of teachers by collecting bribe without correcting the abnormal unethical and disparity in the school system. According to Nnabuo in Aghi (2015), the purpose of instructional supervision are:

- To develop educational goals;
- To control and co-ordinate educational activities;
- To motivate teachers and other staff;
- To solve problems in educational organization;
- To develop teaching professionalism; and
- To evaluate or assess educational outcomes.

In our secondary education, supervision is needed to ensure that individual teachers within the school system have been performing the duties for which he was employed and to improve the effectiveness of teachers so that they could contribute meaningfully to the attainment of the system's goal. Instructional supervision aims to improve the teaching and learning process for the benefit of the student, teacher and society. The poor management and supervision of schools have caused much harm to public secondary education in Nigeria

leading to booming of private schools business in Nigeria (Ololube, 2019).

Dilapidated/Obsolete School Facilities and Equipment

School facilities can be defined as those things that enable the teacher to do his order work very well and helping the learners to learn effectively. These school facilities includes science equipment, machineries, furniture, (chairs, tables and book shelves) modern educational hardware and software in the form of magnetic tapes, firms, and transparent stripes. All these school facilities are needed for effective teaching and learning to take place. They are made to enhance the process of teaching.

In Nigeria, most public secondary schools today have these facilities in obsolete or old fashion which is affecting the learning conditions in the schools, therefore the dilapidated nature of these facilities is so alarming that most parents prefer sending their children to private schools where they can be exposed to newly facilities in school.

The dilapidated facilities in public secondary schools are demoralizing students who want to study some science courses in high institutions. For example students are admitted to study science courses without good laboratories, no computers, no workshops centre no maps charts and cardboards. This will stop their aspiration for further learning if not tackled.

Improper Placement of Teachers

In most secondary schools, teachers are posted to schools and classrooms without consideration of their subject area of specialization or discipline, juniors are appointed to head senior teachers without minding the challenge it will pose in the administration and management of schools. For instance, a

teacher who studies primary education at the university will be posted to secondary school to teach students in senior secondary subjects like biology chemistry and other certificate subjects. This ends up creating a vacuum and misconception of the subject matter because no teacher will give what he or she does not have. Seniority is neglected in the appointment of school principals and vice which leads to truancy among the teachers and most times teachers develop negative attitudes that impede their administrative and instructional duties which in turn affect students in their overt and covert behaviour.

Poor Research Mindedness of Teachers

Another major problem of secondary education in Nigeria today is teachers' poor research attitude or culture, which has dwindled our educational standard leading to intellectual emptiness among our secondary leavers. Society is faced with changes and innovations, for education to address the economic and socio-political needs of the nation teachers must engage in continuous research to improve their practices. Teachers' and students' poor attitude to research militate against growth, development and technological advancement of teaching and learning, it is unfortunate that a teacher will teach a particular class for 6 to 7 years with the same lesson notes without thinking of improvement. Teachers' involvement in research helps teachers to share with colleagues, experience has expanded knowledge and discoveries of new (modern) approaches to teaching. The poor habitual style of research played upon indiscriminately is the basis for the socio-economic, political scientific and technological advancement of most admired developed nations of the world today. Therefore,

poor research-mindedness is a very big challenge in secondary education in Nigeria.

Lack of Professional Training

Teacher professional training is a very important ingredient in making an efficient environment for learners and teacher training is the process of equipping a teacher (both new and old) with the necessary skills required to perform their jobs satisfactorily when teachers are properly trained to do their jobs, their performance will be high. A well-trained teacher, for instance, is likely to perform better than his counterpart who is not trained to teach his subject. Apart from the training acquired during the university programme, there are various ways of training teachers to improve their methodology, skills and knowledge. These include: in-service training, conferences seminars workshops, mentoring and school base training.

Teacher's Poor Knowledge of ICT

The use of information and communication technology (ICT) is becoming an integral part of education in many parts of the globe. Some teachers in Nigerian secondary schools find it very difficult to effectively tally their ICT instructional materials such as computers, audio-visual aids, slides, video clips, electronic whiteboards, and electronic conferencing materials and so on, to the goals of their instructional objectives, which instigate information search and attribution formulation.

The major cause of poor ICT knowledge in the secondary education system in Nigeria is the age of the teachers, most teachers employed between 1990 feel it is too late to be digitally informed. Lack of daily experience also contributes to teachers improving their digital skills. Resistance is another

factor that results in a lack of confidence or fear of using ICT (technophobia) for learning. However, most teachers are not convinced of the benefits it can bring to their teaching.

Nepotism in Teacher Recruitment

Nepotism is a major challenging issue in the recruitment of teachers. Nepotism happens among people with political power who show favouritism instead of merit towards friends or relatives by giving them special opportunities and privileges during recruitment. This unfair treatment that has been given to mediocrity bastardizes our secondary education in Nigeria because these groups of people go on with the ideology that nothing is done by merit and they introduce it into the system which ends up devaluing our education.

Take this example; Tari is a student studying in school. He is smart, intelligent and has creative skills. He is enthusiastic in the class as well as in other extracurricular activities. But he is not recognized for the same, while on the other hand, there is another student, Boma, who is comparatively weak in studies, and can he play any sport well. But surprisingly, the teacher tends to select Boma over Tari in cases of sports activities. This will not only disturb. Boma will psychologically affect the perception of others in the school.

Politicization of Education

The politicization of education is another challenge of secondary education in Nigeria today. It shows cases in different forms in the educational sector, for instance, in the appointment of school heads, in the ministries of education at state and federal, posting of teachers to juicy schools with high enrollment good accommodation facilities and other social

amenities. Peter (2017) opined that in an attempt for some state governors to meet up with other states they indulge in building or sitting schools in a place without proper consideration of the population of people in those geographical areas. This resulted in building schools that goats and sheep would occupy due to low population or nobody to attend. The politicization of education also leads to the abandoning of educational projects halfway, thereby making the school compound a place for hooligans and hoodlums to hide out. All these anomalies constitute a serious hindrance to effective educational development and implementation. The politicization of knowledge happens when the political class rejects or changes plans, policies and intentions made by experts just to bring in their views or ideology for desired political interests.

Inadequate Instructional Materials

Instructional materials are all forms of information carriers which can be used to record, store, preserve, transmit, concretize or retrieve information for teaching and learning. The importance of instructional materials in the teaching-learning process cannot be overemphasized. For learning to take place, there is a need for the teacher to sensitize students' senses of seeing, hearing, smelling, tasting and touching through the application of instructional materials. It is pathetic to note that the instructional materials required for effective teaching and learning in Nigerian schools are grossly inadequate. Where instructional materials are inadequate, teachers will be less efficient in instructional delivery and this is affecting the quality of outputs from the school system.

