



Chapter Five - Administration of Colleges of Education in Nigeria: Problems and Solutions

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Chapter Five

Administration of Colleges of Education in Nigeria: Problems and Solutions

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Abstract

In *Chapter Five*, Al-amin identifies the problems and solutions to the administration of colleges of education in Nigeria. According to Al-amin, some of these major challenges are inadequate funding, poor infrastructure, inadequate staff, and ineffective management. Therefore, he recommends the need for increased funding, improved infrastructure, recruitment of qualified staff, and effective management strategies as possible solutions to these challenges. He finally concludes that addressing these challenges would enhance the quality of education and training provided by colleges of education in Nigeria, leading to the development of a more skilled and productive workforce.



I. Introduction

The concept of higher education in the Nigerian educational system is related to the types of institutions or educational systems that are above secondary level or elementary teachers' education.¹ That is to say, tertiary education in Nigeria is a level of advanced study after the completion of higher /basic secondary education. The duration maybe four years or more, depending on the nature and complexity of the programme pursued. These tertiary institutions are however categorized as Colleges Education, Polytechnics and Universities.² The colleges of education in Nigeria, which have been the focus of our study, are designed to train people for effective manpower needs in various teaching professional categories from primary to secondary school in particular.³ Colleges that are maintained by some state systems of higher education, offers a 2-years program of diploma or Nigerian Certificate in Education (NCE).

Administration is the key to the progress and survival of any organization whether it is an enterprise or institution. It is of inestimable importance in educational administration because of its far-reaching effects on the accomplishment of school programmes, objectives and attainment of educational goals. Unfortunately, the administration of colleges of education in Nigeria has been plagued with numerous challenges over the years. These challenges have hindered the optimal functioning of these institutions, which are responsible for the training of teachers for primary and secondary schools in the country. Some of the major problems that have been identified include inadequate funding, inadequate infrastructure, low morale of staff, inadequate training of staff, and lack of quality control mechanisms. However, several solutions have been proposed to address these challenges. These include increasing funding to the colleges of education to improve infrastructure and provide necessary equipment and resources, improving the quality of teacher training by providing better training opportunities and resources to staff, creating incentives to improve staff morale and retention, and implementing quality control mechanisms to ensure that standards are maintained. In this paper, we will explore these problems in greater detail, and discuss the various proposed solutions to address them. By analyzing the current state of administration of colleges of education in Nigeria and proposing solutions, we hope to contribute to the ongoing efforts to improve the quality of education in the country.

¹ Mohammed 2009, 70.

² Mohammed 2009, 70.

³ Mohammed 2009, 70.



II. Problems of Administration of Colleges of Education in Nigeria

The administration is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving the stipulated goals of that organization.⁴ The administration also refers to the active performance of executive duties, the right to carry out good policies and the right decisions to fulfil a purpose, which also includes controlling the day-to-day running of an organization. It can also be defined as the careful and systematic arrangement and use of resources (human and material), situations and opportunities for the achievement of the specified objectives of a given organization.⁵ In short, administration can also be defined as the function of organization and structure, proprietorship and control, inspection and supervision.⁶ Administration is the key to the progress and survival of any organization whether it is an enterprise or institution. Thus, the success of any system of education solely depends on proper planning, efficient administration and financing. Therefore, poor administration of education, whether we like it or not, must be the first factor that aggravated the worrisome falling standard of education in Nigeria.⁷

Educational administration in Nigeria dates back to the authorized commencement of formal Western education in the country which has been closely linked with the periods of the nation's political history. Thus, historians have identified various periods concerning educational administration in the country,⁸ and the major periods are the missionary period, the pre-independence period and the post-independence period and all these periods have either positively or negatively affected educational administration in Nigeria. Udey et al alleged that the 1840s was the actual date for the commencement of Western education in Nigeria and during this period educational administration was exclusively in the hands of the Christian missionaries.⁹ This period of Christian missionaries started in 1840 and ended in 1887. It was in 1882 that the colonial government made an educational ordinance that it was not interested in educational administration and therefore it only gave grants-in-aids available to support educational institutions.¹⁰ It is believed that the first colonial government intervention in the educational administration was

⁴ Amadi-Eric 2008, 1.

⁵ Nwankwo, 1994 in Udey et al 2009, 1.

