

Challenges Facing Teaching and Learning of Educational Administration and Planning Programme in Nigerian Higher Institutions and Way Forward

Ogunode Niyi Jacob¹, Agbaje Faith Babatunde²

¹Ogunodejacob@gmail.com, ²Tundefaith@gmail.com

Abstract:

The article discussed the challenges facing the teaching and learning of educational administration and planning programme in the Nigerian higher institutions. Secondary data was used to support the points raised in the article. Secondary data was used and the secondary data were sourced from print material and online publication by recognized institutions and individual author. Inadequate funding of educational administration and planning programme, inadequate academic staff, lack of laboratory, poor research funding of educational administration and planning programme, inadequate infrastructural facilities and poor capacity development of lecturers in educational administration and planning programme were identified as challenges facing the teaching and learning of educational administration and planning programme in the Nigerian higher institutions. To solve this challenges, this article recommends the following: government should increase the funding of educational administration and planning programme, employment of more academic staff in the department of educational administration and planning programme, provision of adequate infrastructural facilities in the department of educational administration and planning programme, effective staff development, and provision of research grant for the academic staff of educational administration and planning.

Keywords: Challenges, Administration, Planning, Higher Institutions, Education

Introduction

The National Policy on Education (FGN, 2013), defines Tertiary Education as the education given after secondary education in Universities, Colleges of Education, Polytechnics, Monotechnic including institutions such as Universities and Inter-University Centres, Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, Innovation Enterprise Institutions (IEIs), Colleges of Education, Monotechnic, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) while Peretomode (2007) sees higher education as the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as higher education institutions are key to mechanisms increasingly recognized as wealth and human capital producing industries and Adeyemi (2001), viewed Higher Education as a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market. Bernett (1997) observed that higher educational institutions as unique institutions which is differentiated from others in terms of research and its managers are designated as Provost, Rector, and Vice chancellor.

Higher Education is the education for the production of manpower and for aiding social, economic and technological development of a country.

The National Policy on Education (FGN, 2013), states that the goals of Tertiary Education shall be to:

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 counseling and lifelong learning programmes that prepare students with the 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.

Tertiary Educational institutions shall pursue these goals through:

- a. Quality student intake;
- b. Quality teaching and learning;
- c. Research and development;
- d. High standards in the quality of facilities, services and resources;
- e. Staff welfare and development programmes;
- f. Provision of a more practical based curriculum relevant to the needs of the labour market;
- g. Generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge – based economy;
- h. A variety of flexible learning modes including full-time, part time, block release, day-release, and sandwich programmes;
- i. Access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund);
- j. Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised;
- k. Maintenance of minimum educational standards through appropriate regulatory agencies;
- l. An all-inclusive credible admissions policy for national unity; supporting affordable, equitable access to tertiary education through scholarships and students' loans;

- m. Inter-institutional co-operation and linkages; and
- n. Dedicated services to the community through extra-mural and extension services (NPE, 2013).

The Nigerian higher education is the largest in Africa. Noun (2009) submitted that from a global perspective, economic and social developments are increasingly driving the advancement and application of knowledge. Education in general and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations. The nation looks up to higher education to through its traditional functions of teaching, research and community service to develop manpower and disseminate necessary knowledge that are needed in industry and other sectors. The Nigerian higher education system comprised of universities, polytechnics, and colleges offering programmes in teacher education and agriculture. Higher education is a community of scholars, free to pursue knowledge without undue interference from anywhere. English language programme is one of the major programme offer in the Nigerian higher education.

Programme offers in the Nigerian Universities as listed in the BMAS documents were produced for the under listed academic disciplines: i) Administration; Management and Management Technology; ii) Agriculture, Forestry, Fisheries and Home Economics; iii) Arts; iv) Basic Medical and Health Science v) Education; vi) Engineering and Technology; vii) Environmental Sciences; viii) Law; ix) Pharmaceutical Sciences x) Medicine and Dentistry; xi) Science; xii) Social Sciences; xii) Veterinary Medicine.