Curriculum Deficiency

The secondary school curriculum in Nigeria is not responsive enough to the needs and aspirations of the people. The importance of the school system to the needs and aspirations of the students and society at large is always questionable bearing in mind the geo-political structure and characteristics of Nigerian environment. It must be emphasized that teachers who are the executors of the curriculum are not usually involved in its design. This usually results in a disparity between the contents of the curriculum and what is taught.

Examination Malpractice

Malpractice is a wilful intention at violation of examination rules and regulations by examinees and examiners alike. One of the dangerous social vices that is present in our secondary education today is examination malpractice. The occurrence of examination malpractice has become a major challenge for all and sundry because it has defeated the purpose of examination. Normally examination is used to measure and evaluate how much knowledge, skills, facts and principles students have acquired after a given course of instruction and training about another student. Unfortunately, the aim is defeated because of the desire by students to make good results without studying hard.

In Nigeria secondary education, examination malpractice has taken various forms such as impersonation, paper examination leakages, copying from classmates, smuggling prepared notes or answer scripts into examination halls, falsification of results and invigilators aiding abetting cheating through the use of minicomputer and GSM sets.

Cultism

It is indicated by Worlu (2007) that over 114 cult groups exist in tertiary institutions in Nigeria. In the case of secondary schools, Worlu also revealed that the secret cult has spread to secondary and primary schools in communities in the south-south region. Secret cults are said to be agents of murder, arson, victimization and criminality in secondary schools. Cultural activities have hurt learning and discipline in the institutions of learning which secondary schools are not excluded. These activities had claimed the lives of students and teachers in very alarming proportions; and also diverted the attention of students causing teaching and learning to be defeated.

School Exploitation and Poor Education Quality

Critical examination of school activities showed that students are seriously exploited by school heads and teachers in both private and public schools in the name of enrolment and servable fees, this is done in collaboration with the state ministry of education, school boards and other relevant stakeholders in education. Due to the high demand for material needs officials from the state ministry and other parastatals who are in a position to checkmate, inspect monitor and supervise the activities in the school system to ensure quality standards, now jointly with school heads to exploit the students.

The high exploitation of students has drastically declined the educational standard and quality because students no longer see intellectual development as a target rather struggling to pay the fees as a yardstick or parameter to academic excellent. The school heads engaged in mass promotion of students to the next class due to their financial contribution to the schools.

Poor parental up-brining

Parental upbringing involves nurturing protection, guidance and providing basic needs for a child to keep for social and biological growth in society. To provide parental care, most parents misuse the opportunities to satisfy their quest by bringing monetary influence in the examination hall which is another way of promoting malpractice in the school. This ugly orientation dwindles the educational, value of a child and society as a whole, thereby affecting our education negatively.

Heterogeneous Systems of Education

Another major challenge of educational development in Nigeria today is heterogeneous systems of education. Lack of uniformity in the educational system especially the secondary school uses text books in place of curriculum while some use syllabi and others use a scheme of work, which brings rearrangement of topics.

Instability of Staff

Most of the teaching staff in Nigeria today are not teaching because they love the profession *but because it is a stepping stone to their desired place. The question is what is the cause of instability of staff?* It is caused as a result of poor conditions of service of teachers in Nigerian society, the Nigerian government prefers to invest money in road infrastructures and vote money to political positions than the teaching staff of the nation. Probably because the children of the political class do not attend the public schools in Nigeria. Most teachers with defined vision will always struggle to acquire more certificates and leave the job for better offers in the universities, in return it affect the secondary education in Nigeria.

Low Morale of Teachers

Poor morality of teachers is a very challenging factor in secondary education in Nigeria. Teachers are the role model in any educational system and no education can rise above the quality of its teachers. The morality of teachers will either make up the students' attitude or mar them. Teachers' low salary packages, lack of promotions and public perception of the job have destroyed the morale of teachers. Since teachers are not motivated, their level of commitment and seriousness may be low, and it affects their job.

Lack of Guidance and Counselling Functions in School

The school is expected to mould the students to be acceptable members of the society. That is, those that will be self-reliant and useful to the society. Guidance and counselling are the only ways to assist and make the students make wise choices. Most students are faced with several problems like physical problems, social problems, intellectual problems, emotional problems, behavioural problems and personal problems. The way forward is to assist them in correcting these problems through guidance and counselling. Counselling is a process by which individuals are helped to explore, understand, accept and use their abilities, aptitudes and interests to enable them to develop into mature, responsible and fully functioning adults. More specifically, counselling is regarded as the heart of the guidance programme, which requires more intimate interaction and relationship with students and is aimed at effective positive behaviour change thereby leading to a more productive and self-satisfying life. Guidance is a means of helping individuals to understand and use wisely the

educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and in life.

Poor Classroom Management

A teacher has the duty and obligation to ensure efficient classroom management. For a teacher to manage the classroom effectively, the teacher must have good skills and characteristics in order to succeed. Most times, the causes of poor classroom management are □ student factors which include absenteeism, disobedience, fighting, inability to learn, concentration, leaving seats for no good reason, noise, and sleeping.

□ Teacher factor: Lack of cordial relationship between teacher and the students, poor mastery of the subject matter, laziness of teacher, poor teaching methods, lack of teacher's authority in the classroom teacher's poor communication skills and inadequate planning and preparation of lessons. □ School factor: Includes large class size, lack of instructional materials, poor students' welfare, poor teachers' welfare, poor school administration and harsh school environment.

Lack of Teachers and Student Support Partnership

Teachers are often the first contacts that parents and family members have with the school. Teachers play a critical role in creating learning environments that support the students' needs as they become actively involved in their learning. Teachers and student support teams provide services directly and indirectly to students. But this support is lacking in secondary school.

Way forward to the challenges of secondary education

Adequate funding of education, particularly secondary education

Given the persistent limited allocation to education, the government should increase the allocation to the sector to give room for an increase in the running grant to secondary schools and ensure the provision of more infrastructure and facilities for the training of students. It is worthy of note that UNESCO has recommended the allocation of 26% of the Gross Domestic Product (GDP) of each country in the world to education. It will not be too much if this standard is attained in Nigeria by the government. It needs not to be overemphasized that the funding of education is becoming a yoke for government, being the major financier. It thus becomes imperative for the private sector including the parents/guardians, companies, and non-governmental organisations to contribute to the funding and sustenance of education in Nigeria. Aspects in which the private sector can be involved include the donation of money, provision of services for schools, and building of libraries and laboratories for secondary schools. Secondary school principals should also mobilize members of the old students of their schools towards donating to the development of their schools.

