AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

CHALLENGES HAMPERING EFFECTIVE AND EFFICIENT SCHOOL ADMINISTRATION IN NIGERIAN

Okaforcha, Choice Chimaa
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State, Nigeria
E-mail: choice.okaforcha@gmail.com

&

Okeke, Nonyem Ifediorah
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State, Nigeria
ifedinoke@yahoo.com

ABSTRACT

Effective and efficient school administration is that which gives the school administrator the enablement to judiciously utilize the available educational resources to accomplish educational goals. Effective and efficient school administration involves avoidance of any form of waste while ensuring that resources are economically utilized to attain both the individual goals and that of the organization. It is the ability of the school administrator to coordinate and direct both the human and non-human to achieve set goals. This is essential because the human beings in the organization utilize the non-human to achieve desired goals under the auspices of the chief executive known as the principal or school administrator/manager. For the purpose of this study, this paper unravels the concept of school administration, the roles of the school administrator and the challenges hampering effective and efficient school administration. Possible suggestions were proffered.

Keywords: Challenges, Hampering, Effective, Efficient and School administration.

Introduction

School is made up of structures designed basically for educational purposes. It is a place where physical teaching and learning takes place. The school is therefore made up of human elements and non-human elements. The human elements have two categories namely; teaching and non-teaching staff. The teaching staff comprised the teachers who are involved in the teaching and learning process. As noted by Ezeaku (2012); Okoye (2021); Ani, Iloka and Nwakoby, (2021), the teachers are often referred to as the academic staff. The non-teaching staff comprised the non-teachers. They are auxiliary staff who does not go to teach in the classroom but plays significant roles in the school administration. The non-human resources, according to

Nwakoby (2024); Nwakoby and Chukwujekwu (2020), are all the material resources that directly or indirectly have bearing with the improvement in the attainment of desired goals. They consist of the various school facilities such as instructional facilities, health facilities, residential facilities, toilet facilities, waste management facilities among others.

In line with the above development, there is utter need for somebody who should ensure that all the above facts and figures are coordinated for smooth school operation in the person of a leader. The leader in the school organization is known as the school administrator. In a situation where there are ample educational resources without any one to lead others, those resources could be rubbished and wasted without achieving desired goals. This is because it is nobody's business to control or coordinate the affairs of others towards goal attainment. It is only the leader or school administrator that has the authority and power to give instructions to the subordinates and expect compliance. In consonance with the above viewpoints, Nwakoby and Nwakoby (2022); Ojimba (2020); Ehigiator and Ucheagwu-Okoye (2021) reiterated that school manager is to coordinate both human and material resources of the school for goals achievement.

In the light of the above discourse, the school administrator is the man at the helm of affairs in the school operation. He sets the pace while others follow. According to Ilodigwe and Nwakoby (2021); Iloka (2021); Nwakoby (2023), he is the one who plans, directs and supervises the on goings in the school moving and directing all efforts towards goal attainment.

The concept of school administration

Educational administration is defined as the ability to harness all the available educational resources and directing them towards accomplishment of educational objectives. Similarly, Ojimba (2021); Okaforcha and Okeke (2018); Ezeaku and Obikeze (2018) defined school administration as the enablement to organize the human and material resources in the school environment to systematically operate as a team with the intention of achieving predetermined educational goals. In the pursuance of the school administration in achieving educational goals, Chike Okosa, Ibe and Ojimba (2023); Okeke and Okaforcha (2018) postulated that apart from the educational goals set up by the government, that states also narrow the goals to suit their peculiar needs.

Going further, Okaforcha and Okeke (2019); Ezeaku (2012); Okeke (2023); Okoye (2018) posited that administration and management can be used interchangeably as both are linked to achievement of organizational goals through management of resources (human and material resources). To Ojimba (2023); Okeke and Okaforcha (2020); Iloka (2022), administration has to do with the actions of the leader towards goal attainment. The scholar went on to explain that school brings together people with various needs, backgrounds, aspirations, temperaments, problems, deficiencies as well as material resources which are all the buildings in the

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

school, facilities, equipment and other fixtures. Administration is therefore the ability of the administrator to harmonize these conflicting issues which is goal driven.