Education programme is one of the prominent programme offer in the Nigerian higher institutions. Education as a programme is offered in faculty education. The faculty of education is host to many programme. In Nigerian higher institutions, Educational administration and planning is offered as course and as a discipline. Educational administration and planning is offered as a core course that must be passed by students offering education programme in higher institutions across the country. Educational Administration and Planning is also offered at the first-degree level, Master level and PhD level. The import of Educational administration and planning to the educational development and the social, economic and technology advancement cannot be underestimated. It has been observed by research that teaching and learning of Educational administration and planning is facing many challenges in the Nigerian higher institutions. Based on this, this article is aimed to discuss the challenges facing the teaching and learning of Educational administration and planning in the Nigerian higher institutions.

2. Concept of Educational Administration and Planning Programme

Educational administration and planning is an educational programme offer in Faculty of Education. Educational Administration and Planning is a management science education programme. Educational administration and planning is offer in majorities of Nigerian higher institutions. Ogunode, Jegede & Olumide (2020) observed that educational administration and planning was introduced into the Nigerian Higher institutions with the aims of producing educational administrators and planners for all phases of the educational sector in Nigeria. Educational administration and planning is offer in most Nigerian universities as a programme in department. Educational administration and planning is also offered as an elective course in 400 levels. The nomenclature of the programme is Bachelor of Arts Education i.e B.A [Ed] Educational Administration and Planning. The duration of the

programme is four [4] academic section. The minimum credit unit required for graduation is 148. The admission requirements entry into the programme in universities is five Credits at SSCE, GCE 'O' Level, NECO and NABTEB Including English Language, Mathematics and other relevant three credit passes and Unified Tertiary Matriculation Examination [UTME], the candidate shall be required to pass the University post UTME Screening test before being admitted for hundred level [100L].

2.1 Objectives of Educational Administration and Planning in Nigerian Higher Institutions

- a. To raise an educational administrators and planners who are confidence, independence, efficient, visionary, innovative and problem solving in the educational sectors;
- b. To create in students the awareness and enthusiasm for educational administration and planning;
- c. To generate in students an appreciation of the importance administration and planning in education, economic, technological and social context;
- d. To provide students with the knowledge and skill-base for further studies in projection, forecasting, statistics, micro-planning, data management and demography;
- e. To provide a broad and balance foundation, knowledge and practical skills in educational administration and planning (Ogunode, Jegede & Olumide 2020).

3. Challenges Facing Teaching and Learning of Educational Administration and Planning Programme in Nigerian Higher Institutions

There are many challenges facing the teaching and learning of educational administration and planning in the Nigerian higher institutions. Some of the challenges include; inadequate funding, inadequate academic staff, lack of laboratory, poor staff development, poor research funding, inadequate infrastructural facilities, poor capacity development, strike actions and brain-drain.

3.1 Inadequate Funding

Funding of the administration and management of educational administration and planning programme in the Nigerian higher institutions is inadequate. The annual budgetary allocation for the department of educational administration and planning for the implementation of the programme is not adequate for it. Inadequate funding is one of the obstacles to the realization of the objectives of the programme in the Nigerian higher institutions. The annual budgetary allocation for the administration and management of educational administration and planning programme in the faculties and departments of educational administration and planning programme across the various higher institutions in the country is not adequate. Inadequate funding of higher institution's programme is not only affecting the department of educational administration and planning programme only but common to all the programme.

Generally, the higher institutions in Nigeria are underfunded and this is directly and indirectly affecting the various programme they are offering. Ogbondah & Ewor,(2016) also submitted that one of the major challenges facing the management of this sector of education is inadequate funding. The budgetary allocation devoted to education has been considered to be grossly inadequate considering the phenomenon increase in students' enrolment and increasing cost, which have been aggravated by inflation. A serious problem confronting

Nigerian public university education today is that of scarcity of fund. Government financial policies on education have therefore been subjected to constant review with the intention of allocating more resources to university education. Udida, Bassey, Udofia, & Egbona, (2009) observed that the major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Higher educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of higher education.