Effective administration of secondary schools

Secondary schools' administrators should be more alive to their responsibilities. They should double their efforts to ensure that there is high-level discipline in their domains. They should supervise the teaching of teachers in schools regularly and ensure that discipline is maintained among the students and teachers. Teachers and students found to have shown dereliction

of duties and contravene school rules and regulations should be reprimanded.

Curbing examination malpractices

There is a need to arrest the increasing trend in examination malpractice in schools. Secondary school administrators should investigate any reported case (s) of this menace and ensure that those involved are punished to prevent others from indulging in it in future. Teachers should however be committed to teaching so that students can acquire deep knowledge that will enable them to pass examinations without recourse to malpractice. The government should also enforce the laws against examination malpractice. Those caught in the act should be punished to serve as a deterrent to others. Teachers, being role models to students, should also refrain from examination malpractice. Parents also owe it a duty to inculcate high-level moral training in their children so that they can refrain from examination malpractice in schools.

Recruitment and training of additional teachers

Given the strategic role of teachers in the education process and the level of inadequacy in secondary schools in Nigeria, the government should recruit additional teachers from the pool of unemployed graduates in society and distribute them to secondary schools. The government should also enforce that those teachers without the minimum teaching qualification (NCE) should make an effort to upgrade their qualifications through in-service training. There should also be periodic training of teachers (old and new) in secondary schools through seminars, workshops and conferences, to improve their performance.

Need for commitment and effectiveness of teachers.

It is obvious that teachers play significant role in the teaching-learning process in schools. Teachers thus have to be committed to teaching in schools. This can be achieved through prompt attendance to lesson delivery, coverage of syllabus, effective teaching of students among others, to improve the level of academic performance of students both within the school and at the end of their training.

Review of secondary education curriculum

Even though government has not relented in its effort to review curriculum of education at all levels in Nigeria, the review of secondary education curriculum is highly imperative in view of the shortcomings inherent in it. Such review should however be a regular process.

Recruitment of quality candidates into secondary schools

Given the need to improve the quality of students in secondary schools, the government should ensure that a thorough admission process that will give priority to merit is put in place in Nigeria. Passing the entrance examination should however be complemented by an interview process which will ensure that only the best candidates are recruited into schools and that the quality of secondary education will improve from its status quo in the country.

Regular and effective inspection of secondary schools

It is not a gainsaying that inspection plays a great role in achieving quality education in schools. There is thus the need for attention to be paid to the inspection of secondary schools in Nigeria. Ministry of Education and other concerned agencies

should continue to organize regular inspection visits to schools and present reports of such inspections.

Provision of adequate infrastructural facilities:

Infrastructural facilities are an important input in the educational system. It will be difficult, if not impossible to realize laudable educational objectives without a functional and adequate physical plant in Schools. Based on this premise, these suggestions are made to solve physical plant problems in secondary schools: renovation of abandoned buildings in secondary schools to serve their expected purposes; construction of new structures in schools where there are inadequacies; establishment of maintenance units in schools to ensure regular inspection of the physical plant and carry out minor repairs before they get out of hand; and the old students, religious associations, parents, philanthropists and non-governmental organizations (NGOs) should be sensitized on areas where their effort is needed to improve physical plants in Schools.

Fight institutional corruption

The government should fight all institutions' corruption in the ministry of education. The government should put in place measures to ensure accountability of funds allocated to the Ministry of Education. Authorities in the field of education have recommended that the anti-corruption fight must be guided by a legislative framework for transparent and accountable government; political will and commitment to fight corruption; a comprehensive strategy that is systematic, comprehensive, consistent, focused, publicized, non-selective and non-partisan; protection of Whistleblowers; political reform to curb political corruption, especially election rigging; reform of substantive

programmes and administrative procedures; mobilization for social re-orientation; independent media; adequate remuneration for workers to reflect the responsibilities of their post and a living wage; code of ethics for political officeholders, business people and CSOs; independent institutions especially electoral, human rights and gender commissions and a movement for Anti-corruption.

Adequate securities

No meaningful development can take place in the administration of education without security. The government should take giant steps to address the issues of insecurity in the country especially school attacks by bandits in Northern Nigeria. The government should also ensure the school safety programme is fully implemented across the states of the federation.

Provision reliable data for planning:

Data is very important in the administration of education for planning purposes. The administrators of education need reliable and current data to plan education. To enhance the effective administration of education in Nigeria, the government should ensure reliable and credible data are generated for education administrators.

UNIT SEVEN: THE CHIEF EXECUTIVE OFFICER OF SECONDARY SCHOOL AND THEIR FUNCTIONS

V. A. Etele

The principal is the head or leader of a secondary school in Nigeria, who administers the school with other teaching and non-teaching staff. A principal is regarded as the chief executive officer of a secondary school who is responsible for all that happens in the school. The Chief Executive, the principal assigns duties, though all responsibilities still reside in him as the accounting officer. However, Babayemi (2006) view principalship as involving the control of human and materials resources of the school. He further sees the principal as the supervisor, manager, school climate developer and change facilitator.

However, Babayemi (2006) view principalship as involving the control of human and materials resources of the school. He further sees the principal as the supervisor, manager, school climate developer and change facilitator. Before 1960, most of our secondary schools were established and run by voluntary agencies, missionaries, communities and rich or enterprising individuals. Government schools were very few, and greater responsibilities for the establishment, growth and development of these schools were vested in their principals.

Planning is an essential role of a principal. He is expected to look into the future of the school and project its needs and upon these, work out in broad outline the things that need to be done and the administrative strategies for

accomplishing them. Before the Nigerian Civil War (1966-1970), the principal participated actively in the choice of a suitable site for his school and advice on the layout of the building and other infrastructure. His professional views on the location of laboratories workshops, dormitories, specialist rooms, classrooms and administrative blocks were respected. As a result, he was able to disallow plan distortion, unplanned growth and haphazard development. Together with his assistants, he ensures steady planned student population growth. Admission and enrolment were controlled. Transfers, withdrawals and dismissals of students were the prerogatives of the principal and his administration.

Governments and proprietors decided on the curriculum for the school, while the principal, in collaboration with the staff drew the syllabus, the scheme of work, and the timetable. He ensured that records of work and progress being made by the students were dutifully kept. Equipment and materials including textbooks were chosen by the school. The maintenance of buildings, equipment and other infrastructures was the concern of the principal. Generally, he never failed to take prompt action. In the period under review, the inspectorate of the Ministry of Education, and the school supervisors appointed by the proprietors ensured those good standards were kept.