Continuing, Okaforcha and Okeke (2018); Ezeaku (2019); Nwabashili, Iloka and Ucheagwu-Okoye (2022); Okeke (2022) described school administration as the ability to completely look after the affairs of the entire school. The scholar perceived administration as the acquisition of managerial skill that calls for smooth running and implementation of the activities leading to goal attainment. On another dimension, Okaforcha and Okeke (2019); Ezeaku (2014); Ucheagwu-Okoye and (2021), veered that school administration is the school's main governing body who plays key role in decision making in relation to the students, teachers, and the overall school status. This implies that school administration involves taking charge of the students' welfare, teachers personnel services as well as other related activities or programme that is intended to bring about the realization of educational goals.

The roles of the school administrator

The school administrator being in-charge of all the activities and programmes that go on in the school environment is saddled with enormous duties to ensure that all are galvanized and fixed appropriately for goal attainment. Okaforcha and Okeke (2020); Ibe and Udeoji (2019) Ucheagwu-Okoye (2019) stressed that the school administrators at the secondary level of education is charged with over-seeing the teaching and learning process, curriculum development, assessment cycles, evaluation of teachers, administration of discipline, building synergy between the school head and the other school community members as well as with the host community. As a result of this vast duties of the school administration, Ojimba (2024); Okoye (2017); Okoye (2016); Nwakoby and Nwakoby (2023) stated that the modern school administrators required to possess relevant knowledge in finance, curriculum, child development and human resource management among others. In the same vein, Iloka (2023); Nwakoby and Ilodigwe (2022); Ibe (2022); Ibe, Nwakoby & Ihediuche (2024) noted that school administrators should be competent, initiative and influential subsequently carry everybody along for optimal goal attainment.

The duties or roles of the school management are anchored on the elements of management as propounded by Henri Fayol in 1916. The administrative or management process has the mnemonic POSDCoRB which stands for planning, organizing, staffing, directing, co-ordination, reporting and budgeting. To buttress the above points, Abraham (2013): Papoola and Atanda (2019) enunciated the functions of the school manager as follows:

1. Planning; this is the first stage in managerial functions which involves forecasting how actions would be carried out and the persons to do what and when. It also involves setting goals and taking decisions on how the operation works. It is during this period the manager decides the facilities needed and the personnel to work with them for goal achievement. Planning serves the following purposes;

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

a) Control uncertainty and change. No one knows what the future holds so planning allows for setting out fund for emergency situations and possible change and innovation which education aligns with.
b) It gives focus and direction on the goal target.
c) Planning is cost effective as it minimizes cost while reducing the event of unbudgeted expenses.
d) Planning makes checks and balances easy. This is in relation to subordinates job accomplishment.
e) Facilitates allocation of duties as well as supervision of the tasks scheduled

2. Organizing; this is the arrangement of the workforce into hierarchical order in which case people and activities are departmentalized. It is the formation of organizational structure through which work is subdivided in line with the subunits while ensuring that the delegated staff are given appropriate authorities commensurate with the responsibilities.
3. Staffing; this is the process through which the administrator hires staff personnel. This is done according areas of qualification so as to ensure that every staff is assigned to handle what he is qualified to do.
4. Directing; this involves given instructions and ensuring that they are done at the right time. In this stage, effective communication is of essence.
5. Co-ordinating; this involves harmonizing and unifying different units and departments into an entity for goal attainment. To co-ordinate is to link up every part of the system into one whole smooth operation.
6. Reporting; this has to do with effective communication with the unit heads via the departmental heads to the administrator. For the school to function effectively, there should reports coming from the lower-level heads to the superordinate to intimate him on the happenings in their unit and/or department. This report is necessary since the administrator cannot be everywhere. Through dissemination of information, he expects feedback with which he uses to forge ahead in the administrative function.
7. Budgeting; budgeting is the monetary part of the planning phase. It goes to specify what is needed and specified amount required to procure such.

Challenges confronting school administration

The school administrator suffers some set-backs while trying to perform his roles as the leader in the school. Ibe (2019); Okoye (2017); Ezeaku (2013); Okoye and Ucheagwu-Okoye (2021)

Nwogu and Nwakoby (2021); Ughamadu, Okaforcha and Okeke (2015), are not oblivious of the challenges confronting school administrators consequently itemized them as under listed:

1. Insufficient fund; education is a capital-intensive project and as such the government cannot do it all. This is the reason inadequate funding has been a canker worm that is eaten deep into the fabric of the education industry over the years.
2. Poor state of the school facilities; most public schools in Nigeria are

faced with dilapidated school facilities and nothing is being done about them due to negligence. The damaged facilities apart from not useful anymore pose great danger to the occupants.