3.2 Inadequate Academic Staff

Another challenge facing the teaching and learning of educational administration and planning programme in the Nigerian higher institutions is inadequate academic staff. There is scarcity of academic staff in some department of educational administration and planning programme in the Nigerian higher institutions and this is affecting the implementation of the programme. This submission is confirmed by a study by Ogunode, Jegede & Olumide, (2020) which revealed that majorities of the respondents agreed that they do not have adequate lecturers. The result implies that majorities of the respondents agreed that lecturers at the department of educational administration and planning are not adequate. Many department in the Nigerian higher institutions are understaffed. This problem is common in the department of educational administration and planning programme and science education. NEEDS (2014) report indicated that lecturer-student ratio is very low. The report further review that in University of Lagos 1:114, University of Abuja, 1:122; while National Open University 1:363. The high lecturers-students ratio is among the factors responsible for poor teaching and learning which generally affect the quality education at the universities. The shortage of academic staff is also affecting the development of the Universities as a whole. Many Universities have failure resources verification and programme accreditation because they don't have adequate academic and non-academic staff.

3.3 Lack of Laboratory

Educational administration and planning laboratory is one of the requirement that must be met before the educational administration and planning programme can be accredited in the Nigerian higher institutions especially in the universities. The objective of establishing the laboratory is to introduce the students of educational administration and planning to practical work and experiences. It is unfortunate that many higher institutions in the country offering the educational administration and planning programme do not have the modern and well-furnished laboratories in their respective institutions. Ogunode (2020) observed that many Nigerian universities lack modern laboratories to carry out research work. Every year thousands of young scholars from Nigeria travel out to carry out research work on their thesis or research work. Physics, Chemistry, Biology, and computer labs in most Nigerian universities lack the necessary equipment to carry out simple research work. Enoghola (2013) stated that students were using kerosene stoves instead of gas burners to conduct experiments, specimens were kept in bottles instead of the appropriate places where such specimen should have been kept. Okebukola, (2005) reported the need assessment survey of

national universities commission and identified the following: (a) only about 30% of Nigerian students' population has adequate access to classrooms, workshop, lecture halls, laboratories and libraries. (b) Deficient libraries in terms of currency and number of books, journals, and electronic support facilities. (c) Inadequate academic calendar resulting from staff unions' industrial action premised on low salary, wages/welfare and students strikes often time related to inadequate facilities. (d) Lack of practical experience, often times resulting from deficient facilities. The above listed factors are all challenges to full implementation of higher education policies in Nigeria.

3.4 Poor Staff Development

Poor staff development is another problem facing the academic staff of the department of educational administration and planning. Many academic staff from the department are not been given the opportunities for staff development due to inadequate funding of staff development training programme. Moja, (2000) submitted that teachers in service and administrative officials do not have opportunities for high quality staff development. Teachers' knowledge and skills are often outdated and the inspectors are not providing the necessary pedagogical support for further development. Lecturers needs training and retraining programme to be on top of their fields. Noun, (2009) observed that lecturers employed in the Universities are expected to enjoy training benefits. After the employment, quality teachers can be encouraged to stay on the job through these means: provision for research grants, Sponsoring them to attend conferences, providing them good office accommodation, provision of necessary tools such as desktop, laptop, scanner, printer, internet facilities, regular payment of salary and allowances, involving them in decisions that affect them, Allow them to use their initiatives and organising capacity building workshops/seminars for them, and so on.