Functions of the chief executive officer of a secondary school (The Principal)

The functions of the principals cover many areas including leadership, teacher evaluation, student discipline and several others. Being an effective principal is hard work and is time-consuming. A good principal is balanced within all his roles and works hard to ensure that what he is doing is what he

feels is better for all constituents involved. These functions include:

1. **Student Discipline:** A large part of any schools' principals' job is to handle student's discipline. The first step to having effective student discipline is to make sure that your teachers know what you are expecting when it comes to student discipline. Once they understand how you want them to handle it, then your job becomes easier. The discipline you deal with mostly comes from teacher referrals. There are times when this can take a large part of the day. A good principal will listen to all sides of an issue without jumping to conclusions, collecting as much evidence as you can. A principal role in student discipline is much like that of a judge and jury. Whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions and informs parents when necessary.
2. **Teacher Evaluation:** Most principals are also responsible for evaluating their teacher's performance following Ministry of Education guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in the school are effective. Evaluation should be fair and well documented; it should point out both strengths and weaknesses. Spend as much quality time in your classroom as possible. Gather information each time you visit, a good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not met.
3. **Develop, Implement and Evaluate Programmes:** Developing, implementing and evaluating programmes within the schools

are another large part of a school principal's role. A principal should always be looking for ways to improve the student's experience at school. Developing effective programmes that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools within the area and to implement those programmes that are evaluated every year and tweaked as necessary. If the reading program has become slow and the students are not showing much growth, then it may be necessary to review the program and make some changes to improve the quality of that programme.

4. **Review Policies and Procedures:** Reviewing policies and procedures is another role of the secondary school principals. An individual school governing document is their student's handbook. A principal should review, remove, rewrite, or write policies and procedures every year as needed. Having an effective student handbook can improve the quality of education the students receive. It can also make a principal's job a little easier. The principal role is to make sure students, teachers and parents know about these policies and procedures.
5. **Schedule Setting:** Creating schedules every year can be a daunting task. It can take some time to get everything to fall into the proper place. There are many different schedules which a principal may be required to create including bell schedules, duty schedules, computer lab schedules, library schedules and cross-checking each of these schedules to ensure that he/she is not putting too much on one person at once, because this can be difficult. With all the scheduling you have to do, it is almost impossible to make everyone happy with these schedules. For example, some teachers like their plan first thing in the morning while others like theirs

at the end of the day, but it is impossible to accommodate all of them. It is probably best to create a schedule without trying to accommodate anyone. In addition, the principals should be prepared to make adjustments to their schedules once the year begins. You need to be flexible because there are times that there are conflicts you did not foresee that need to be changed.

6. **Parent and Community Relations:** Having good relations with parents and community members can benefit the principal in various areas. If he/she has built a trusting relationship with the parent whose child has a discipline issue, then it makes it easier to deal with the situation of parent support in the school and the principal's decision. The same holds with the community. Building relationships with individuals and businesses in the community can help the school develop tremendously. Benefits include donations, personal time and overall positive support for the school. It is a vital part of any principal's job to nurture their relationships with parents and community members.
7. **Delegation:** Leaders may have a hard time putting things in others' hands without a direct stamp on them. However, there is so much that has to be done, that a school principal must delegate some duties as necessary, having people around that you trust makes this easier. An effective school principal simply does not have enough time to do everything that needs to be done by them. He must rely on other people to assist them with getting things done and trust that they are going to do the job well.
8. **School Leader:** A school leader is the primary leader in a school building. A good leader always leads by example. A principal should be positive, and enthusiastic, have their

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hand in the day-to-day activities of the school and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students and community member. Good leaders stay calm in difficult situations, think before they act and put the needs of the school before themselves. An effective leader steps up to fill in the roles as needed, even if it isn't a part of their daily routine.

UNIT EIGHT: TERTIARY EDUCATION MANAGEMENT IN NIGERIA

V. A. Etele

Meaning of tertiary education

Tertiary education encompasses all postsecondary school learning. It includes structured learning in a range of settings, including workplaces, Universities, Colleges of Education, Polytechnics/Monotechnics and Innovative Enterprise Institutions. The National Policy on Education (Federal Republic of Nigeria, 2013), defines tertiary education as Post-Secondary education in institutions such as Universities and inter-university centres such as the Nigerian French Language Village, Nigerian Arabic Village, National Institute for Nigerian Languages, Innovation Enterprise Institutions (IEIs) and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, schools of Health Technology and the National Teachers' Institutes(NTI). In Nigeria therefore, tertiary education is given at higher educational institutions to produce specialized middle and high-level manpower needed to effect positive changes in society and to facilitate national development.

These institutions share the function of high-level manpower production. Getting a postsecondary degree is, for the majority of young people, a necessary step on the road to a lucrative professional career. No matter where they pursue their education—at a university, polytechnic, college, special training facility, private training facility, or through an apprenticeship—a qualification provides them with a tangible record of the

knowledge and skills they have acquired that they can use to advance in their careers.

Goals of Tertiary Education

The goals of tertiary education according to National Policy on Education, Federal Republic of Nigeria (2013) 6th edition include:

1. Contribute to national development through high-level manpower training
2. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians
3. Provide high-quality career counselling and life-long learning programmes that prepare students with knowledge and skills for self-reliance and the world of work
4. Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market.
5. Promote and encourage scholarship, entrepreneurship and community service
6. Forge and cement national unity; and
7. Promote national and international understanding and interaction.

These objectives are to be attained by high standards in the quality of the facilities, research and development, quality teaching, and community service. The country looks to tertiary education to generate people and spread the required knowledge that is needed in industry and other sectors through its traditional functions of teaching, research, and community service.

DIFFERENT TYPES OF TERTIARY INSTITUTIONS IN NIGERIA, THEIR CHIEF EXECUTIVE OFFICERS AND THEIR FUNCTIONS IN NIGERIA

Tertiary education in Nigeria is divided into several types, they include:

University

Universities are charged with the responsibility of producing high-level manpower. They offer programmes at undergraduate and postgraduate levels. At the undergraduate level, they award Bachelor's degrees while at the postgraduate level, they award Master's and Doctorate degrees. The management of each university is headed by a Vice-Chancellor. The National Universities Commission (NUC) is the supervisory agency for the universities. University education is a tertiary education created to prepare people for career life; hence it can transform an individual and society positively. University education is an advanced education in teaching, research and community service. Solomon, Ogunode and Jegede (2020) viewed university education as the education that provides post-secondary school education for citizens.