3. Lack of instructional materials; instructional facilities make abstract terms concrete thus foster effective teaching and learning outcomes. In the place where they are inadequate or totally lacking, the students are challenged by learning difficult which teaching and learning cumbersome. The teacher also suffers from stress and tiredness. All of these are the problems of the school administrator who takes glory when the school makes success and blame when the school fails.
4. Lack of competent personnel; most schools do not have adequate number of teaching staff. Where the teachers are available, many are not qualified to teach what they are assigned to teach making teaching and learning ineffectual.
5. Poor remuneration for the teachers; when the teachers' salaries cannot take home as it should, their zeal and morale are dampened. This automatically reflects in their job performance thus negatively affecting the student's overall output.
6. Poor monitoring and supervision; some of the staff from ministry of education do not do clinical supervision which helps the teachers to be more proactive in teaching and learning effective. They harass teachers before the students thus demeaning them.
7. Problem of effective curriculum development; curriculum development is the function of the school administrator but suffix to say that many school administrator lack that skill which pose a problem for the school administrator.
8. Problem of staff personnel management; the school administrator coordinates the human and non-human resources to achieve organizational goal. In managing human resources the attainment of their dreams and aspiration should also be of great importance. This, the administrator cannot provide thus managing the staff at this level becomes a dilemma.

Conclusion

Administration is the systematic way of getting things done using people as well as material resources. It goes in line with management principles such as planning, organizing, staffing, and directing among others. The school administrator being the school leader performs his function while in incorporating all the elements of school administration as propounded by Henri Fayol. In the performance of the administrator's roles, there are a number of challenges such as insufficient fund, poor state of school facilities, poor quality and quantity of teachers among others. It is suggested that the government should adequately fund education at least try to meet up with the UNESCO recommendation of 26% of national budget.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Suggestions

Based on the problems hampering effective and efficient school administration in Nigeria, the following suggestions were made:

1. Adequate provision of fund; it is suggested that the government should see education as the key to national development thus adhere to UNESCO recommendation of 15-20% of the national budget. This is expected to boost the administrators' purchasing power in procuring relevant school facilities.
2. Quality facilities provision; another suggestion is that the supply of school materials should be given to the contractor with outstanding integrity for better supply.
   Proper supply of instructional materials: another suggestion is that the appropriate personnel in charge of procurement of school facilities should ensure that instructional materials are first bought since they serve as a gateway to the impartation of the curriculum content to the learners.
3. Supply of competent teachers: the fourth suggestion is that teachers who are the inculcators of school curriculum to the learners should employed based on their areas of qualification and interests. The ratio of teachers to students should follow set standard which is 1-25 in the primary schools and 1-35 in the secondary level. This is to avoid overcrowded classroom thus control noise and other students' deviant behavior for a better result.
4. Increased welfare package: the government should deem it fit to pay attention to the teachers' welfare so as to motivate them to put in their best. The parents teachers association is also expected to appreciate their teachers once in a while as a way of motivation too.
5. Good monitoring and supervision: the ministry in charge of monitoring and supervision of schools should make intermittent and unscheduled visits to all schools irrespective of the location. This is to ensure that quality assurance is maintained.
6. Problem of ineffective curriculum development: workshops and seminars should be organized for administrators of schools on curriculum development. This is to ensure that they are conversant with curriculum development that fosters teaching and learning process.
7. Problem of Staff personnel services: the school administrators should also target the staff's needs and aspirations and just the educational objectives so as to harmonize the two for improved productivity. This can be done through given permission to staff who has genuine reasons to attend to personal issues.

REFERENCES

Abraham, N.M. (2013). Educational administration in Nigeria. Port Harcourt, Pam Unique Lithoreprographic Unit.

Atanda, A.I. and Popoola, B.R. (2019). Effective management: An essential quality assurance tool for secondary school improvement. Nigerian Journal of Educational Administration and Planning, 19(4); 337-348.