Bernadette & Ukaegbu, (2017) did study on impact of poor implementation of welfare policies on training and development on the performance of academic staff in selected Federal Universities in South-South, Nigeria was carried out to examine the extent to which poor implementation of welfare policies on training and development impacts on the performance of workers in the selected Federal Universities in South- South Nigeria. The study discovered that, whereas there are good welfare policy statements in the study area, the level of implementation of these policies were poor. Furthermore, over 90% of the respondents insisted that full implementation of welfare policies would have positive impact on workers' performance to a very large extent. The results further indicated that there have been very few in-house and outside training programmes in the study area. A total of 87% of respondents agreed that poor level of implementation of welfare policies on training and development is a source of discouragement which have negatively affected academic performance of both teaching and non-teaching staff and have led to poor service delivery in our Universities. As part of this study, fifteen (15) laboratory technologists from the five selected federal Universities under study were interviewed and the following are the list of the basic issues that affected their performances as gathered from them: Lack of regular internal training and external training which are necessary to constantly and regularly updates their skills, knowledge and technology to enhance research; Lack of sponsorship for international conferences even when they sponsor themselves, the funds were not remitted thus, the interest in attending conferences are gradually reducing in some of the federal Universities under study whereas there is an available welfare package for conferences and

research development domiciled in the federal University but not implemented appropriately (Bernadette& Ukaegbu, 2017).

3.5 Poor Research Funding

The Nigerian Universities' research income per academic and research staff, research income per institutional income, papers per research income is one of the poorest in the world. There are been poor research activities in Nigerian Universities. This is confirmed by Okoli, Ogbondah, and Ewor, (2016) who affirmed the poor attitude of governments towards research and inadequate funding of research programs. Mercy (2001) also pointed out that research programs in Nigerian Universities have not given enough priorities it deserves. One of the functions of the Universities is to engaged in research programs and solve the social, economic, and political challenges affecting the Nation through their findings. Due to the poor research programs and lack of research capital, many young researchers are discouraged to embark on researches. Donwa (2006) reports that the average annual allocation to federal universities for recurrent expenditure is 0.4% of Gross Domestic Product (GDP) and 5% of this allocation, is to be used for research.

This report shows that research funding by government is less than 1% GDP and this is grossly inadequate for meaningful research. Thus, the amount of research funding by government is a function of the total funding for recurrent expenditure in the Universities. The government have not been funding the research programme of the higher institutions. In Nigeria, the NPST has recommended 5% of GNP be set aside for research, but Nigeria's federal university system is said to spend only 1.3% of its budget on research (Yusuf 2012, Harnett, cited in Saint *et al.*, 2003). In the federal universities, routine funding from budgetary allocations is channeled through the NUC, which then disburses the funds to the University Boards of Research at the institutional level. However, research votes from the NUC were not disbursed regularly, and when disbursed, were often grossly inadequate to cater for the research needs of the large number of public universities in the country. Yusuf (2012) cited Okafor (2011) who carried out a comparative analysis of research output of six federal universities in southern Nigeria (University of Benin, University of Ibadan, University of Agriculture, Abeokuta, Nnamdi Azikwe University, University of Nigeria, Nsukka and University of Uyo) in the period 1997-2006 based on both local and international publications found that the highest research output of 12.17 publications per head was recorded at the University of Benin and the lowest of 8.13 at the University of Uyo over the ten-year period. What to particularly note here is that even the best-case scenario of a mean of 12.17 translates to only about 1 publication per academic staff per year. In the state government owned universities which are grossly under-provided because of poor funding and poor support, the situation is definitely much worse.

However, with regard to Nigeria's newly established and upcoming private universities, not much is known about their contributions to research (Yusuf 2012). Declining research productivity in the Nigerian university system according to Yusuf (2012) is attributable to the following constraints among others: poor and irregular funding, declining research infrastructure, poor research motivation, rising workloads associated with deteriorating staff/student ratio, which leave little time for research, lack of research skills in modern methods, inadequate research personnel and frequent industrial actions.

3.6 Inadequate Infrastructural Facilities

Infrastructural facilities refer to classrooms, offices, exam halls, laboratories, tables, chairs, desks, power supply, water, good roads network within the schools etc. Infrastructural facilities support the administration and management of education. Their availability aids the realization of educational objectives and their inadequacy affects the implementation of teaching, learning, researching and delivering of other education services. It has been observed that inadequate infrastructural facilities are one of the problem facing the entire educational system of Nigeria. Inadequate infrastructural facilities are a major challenge affecting the administration of higher institutions in Nigeria. Many academic and non-academic staff of the department of educational administration and planning department do not have adequate and comfortable offices to carry out their academic services. Many students of department of educational administration and planning also no not have adequate lecture hall and classrooms to receive lectures.