CHIEF EXECUTIVE OFFICER OF THE UNIVERSITY The Vice-Chancellor

The Vice-Chancellor is the Chief Executive and Academic Head of the university. He is vested by law with the general function of directing the activities of the university for which purpose he is advised and assisted by the Deputy Vice-Chancellors, Registrar, Bursar, University Librarian, the Provost, Deans and Heads of Department. Unlike the President, however, whose cabinet is his cabinet and the members are only

in an advisory capacity, the Vice-Chancellor is an ordinary member of the Council with the Pro-Chancellor as Chairman. Admittedly, since the Pro-Chancellor is on a part-time appointment, most of the policies of the council are normally carried out by the Vice-Chancellor and his staff. Moreover, in all his dealings with outside bodies, organizations and individuals, the Vice-Chancellors are the accredited university representatives.

The Vice-Chancellor is the Chairman of the Senate and all its statutory committees. However, because of his involvement in numerous committees, he is represented in some of these by his Deputy Vice-Chancellor, the Deans and at times by his representative. The Vice-Chancellor could remove a person appointed as external examiner for any examination organized by the senate if proved wanting and appoint another examiner in his place. Few Vice-Chancellors have assistants trained to document issues in areas of controversy in the application of rules. If any decision involves waiving rules, the Vice-Chancellor has to approve this on behalf of the Senate and later seek Senate ratification for the measure. Where it appears to the Vice-Chancellor that any student has been guilty of misconduct, the Vice-Chancellor may, without prejudice to any other disciplinary powers conferred on him by regulations direct that the student shall not participate in the activities of the University; make use of the University Facilities; be rusticated; or be expelled from the University.

Functions

The functions of the Vice-Chancellor are:

- Define the University's strategic vision, mandate and direction, and identify opportunities to advance and deliver on that vision, mandate and direction.
- Lead the setting of university goals and the determination of priorities and allocation of resources to meet those goals.
- Lead the creation, implementation and compliance with university strategic and policy frameworks.
- Oversee the development and implementation of the University's comprehensive institutional plan.
- Lead the executive leadership team in the effective and responsible operation of the University and the use of university resources, focusing on operational excellence and solid fiscal performance.
- Advocate for the University and foster effective and ongoing dialogues within all levels of government, including with respect to funding grants and the University's research enterprise.
- Protect and enhance the overall reputation of the University.
- Promote great leadership at the University.
- Make connections between research, industry and the community at large.
- Establish and enhance provincial, national, and international collaborations.
- Direct fund development initiatives and cultivate friends and donors to the University.
- Facilitate an effective shared governance framework and act as a liaison between the Board of Governors, the

General Faculties Council (GFC) and the Executive Leadership Team.

- Chair the GFC and the GFC Executive Committee.
- develop and maintain positive and productive relationships with a wide range of internal and external stakeholders including the Board, the Senate, faculty, students, staff and alumni, community leaders, granting agencies, other educational institutions, and officials in all levels of government.
- Observe and anticipate trends in post-secondary education and anticipate and guide the University through issues and challenges facing the University and the sector.
- Preside at University events.

Polytechnics

The polytechnics were established to train technical, middle-level manpower. They offer two levels of programmes of two years each – National Diploma (ND) and Higher National Diploma (HND). There still exists a dichotomy between degree and HND holders which the government is still battling to resolve. The management of each polytechnic is headed by a Rector. The regulatory agency for the polytechnics is the National Board for Technical Education (NBTE).

Chief Executive Officer of the Polytechnic Rector.

The Rector is the chief academic and administrative officer of the polytechnic. The rector is responsible to the council and to the Honourable Minister of Education in the absence of a council. He has the power to exercise general

authority over the staff and is responsible for the discipline in the polytechnic. The rector is the Accounting Officer of the institution. He reports directly to the Governing Council.

Functions of a Rector

1. Academic planning: developing and implementing academic plans
2. Curriculum development: reviewing and updating curricula.
3. Staff recruitment: recruiting and appointing staff.
4. Student admission: overseeing student admission
5. Infrastructure development: managing infrastructure development and maintenance.
6. Industrial partnership: developing partnerships with industries.
7. Entrepreneurship development: promoting entrepreneurship among students.
8. Alumni relations: building relationships with alumni.

Colleges of Education

The colleges of education were established principally to produce manpower to teach at the basic education level. They offer 3-year programmes leading to the award of Nigeria Certificate in Education (NCE). Many colleges of education offer degree programs in affiliation with the universities. An attempt by the federal government, under Nigeria Education Sector Reform Bill Draft 2007 to convert federal polytechnics and colleges of education into campuses of contiguous universities failed. The administrative head of each college of education is called a Provost. Programmes of colleges of

education are supervised and accredited by the National Commission for Colleges of Education.

Colleges of education are institutions that provide specialized training for teachers and educators. These colleges offer various programs, including the National Certificate in Education (NCE) and degree programs in education. Some colleges also offer specialized programs, such as early childhood education, special education, and educational leadership. The National Commission for Colleges of Education (NCCE) is responsible for accrediting and regulating colleges of education in Nigeria. The commission ensures that these institutions meet the required standards for teacher education and training.

CHIEF EXECUTIVE OFFICER OF COLLEGE OF EDUCATION

Provost

Provost is the chief executive officer of a College of Education, responsible for providing academic and administrative leadership to the institution.

Functions of the provost of a college of education

The functions of the provost can be academic, administrative, student, community and others.

Academic functions

The provost carries out the following academic functions:

1. Academic leadership: the provost provides academic vision, direction, and leadership to the college.

2. Curriculum development: He/ she oversees the development and review of academic programs and curricula
3. Academic policy: The provost develops and implements academic policies, including admission, progression and graduation requirements.
4. Faculty management: He manages the recruitment, development and evaluation of faculty members
5. Academic quality assurance: He ensures that the college maintains high academic standards and quality assurance processes.

Administrative functions

The provost performs the following administrative functions:

1. Strategic planning: The provost develops and implements strategic plans to achieve the college's goals and objectives.
2. Budgeting and financial management: He manages the college's finances, including budgeting, resource allocation and fundraising.
3. Human resource management: He oversees the recruitment, development and evaluation of staff members.
4. Facilities management: He manages the college's physical infrastructure, including maintenance, renovation and expansion.
5. Risk management: He identifies and mitigates risks to the college's reputation, finances, and operations.

Student functions

To the students, the provost performs the following functions:

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1. Student affairs: He oversees the development and implementation of student affairs policies and programs.
2. Student support services: He ensures that students have access to support services, including counselling, academic advising, and career guidance.
3. Student discipline: He develops and implements policies and procedures for student discipline and conduct.
4. Student life: He fosters a positive and inclusive campus culture, including extracurricular activities, sports and cultural events.