Ani, C. C., Iloka, C. P. & Nwakoby, S.C. (2021). The Extent of the Applicability of Doctrine of *Res Ipsa Roquito* in Proving Medical Negligence? Medical Malpractice in Nigeria: An Appraisal and a Comparative Analysis. *International Journal of Law, Policy and Social Review* (IJLPSR) Vol 3, Issue 3; http://www.lawjournals.net/archives/2021.v3.i3.87

Chike B. Okosa, Ikenna U. Ibe, C.C. Ojimba (2023). Application of Ethics to Legal Practice: The Rule Against Conflict of Interests. Chukwuemeka Odumegwu Ojukwu University Law Journal; 8(1); 111-123.

Enemhinye Ehigiator & Onyinye Ucheagwu-Okoye (2021). Medical negligence and Criminal Liability: An Evaluation of the Nigerian Position. *Madonna University Nigeria, Faculty of Law Journal, Vol 6* (2); Pages 46-50.

Enemhinye Ehigiator & Onyinye Ucheagwu-Okoye (2021). The Maintenance of Spouses after Divorce: A Sine qua non. *Madonna University Nigeria, Faculty of Law Journal, Vol 7*; pages 63-69.

Ibe, I. U. (2019). Good Governance: Panacea for Voluntary Compliance with Tax Laws in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *2*(1).

Ibe, I. U. (2019). Local Government Creation Under The 1999 Constitution (As Amended): An Appraisal. *African Journal of Constitutional and Administrative Law*, *2*.

Ibe, I. U. (2022). An Analysis of The Legal Framework for The Administration of Companies Income Tax in Nigeria. Chukwuemeka Odumegwu Ojukwu University Law Journal 6(1); 32-43.

Ibe, I. U. (2022). Impediments To Effective Implementation of Tax Laws in Nigeria. *The Premier Bar Journal* 2 (2); 75-92.

Ibe, I. U. (2022). legal responses to tax evasion and avoidance in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law. 1(1)*; 95-113.

Ibe, I. U., & Udeoji, N. N. (2019). The Challenges and Prospects of Nigeria Copyright Administration in A Digital Artificial Intelligence Age. *ABUAD Private and Business Law Journal*, *3*(1), 110-132.

Ibe, I. U., Nwakoby, C. S., & Ihediuche, T.M. (2024). Electoral Laws and Elections in Nigeria: Enthroning A New Legal Framework for The Conduct of Elections in Nigeria. *Nnamdi Azikiwe University Journal of Private and International Law 1*(2) 85-101; journals.unizik.edu.ng

Ilodigwe, M. N. and Nwakoby, C.S. (2021). Confidentiality in Health Care-Reflecting on the Rights of Covid-19

Patients. *De-Juriscope Law Journal 1*, No. 2 (2021).

Iloka C.P. (2022). Contemporary issues on reproductive and sexual health vis-à-vis the rights of women in Nigeria. *Nnamdi Azikiwe Univ J Int Law Jurisprudence; 13*(2):77-86.

Iloka, C, P. (2023). Appraisal of the Legal Framework of the Sexual and Reproductive Health Rights of Women in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*;4(1).

Iloka, C. P. (2021). Hurdles to Women Political Participation and Advancement in Nigeria: *The Legal Leeway. LASJURE*, *2*, 17.

Iloka, C. P. (2022). Understanding the Concept, History and Dimensions of Domestic Violence against Women. *African Customary and Religious Law Review, 3.*

Iloka, C. P. (2023). Student-centredness in teaching and learning process for effective performance. *Nigerian Journals Online, 1(1),* 67–78.

Iloka, C.P. (2023). Migration, Internal Displacement, Public Disorder and the Role of Crisis Management Framework: A Focus on Women and the Minority Rights in Nigeria. *International Review of Law and Jurisprudence (IRLJ)* 5 (1), pp. 45-55.

Nwabashili, C.C., Iloka, P.C. and Ucheagwu-Okoye, O. (2022). Legal Implication of the Difference Theory of law and Gender in the Feminist Jurisprudence. *COOU Law Journal Vol 7(1)*; 167-172.

Nwakoby, C. (2023). Recognition And Enforcement of The Rights of Nigerian Women. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law Journal (COOUJCPL),* Volume 4, Number 1, 2022/2023; 2714-2663. file:///C:/Users/user/Downloads/3199-6321-1-SM-2.pdf

Nwakoby, C.S. (2024). Examining the Importance of Trial within Trial in Nigerian Criminal Justice System: A Critical Assessment of its Implications and Applications. *Journal of Commercial and Property Law 11* (4), 1-11.