Some of their lectures are taken in an outdoor space due to lack of infrastructural facilities. Udida, Basse, Udofia, & Egbona, (2009) submitted that the lack of adequate infrastructures in our higher education has posed serious setback in the achievement of higher education goals. In institution where there are no adequate classrooms, resource rooms, staff rooms, lack of laboratory facilities, computers and the like; proper teaching and learning cannot be effective and efficient in the system. Salisu (2001) did a study on the influence of school physical resources on students' academic performance. She discovered that, there is significant difference in the academic performance of students in institutions with adequate facilities and those with inadequate facilities. The lack of good buildings or funds to rehabilitate collapsed structures poses threat to the system performance and its sustainability hence education to some extent is falling due to low standard.

3.7 Brain-Drain

Brain-drain is another challenge facing the teaching and learning of educational administration and planning programme in the Nigerian higher institutions. Many experienced and qualified academic staff are leaving the country to abroad for a better job offers. The migration of the academic staff especially in the English language departments is affecting the implementation of teaching programme in the various higher institutions across the country. Smah (2007) submitted that Professor Joseph Stiglitz, 2001 Nobel Prize winner in Economics, who, while delivering a lecture at the first Dr. Pius Okadigbo memorial lecture series in Enugu said that there is a particular university in the U.S. that has over 25 Nigerian professors. He submitted that the above pointer is instructive for any serious-minded government that wants to address the issue of brain-drain. Odetunde (2004) submitted that, there was mass exodus of many brilliant lecturers to the business world and others left Nigeria for better services. Oni (2000) observed that many experienced and young lecturers are fleeing from the frustration of university life into more rewarding and more challenging sectors of the economy and even migrate to oversea countries. The result of the faculty exodus is observed in the quality of graduates that our universities produce. There is diminishing scope of mentoring junior researchers by seasoned and senior lecturers in Nigeria due to brain drain. Brain drain has led to decline in research outputs from institutions of higher learning in Nigeria vis-à-vis the disappearance of research centers in Nigerian universities.

3.8 Strike Actions

The strike action embarked upon by the different union groups in the various higher institutions in the country is affecting the administration of many programmes specially the educational administration and planning programme. Okoli, Ogbondah & Ewor,(2016) observed that it has become a known fact that students across various universities in Nigeria are constantly faced with industrial actions embarked upon by the Academic and Non-Academic Staff Unions of various institutions. The disagreement or lack of understanding between government and unions arising from non-implementation of agreement reached, often results in deadlock that usually disrupts academic calendar. As academic activities are suspended for a long period, the students reading abilities fell. Even the previous knowledge acquired is even forgotten by some students. This mostly turns some students into certificates seekers than knowledge seekers. A big challenge to quality higher education in Nigeria is the incessant staff union disputes and subsequent closures of the institutions. Closure of the institutions affects staff productivity and the realization of educational aim and objectives. The disruption of academic programmes of institutions of higher learning affects students learning outcomes, since lecturers find it difficult to complete the course work. The frequent disputes and strike galore by university staff and students leave students with little or no time to complete both their theoretical and practical work. In most cases a semester's course work is sandwiched to few weeks during which lectures are rushed to accommodate the time lost to strike. This type of academic rush is a big threat to attainment of quality in higher education in Nigeria (Romina,2013).

4. Ways Forwards

To solve these challenges, this article recommends the following: government should increase the funding of educational administration and planning programme, employment of more academic staff, provision of adequate infrastructural facilities, effective staff development, provision of research grant for the academic staff of educational administration and planning, implement all agreement signed with union groups and motivation of lecturers.

4.1 Adequate Funding of Educational Administration Programme

The provision of adequate funding is very essential for the development of Nigerian Universities. The government should increase the funding of higher institutions so that more funds will be allocated to programmes like educational administration and planning programme. The funding will also help the school administrators to provide more libraries that are stocked with the newest editions of books. School laboratories that is equipped and funds must be adequately provided for research by the country's universities.