Community functions

The provost performs the following community-related functions:

1. Community engagement: He develops and implements strategies for community engagement, including partnerships with local businesses, industries and organizations.
2. Outreach programs: He develops and implements outreach programs to support disadvantaged communities including educational programs, health services and economic development.
3. Alumni relations: He fosters relationships with alumni, including networking events, mentorship programs and fundraising initiatives.

There are other functions the provost performs, such as:

- Accreditation: He ensures that the college maintains accreditation with relevant accreditation.
- Research and innovation: He fosters a culture of research and innovation, including supporting faculty research,

developing partnerships with industries and promoting entrepreneurship.

- Internationalization: He develops and implements strategies for internalization, including partnerships with foreign institutions, student exchange programs and international research collaborations.

Monotechnics

A Monotechnic is a type of tertiary institution in Nigeria that specializes in providing training and education in a specific technical field. Monotechnics are established to provide middle-level man power training in areas such as agriculture, engineering and technology.

Chief executive officer

Rector:

The chief executive officer of a Monotechnic in Nigeria is called the Rector. The Rector is responsible for all the overall administration and management of the institution.

Functions of the Rector.

1. Academic planning and leadership: developing and implementing academic plans. He provides academic vision, direction and leadership to the institutions.
2. Strategic planning: He develops and implements strategic plans to achieve the institution's goals and objectives.
3. Administration: He oversees the day-to-day administration of the institution, including staff management, student affairs and facilities management.

4. Student admission: overseeing student admission.
5. Infrastructure development: managing infrastructure development and maintenance.
6. Industrial partnerships: developing partnerships with industries.
7. Entrepreneurship development: promotion of entrepreneurship activities among students.
8. Alumni relations: building relationships with alumni.

Innovative Enterprise Institutions

Innovative enterprise institutions (IEIs) are types of tertiary institutions that are established to provide training, research and innovation in specific areas of technology and entrepreneurship.

Chief executive

The chief executive officer of the institution is called a rector/director.

Functions

1. Entrepreneurship development: promotion of entrepreneurship activities among students.
2. Innovation and research: encouraging innovation and research.
3. Industrial partnerships: developing partnerships with industries.
4. Start-up support: providing support for start-ups.
5. Funding and investment: securing funding and investment for start-ups.
6. Mentorship: providing mentorship opportunities.
7. Networking: building relationships with stakeholders.

Colleges of Agriculture

A College of Agriculture is a tertiary institution that specializes in providing education and training in Agriculture and related fields. The college offers various programs such as diplomas, degrees, and certificates, in areas like Agricultural Science, Agricultural Technology, Animal Science, Crop Science, Agricultural Economics and Agricultural Extension.

Executive Officer

The chief executive officer is called the Provost

Functions of a Provost

1. Academic leadership and vision.
2. Strategic planning and management
3. Financial management and resource allocation
4. Student affairs and welfare
5. Agricultural education and training

Schools of Nursing and Midwifery

The school is established to prepare competent, skilled, versatile and independent midwives, capable of providing high-level health care to individuals and expectant families in their homes, communities, hospitals, rural and urban health centres of the society, for optimal infant, maternal, family and societal wellbeing.

Chief executive officer

The chief executive officer is called Principal.

Functions

The functions of the principal of the School of Nursing and Midwifery are as follows:

1. **Leadership and Vision:** Provide strategic direction and vision for the institution's growth and development. Foster a culture of innovation, academic excellence, and professional integrity.
2. **Academic Management:** Oversee curriculum development, research initiatives, and academic policies. Ensure high standards of education in related nursing disciplines. Promote faculty development through workshops, seminars, and training programs.
3. **Administration:** Manage day-to-day operations of the college, including admissions, examinations, and infrastructure maintenance. Liaise with regulatory bodies to ensure compliance and accreditation. Coordinate with university authorities for affiliations, exams, and policy implementation.
4. **Financial Management:** Prepare and manage the college's budget, ensuring proper allocation of resources. Identify and secure funding for college initiatives, such as research projects, infrastructure development, and scholarships.
5. **Faculty and Staff Supervision:** Lead recruitment, evaluation, and retention of faculty and non-teaching staff. Ensure effective communication and collaboration among departments.
6. **Student Development:** Focus on student welfare, career counselling, and placement activities. Encourage extracurricular activities, internships, and industry collaborations.

7. Industry and Alumni Relations: Establish and strengthen partnerships with industries for placements, internships, and collaborative projects. Maintain strong relationships with alumni to enhance the institution's reputation and funding opportunities.
8. Compliance and Governance: Ensure adherence to rules and regulations set by governing bodies and maintain college discipline.

College of Health Technology

College of health technology was first established as part of Nigeria's Basic Health Scheme to train a new cadre of public health care workers to staff the basic health units in the country.

Chief executive officer

The chief executive officer is called Provost

Functions

The functions of the provost are stated below:

- The Provost provides strategic direction and oversees the overall administration of the College of Health Technology.
- He ensures the implementation of effective policies and procedures.
- Manage academic programs, curriculum development, faculty, and staff, fostering an environment of academic excellence.
- Oversee operational aspects, including budgeting, facilities, and student services.

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- Cultivate positive relationships with stakeholders, including government agencies and healthcare organizations.
- Ensure compliance with regulatory standards, and accreditation, and implement quality assurance measures for the college's reputation and growth.

Vocational and Technical Institutions

Vocational schools in Nigeria offer part and full-time education leading to the award of certificates. These vocational institutes will admit candidates with a minimum of basic education certificates and cover multidisciplinary areas that will prepare you for jobs in most industries. Vocational school training runs three-year modular programmes, and qualifications obtainable at the end of the programme are called The National Vocational Certificate (NVC). These Vocational Schools are recommended for:

- Those who wish to acquire demonstrable practical skills to secure employment or generate employment
- Those seeking for career paths that do not need university degrees
- People who do not have time for full-time study but want to enhance their skills
- Those who wish to go into self-employment
- University graduates seeking employable skills and
- Adults seeking opportunities to re-skill themselves.

Vocational education plays a crucial role in developing a skilled workforce and fostering economic growth. In Nigeria, vocational schools offer specialized training programs that equip students with practical skills and knowledge required for various

industries. These schools are committed to providing quality education and producing highly competent professionals.

Executive Officer

Director-General or Rector

Functions

1. He is the academic and administrative leader, who ensures the establishment and successful operation of the Institute by directing the planning, coordination, implementation, administration of the curriculum, educational management and student wellbeing functions.
2. The Director conceptualizes and implements strategic plans.
3. He provides leadership in establishing and maintaining an educational community of students and staff, with a core responsibility for developing the learning model of independent, life-long learning.
4. To build the Institute as a leader in education, and to prepare the students for the next generation of growth and innovation.
5. To promote positive internal and external relationships and strong partnerships.
6. Cooperates with the relevant senior staff from the Directorate to plan, coordinate and initiate business plans and recommends changes.
7. Ensures that policies, strategies and goals are clearly understood by all stakeholders, and facilitates the development, maintenance, and monitoring of curriculum and operational plans.