Nwakoby, C.S. and Ilodigwe, M.N. (2022). Culture and Gender Issues on Inheritance Rights in Nigeria; 8(4). *International Journal of Law*, 223-229.

Nwakoby, C.S. and Ilodigwe, M.N. (2022). Culture and Gender Issues on Inheritance Rights in Nigeria; 8(4); *International Journal of Law*, 223-229.

Nwakoby, C.S. and Nwakoby, I. (2023). Dilemma of minority shareholders in Nigeria company law. *Azikiwe University Journal of International Law and Jurisprudence 14 (2) 65-67.* file:///C:/Users/user/Downloads/ajol-file-journals_479_articles_257387_652eb77c6ccd2.pdf

Nwakoby, C.S., Chukwujekwu, A.E. (2020). Impact of consumer protection laws on aviation industry in Nigeria. *International Journal of Comparative Law and Legal Philosophy (IJOCLLEP),* 2(1): 38

Nwakoby, I., & Nwakoby, C. S. (2022). Immunity Of the Arbitration Panel Vis-A-Vis the Other Alternative Dispute Resolution (ADR) Panels. *Chukwuemeka Odumegwu Ojukwu University Law Journal, 7(1).*

Nwogu, K. C., & Nwakoby, C. S. (2021). Legal Examination of The Extent of Forensic Science Investigation Under the Nigerian Criminal Justice System. *International Review of Law and Jurisprudence (IRLJ)*, *3*(3).

Ojimba, C. (2020). Legal Implications of Technology Transfer to Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *2*(1).

Ojimba, C. (2021). The Place of Customary Law in Nigeria's Contemporal Jurisprudence. *Available at SSRN 3865206*.

Ojimba, C. C. (2021). A Case for and against the Convocation of Sovereign National Conference in Nigeria. *Multidisciplinary Journal of Research Development*, *18*(1).

Ojimba, C. C. (2021). International Investment Law and The Continued Relevance of The International Centre for Settlement of Investment Disputes. *Journal* Prolific, Vol. 1, (4); 1-3. https://nigerianjournalsonline.com/index.php/published_Articles/article/viewFile/1592/1559

Ojimba, C. C. (2021). The Impact and Application of The Uncitral Rules in Domestic Jurisdiction. *Academic Scholarship Journal*, *6*(1).

Ojimba, C. C. (2023). Can Agent of a Disclosed Principal Be Held Liable in A Shipping Contract Irrespective of The Common Law Position and The Introduction of Section 16 (3) Of the Admiralty Jurisdiction Decree (Act) Of 1991. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *4*(1).

Ojimba, C. C. (2023). Morality As the Basis of Law of Crime: Matters Arising. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *4*(1).

Ojimba, C. C. (2024). Commercial Dispute Resolution in Nigeria and Selected Jurisdiction; Issues and Prospects. *UNIZIK Journal of Educational Research and Policy Studies*, *18*(2).

Ojimba, C. C. (2024). Comparative Analysis Between the United States of America (USA) And Nigeria in Resolution of Corporate Dispute. *UNIZIK Journal of Educational Research and Policy Studies*, *18*(3).

Ojimba, C. C. (2024). Evaluation Of the Differences and Similarities Between Litigation and Alternative Dispute Resolution in Management of Corporate Disputes in Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *13*(3).

Okoye, C. & Ucheagwu-Okoye, O. (2021). The Role of Judges in the Election Process. *Madonna University Nigeria, Faculty of Law Journal Vol. 8*(3); 39-57.

Ucheagwu-Okoye, O. (2019). The Concept of Cross Carpeting and Legislative

Behaviour. *Madonna University Nigeria, Faculty of Law Journal Vol. 5(1)*; 74-90.

Ucheagwu-Okoye, O. and Anene Nwadukwe. (2021). Effective Legal Communication; Writing with Clarity to Aid Understanding. *Idemili Bar Journal*, Vol 1; pages 33-49.

Ucheagwu-Okoye, O. and Anene Nwadukwe. (2021). Tax Laws; Synergy for Infrastructural Development in Emerging Economies. *International Review of Law and Jurisprudence Journal, Vol 3*, May 2021 pages 19-29.

Ucheagwu-Okoye, O. (2021). The Need for Arbitration as an Alternative Dispute Resolution Mechanism in Tax Disputes Resolution in Nigeria. *Journal of Legal Issues*; Vol 2, pages 76-81.