4.2 Employment of More Academic Staff

To achieve the objectives of the educational administration and planning programme in the Nigerian higher institutions, there is need for the government to direct the various higher institutions to employ more academic staff especially in the departments of educational administration and planning programme, they should give direct employment to their own Ph.D or Masters students who graduated from their own school since they are the product of the school which will give room for trust and understanding between the lecturers and the students and it will also create more manpower in the department.

4.3 Provision of Adequate Infrastructural Facilities

The government should provide adequate infrastructural facilities in all the higher institutions in the country. This will enable educational administration and planning department to have adequate classroom, lecture halls, laboratories and adequate offices for their staff. There is need for a serious expansion of physical facilities and equipment to meet the increasing student population. There is need to take serious look at the maintenance culture, which is lacking in Nigeria, as this will go a long way to reduce the rate of decay of the existing facilities.

4.4 Effective Staff Development

More resources should be channeled to the staff development programme in the higher institutions especially in the department of educational administration and planning. Government should give room for more regular in-house training, good welfare package, ensure that the lecturers are well secured.

4.5 Provision of Research Grant for the Academic Staff of Educational Administration and Planning

The government should increase the research grant of higher institutions especially that of the educational administration and planning department. This will enable lecturers in the department of educational administration and planning carry out researches in varieties of topics for the development of the programme. There are so much research work to be carried out but due to inadequate funds, those research work are not been look into, therefore government should assist, increase and provide enough funds that will make the department to perform their work diligently.

4.6 Implement Union Agreement

The government should implement all the agreement signed with various union groups in the various higher institutions. This will help to maintain stable academic programme in all the higher institutions.

4.7 Motivation of Lecturers

The government should motivate the academic staff and increase their welfare packages. This will prevent brain-drain problem in the educational administration and planning department and the entire higher institutions in the country.

5. Conclusion

There are many challenges facing the teaching and learning of educational administration and planning in the Nigerian higher institutions. Some of the challenges include; inadequate funding, inadequate academic staff, lack of laboratory, poor staff development, poor research funding, inadequate infrastructural facilities, poor capacity development, strike actions and brain-drain. To solve this challenges, this article recommends the following: government should increase the funding of educational administration and planning programme, employment of more lecturers in the department of educational administration and planning, provision of adequate infrastructural facilities, effective staff development programme, and provision of research grant for the academic staff of educational administration and planning, implement all reached agreement with union groups and motivation of lecturers.

References

1. Adeyemi, K. (2001). Equality of Access and Catchment Area; Factor in, University Admission in Nigeria, *Journal of Higher Education* 42:307 -322
2. Asiyai RI (2005a) Trade union disputes and their perceived impacts on the university system in Nigeria. PhD Thesis, Delta State University, Abraka.
3. Asiyai RI (2006b) Variables inducing trade union disputes in Nigerian universities. *Nigerian Journal of Guidance and Counseling* 11(1): 146-154.
4. Bennett R (1997) Higher education: A critical business. Buckingham: The society for research University press.
5. Bernadette C.N & Ukaegbu, O .E (2017) Impact of Poor Implementation of Welfare Policies on Training and Development on the Performance of Academic Staff in Selected Federal Universities in South-South Nigeria. *International Journal of Scientific Research and Management (IJSRM)*.Volume (5)|Issue(12)Pages|-7718-7729
6. Donwa, P. A. (2006). Funding of Academic Research in Nigerian Universities. A paper presented at the UNESCO forum on Higher Education Research and Knowledge creation. November 29-December 1, 2006. Retrieved from <http://portal.unesco.org/education/fr/files>, July, 2009.
7. Federal Republic of Nigeria (FRN) (2014). *National policy on education* (7th Ed.). Abuja: NERDC press.
8. Moja, T. (2000). *Nigeria education sector analysis: An analytical synthesis of performance and main issues*.
9. NOUN (2009). *Issues and Problems in higher education in Nigeria*. Lagos, Nigeria.
10. NOUN (2012). *Administration of Schools*. Lagos, Nigeria.
11. NEEDS, (2014). *Needs assessment in the Nigerian education sector*. International organization for migration, Abuja, Nigeria.
12. Nwachukwu, C.O. (2008): “*Tackling the Challenges of Gender Equity in Science Education: Focus on Classroom Interactions for Sustainable Development*”. A paper Presented at the 1st National Conference of Nigerian National Association for Gender Equity. Port Harcourt Nigeria, March 2008.
13. Ogunode, N. J., Deboral, J. & Ogunode, O. 2020. An Investigation into Problem Facing the Teaching and Learning of Educational Administration and Planning. *International Journal of Teaching & Education* ISSN: 2653-6579, Volume 3, Issue 1, page 1 – 6
14. Okoli, N.J , Ogbondah L & Ewor, R.N (2016) The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation*. Vol. 2 No.1 2
15. Okebukola P.A. (2005) Quality Assurance in the Nigerian University System. *Nigerian Journal of Curriculum Studies* 12(3): 1-5.
16. Oni, B. (2000). *Capacity building effort and brain drain in Nigerian Universities*, Ibadan: NISER.