8. Provides academic and educational leadership through systematic communication to all stakeholders.
9. Sets goals, develops staff, monitors work, and evaluates results to ensure that project and organizational objectives and operating requirements are met and are in line with the needs and mission of the Organization.
10. Facilitates close and effective relationships throughout the organization and participates in and nurtures broad networks of alliances with others to exchange knowledge and information about learning and change in support of change initiatives.
11. Ensures that resource-effective policies, procedures and infrastructure are in place to support operations in vocational training and education environments.
12. Identifies and leads new business development opportunities and ensures highly productive relationships and partnerships are developed and maintained.
13. Monitors and reports on the resourceful management of the Institute, in the areas of finance, human resources, academics, student welfare and community discipline.

Distance Learning Institution

This institution uses a range of media such as print, audio, video, computer-based media and networks as well as multimedia facilities for the presentation of information and for communication between the institution and its students.

Executive officer

Vice-chancellor or Director

Functions

1. Distance learning programs: developing and delivering distance learning programs.
2. Online education: providing online education programs.
3. E-learning platforms: managing e-learning platforms.
4. Student support: providing student support services.
5. Faculty development: providing faculty development programs.
6. Quality assurance: ensuring academic quality standards.
7. Accreditation: ensuring accreditation of programs.
8. Partnerships: developing partnerships with other institutions.

Specialized Institutions

Executive officer

Commandant or Director-General

Functions

1. Specialized training: providing specialized training programs.
2. Research and development: conducting research and development.
3. Industry partnership: developing partnerships with industries.
4. Entrepreneurship development: promoting entrepreneurship among students.
5. Skill development: providing skill development programs.
6. Certification: providing certification programs.
7. Quality assurance: ensuring academic quality and standards.
8. Accreditation: ensuring accreditation of programs.

(4c) PROBLEMS HINDERING MANAGEMENT OF TERTIARY EDUCATION IN NIGERIA

Tertiary education in Nigeria is faced with numerous problems hindering its effective management that require urgent attention. The reason for this problem is the failure to appreciate and come to terms with the fact that education is fundamental to national development. Some of these problems are:

- **Inadequate physical infrastructure:** Shortage and/or decay of physical infrastructure have become a national challenge. Consequently, most of the schools now operate with inadequate and inappropriate physical infrastructure. There are institutions without adequate classrooms, laboratories, libraries, workshops, Information and Communication Technology (ICT), power supply, office spaces for lecturers and so on. Students learn in very crowded classrooms which invariably antagonize policy intentions and diminish efficiency in institutional governance.
- **Shortage of qualified teaching staff:** Several academic staff in our tertiary institutions are not sufficiently equipped intellectually for intellectualism. They are devoid of sound academic culture and tradition. The situation has been exacerbated by the issue of “brain drain” as well as decreased student enrolment into teacher preparation institutions, such as colleges of education and faculties of education.
- **Ineffective accreditation:** Accreditation is broadly defined as a process of evaluating the quality of higher education institutions as a whole or a specific educational programme to formally recognize it as having met certain predetermined minimal criteria or

standards. The result of this process is usually the awarding of the status of recognition, and sometimes of a license to operate with a time-limited validity, leading to the granting of approval or authority to a programme or institution after meeting a set of minimum standards or criteria. Where tertiary institutions are not effectively accredited, the quality of the output will hardly meet socio-economic expectations. What is most disturbing is that even students/staff themselves see the accreditation exercise as a farce- an unnecessary ritual, which is conducted simply to fulfil all righteousness (Ekpoh & Edet, 2017).

- **Inadequate educational facilities:** To a large extent the quantity and quality of facilities utilized to implement tertiary education programmes determine the design, size and fabrication of the system output. Effective and efficient implementation of school programmes lies in the power of educational facilities. Most of the institutions are substandard due to decayed facilities, ill-equipped libraries, outdated textbooks and journals.
- **Cultism and anti-social behaviour:** Tertiary institutions in Nigeria have been challenged by the menace of secret cult activities. Apart from the destruction of properties and lives, sometimes academic programmes and activities are disrupted. Their nefarious activities on campuses have often resulted in the closure of schools, thus causing a serious dislocation of the school calendars.
- **Disharmony among unions:** Unionism has been fingered as one of the causes of the dearth of consensus within the tertiary institutions on some aspects of

governance. The situation sometimes leads to the destabilization of the system. Disharmony and disunity among unions have occasionally halted the pace of progress in the institutions.

- **Research capacity:** When resources are scarce, the pressure to pay salaries, the quality of teaching and learning and to pay utility bills, take precedence over all key matters in the institutions. In such circumstances, funds for libraries and research are the first to suffer. Tertiary institutions are no longer capable of performing one of their key functions: to sustain first-class research, and use the research knowledge to solve current challenges. Without research, tertiary institutions lose the capacity to offer first-class graduate studies, the capacity to retain their best brains, and the capacity to train a new generation of research fellows and scientists. Research is the only way for tertiary institutions to seek out and defend the truth, so top-class institutions spend a significant percentage of their budget on building research capabilities.
- **Corruption:** The Nigerian tertiary institutions are enmeshed in corruption and corrupt practices. According to Ekpoh (2022), corruption as it exists in institutions of learning takes various forms and dimensions, ranging from, plagiarism, certificate fraud, embezzlement of funds, nepotism, favouritism in students' admission, staff appointments and promotion, extortion, exam malpractice to sexual harassment and more. Usually, chief executives, non-academic staff, clerical staff, lecturers, students and even parents are involved. Some chief executives mismanage the scarce

funds with which they buy posh cars for their children, build mansions, establish business outfits and maintain extravagant lifestyles.

- **Interference by government officials:** It is no exaggeration that most tertiary institutions are under siege. Government officials from mostly the executive and legislative arms of government often interfere in the academic freedom and autonomy of higher education institutions. For example, they submit long list of candidates for admission, most of whom have not met minimum admission requirements and when such candidates are not offered admission, they attempt to create problems for the chief executives of such institutions under the pretext of oversight functions. Such encroachments have crippling and demoralizing effects on employees, chief executives, and governing councils of tertiary institutions.
- **Poor conditions of service and welfare packages of staff:** Generally teachers (lecturers) are poorly paid and their conditions of service are appalling. Their meagre salaries cannot even meet the basic need of survival and yet they also use it to conduct research for publications, attend conferences as well as equip their offices. The situation does not promote increased productivity.
- **Examination malpractice:** Another daunting issue is that of examination malpractice, which has made students obtain grades/ certificates without working for them. The vices are perpetuated by students, academic/non-academic staff and parents. The magnitude and dimension of examination malpractice varies depending on who is involved. It has eaten deep

into the educational system and thus, posed a serious threat to providing quality education. Perpetrators have evolved various means of accomplishing their heinous acts without being caught.

- **Strike action:** This has been a major issue in tertiary education institutions. It cuts across various segments of tertiary institutions, be it polytechnics, colleges of education as well as universities. At times, it looks like a relay race, whereby one union will finish and hand over the baton to another union. Until recently, strike actions have been a potent instrument for unions to fight for improved conditions in the work environment as well as their welfare. Incessant strike actions have their consequences; they disrupt academic activities, students are rushed through studies to graduate and obtain their certificates when strikes are called off, students' graduation period is prolonged, it puts the institution in a bad image, resulting in poor patronage of public universities and low ranking internationally. This does not augur well for academic excellence. It is also worthy of note that academics always resort to strike as the last resort to bring to the fore the deplorable state of the tertiary education system as well as attract attention for possible government intervention to save the sector from collapse.
- **Brain Drain:** Academic staff have consistently migrated from institutions in the country to equivalent institutions overseas and other sectors of the economy where their services are better appreciated and rewarded. The major cause of brain drain is poor working conditions. While Nigerian scholars are treated with disdain in Nigeria,

outside the shores of the country, they are highly valued and priced.

- **Obsolete curricular:** Curricular programmes need to be redesigned to meet the needs of society and the world of work. Poor graduate preparedness is occasioned by the inadequacies of the curriculum content and the obsolescence of the implementation methods. Also, as the “roadmap” or “guideline” of any given discipline, the tertiary education curriculum has yet to establish the philosophical basis of teaching, both for the academic staff specifically and the educational institutions in general. This negatively affects instructional practices, learning experiences and student performance.

(4d) WAYS OF IMPROVING TERTIARY EDUCATION IN NIGERIA

1. **Need to improve the infrastructure:** There is an urgent need to improve infrastructural facilities in tertiary institutions to enhance teaching and learning and to meet the increasing student population. The government should do its best to fund tertiary education, while the management of institutions should appeal to corporate organizations, philanthropists and alumni associations to assist in providing facilities to aid effective teaching and learning.

2. **Recruitment of qualified staff:** Some tertiary institutions are grossly understaffed. There is a need to recruit more qualified persons to fill the vacant positions. The current blanket ban on public sector recruitment should not affect tertiary institutions.

3. **Accreditation:** Accreditation of academic programmes is a very serious business that should not be trivialized. People with

integrity and honour should be selected to conduct accreditation exercises.

4. Adequate facilities should be provided: The government should provide the institutions with adequate and relevant educational facilities to enhance teaching and learning. The schools should be equipped with functional libraries and laboratories and classrooms should have modern instructional technologies computers connected to the internet, projectors, audiovisuals, and video conferencing equipment.

5. Combating cultism: Stamping out cultism from institutions of learning will require the joint effort of all relevant stakeholders (Government, school authority, students, religious leaders, and parents).

6. Harmonious relationship among unions: Staff unions should be properly managed to create a harmonious working relationship.

7. Improve research capacity: The government should re-establish a normal research environment (through research endowments and systematic research funding), which encourages people to develop an interest in the pursuit of knowledge and ideas. The management of these institutions should evolve clear research policies that define research priorities and strategies aimed at encouraging improved research productivity among staff. Building research capacity requires funds, scientific equipment and technical knowledge.

8. Adequate funding: The problem of funding has taken a great toll on the education sector in general. Tertiary institutions

need financial resources to maintain educational quality by providing human, physical and material inputs. Government should give increased attention to the funding of capital projects in institutions, within the limits of available resources. They should allocate more funds to these institutions for the effective operation of day-to-day activities. Better funding translates into a good quality working environment and attractive welfare scheme that will foster the retention of staff and reduce brain drain. Besides, there is a need for effective monitoring of the management of funds allocated to the system and there should be a reliable accounting system that guarantees accountability, honesty and transparency.

Aside from government funding, tertiary institutions of learning should diversify by sourcing more funds through internally generated revenue, grants, endowments, foundations, private donations, patent rights, alumni fundraising, capital markets, and so on. Also, the option of fee payment by beneficiaries of education in public tertiary education institutions of learning should be vigorously pursued. As a way of helping indigent students, the government can introduce scholarships and low-interest loans to assist these categories of students.

9. De-politicization of the tertiary education system: Government should reduce their political interference in the internal affairs of the institutions. Appointment into positions of authority should be allowed to follow due process. Tertiary institutions should strive to subject themselves to national and international quality standards to compete favourably with international best practices.

10. Student motivation: Deliberate efforts should be made to bring more students into halls of residence for proper

supervision and monitoring. Students should be motivated by providing them with a healthy learning environment (with modern classrooms and hostels), as well as assisting indigent students with affordable loans and grants to finance their education. A good environment is known to provide a good setting for teaching and learning.

11. Quality leadership: The leadership in tertiary institutions must be transformational rather than transnational, as it deals with extremely intellectual resources. Leadership has to understand and respect plurality and diversity of views. The system must encourage and nurture debate and discussion and put in place an enabling framework that encourages tertiary institutions to be more innovative and more responsive to the needs of a globally competitive knowledge economy.

12. Appropriate sanction for those involved in examination malpractice: Examination malpractice culprits should be severely punished to serve as a deterrent to others.

13. Material development and information sharing: The whole world is now a global village due to ease of communication. Information is now shared through cable networks, the internet, mobile phones, television and other electronic devices. Information sharing for pedagogic purposes will help supplement teaching and make it more interesting and rewarding. Access to education has been improved by the introduction of distance learning, open universities and virtual universities, which are designed as outreach programmes to take education to those who for one reason or another would not have been able to gain access to formal education. Globalization

will be a mirage without adequate development of materials, acquiring modern technology, and application of it to higher education.

14. Improved conditions of service for staff: Government should as a matter of urgency improve the conditions of service of staff. A well-motivated staff will certainly be a productive staff

15. Labour relations: Government and management should maintain a friendly disposition with all unions on campus. They should honour and implement all signed agreements to prevent strike actions by tertiary education unions. The government should scrap obnoxious labour laws of “no work no pay” policy, to guarantee industrial peace and increased productivity.

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