17. Ochuba VO (2001). Strategies for improving the quality of education in Nigerian universities. In N. A. Nwagwu, E. T. Ehiemetalor, M. A. Ogunu, and Mon Nwadiani (eds). Current issues in educational management in Nigeria. A publication of the Nigerian Association for Educational Administration and Planning [NAEAP].
18. Odetunde, C. (2004). The state of higher education in Nigeria. retrieved (4/2/2004) <http://www.Nigeria-deltacongress.com/sarticle/state-of-higher-education>.
19. Obanya, P. (1999), Higher Education for an Emergent Nigeria: Faculty of Education, University of Ibadan 5th Anniversary Lecture, Ibadan. Heinemann Education Books (Nigeria Plc)
20. Okafor, V. N. and Dike, V. W. (2010). Research Output of Academics in the Science and Engineering Faculties of Federal Universities in Southern Nigeria. *African Journal of Library, Archives an Information Science*. Available: <http://www.highbean.com/doc/1G1-227198328.htm>
21. Peretomode VF, and Chukwuma RA (2007) Manpower development and lecturers' productivity in tertiary institutions in Nigeria. *Journal of Education Studies*, English Edition Poland, 5-11.
22. Romina I, A (2013) Challenges of Quality in Higher Education in Nigeria in the 21st Century. *International Journal of Educational Planning & Administration*. Volume 3, Number 2, pp. 159-172
23. Smah OS (2007). Violent campus cultism: implication for university management. In J. B. Babalola and B. O. Emunemu (eds). Issues in higher education: research evidence from sub-sahara Africa. Lagos: Bolabay Publications.
24. Salisu, R.A. (2001). The Influence of School Physical Resources on Students Academic Performance. Unpublished M.Ed. dissertation, department of Educational Administration, University of Lagos – Nigeria
25. Saint, W; Harnett, T. A. and Strassner, E. (2003). Higher Education in Nigeria: A Status Report. *Higher Education Policy*, 16:259- 281
26. Salahuddin A. N. M., Khan M. R. and Rahman A. (2012). Challenges of implementing English curriculum at rural primary schools of Bangladesh. *The International Journal of social science*, 7 (1): 34-51.
27. Udida, I. A., Bassey, U. U, Udofia, I. U. & Egbona, E. A.(2009) system performance and sustainability of higher education in Nigeria.
28. World Bank (2004) Improving Tertiary education in Sub-Sahara Africa: Things that work. Report of a regional training conference, Accra, Ghana.
29. WENR, (2017). *Education in Nigeria*. <https://wenr.wes.org/2017/03/education-in-nigeria>
30. Yusuf A. K. (2012) An appraisal of research in Nigeria's university sector. *JORIND* 10 (2)