⁶ Federal Government of Nigeria (2004) National Policy on Education, (4th Ed.) Lagos: NERDC Press, 42. For more information on the concept of administration see Adepoju 1998, 11.

⁷ Udey et al 2009, 12.

⁸ Some of them are Odebiyi, A. I. Aina O. I. and Soetan, R.O. 1997.

⁹ Udey et al 2009, 3.

¹⁰ Udey et al 2009, 3.



introduced in 1887 with the promulgation of the first purely Nigerian educational ordinance between 1887 and 1960.¹¹ During this period, there were many educational codes, policies, ordinances and commissions which were introduced purposely for the administration of education in the country.¹² Having realized the importance of education in the struggle for independence by Nigeria's nationalists, they actively participated in educational administration in the country. Therefore, both the colonial government officials and Nigeria's nationalists actively participated in educational administration in the country.¹³

The administration of colleges of education in Nigeria faces several challenges that need to be addressed. There are several challenges facing school administration in Nigeria. Some of these challenges include:

Inadequate funding: Nigeria is one of the countries around the globe that cannot allocate 26 per cent of her budgetary allocation to education as recommended by the United Nations (UNESCO).¹⁴ Many schools in Nigeria suffer from insufficient funding, which leads to a lack of necessary resources such as textbooks, instructional materials, and equipment. Therefore, colleges of education are not an exception, colleges of education in Nigeria are often poorly funded, leading to a lack of resources and facilities. Obanya, for instance, declares that funding has become one of the problems of education in the country.¹⁵ This can affect the quality of education and the ability of the institution to attract and retain qualified staff.¹⁶ The solution to this problem is for the government to increase funding to these institutions and ensure that the funds are used effectively. This makes it difficult for school administrators to provide a quality education for students.

Poor infrastructure: Inadequacy and non-availability of facilities and other materials in most schools particularly in rural and urban poor areas is now common knowledge. The expansion of the education system, mainly through the introduction of universal education, has put pressure on education facilities that did not expand at the same rate as the school population. The annual population growth rate estimated at 3.3% contributed to the problem of large numbers of children who have to be accommodated without a proportional increase in facilities.¹⁷

¹¹ Udey et al 2009, 3.

¹² Udey et al 2009, 4.

¹³ Udey et al 2009, 3.

¹⁴ Tete and Mathew 2020, 45.

¹⁵ Obanya 1999, 39.

¹⁶ Obanya 1999, 39.

¹⁷ Tijjani and Jiyah 2012, 26.



The existing buildings are in a state of decay due to a lack of maintenance and repair. The present conditions of buildings impact negatively on the quality of education offered. Such conditions have encouraged a brain drain of teachers out of education to other sectors of the economy or out of the country.¹⁸ The dilapidated school environment contributed to the high dropout of learners from school. The amount of funding needed for new buildings is high and the estimated cost of the rehabilitation of the existing infrastructural is even higher. In fact, the education sector suffers critically and severely from infrastructural inadequacy. There are not enough school buildings and the available ones are in a severe state of despair. At least 4.9 per cent of schools in the country have no school buildings.¹⁹ Teaching materials, aids and other facilities that assist in producing an environment conducive to learning are generally either unavailable or inadequate. This is more endemic in public primary schools. SAPA survey report found that 77 per cent of children had no textbooks, one-third lacked writing materials, and 38.5 per cent of the classrooms had no ceilings.²⁰

Many schools including colleges of education in Nigeria lack adequate infrastructure such as classrooms, libraries, laboratories, and other facilities. This hinders the ability of school administrators to provide a conducive learning environment for students. Colleges of education in Nigeria have inadequate infrastructure, including classrooms, libraries, laboratories, and student hostels. This can make it difficult for students to learn and can also affect their safety and well-being.²¹ Therefore, the need for the provision of adequate learning and teaching facilities.

Lack of qualified staff: The availability of qualified and quality teachers in adequate numbers is a major determinant of the quality of education because no education system can rise above the quality of its teachers. The norm in the Nigerian education system stipulates the Nigeria Certificate in Education (NCE) as the minimum teaching qualification requirement for teachers at the primary education level. However, due to unfavourable conditions of service and changes in societal attitude towards teaching as a profession over the years, teachers with lower qualifications than the minimum requirement still teach in primary schools nationwide.²² Many colleges of education in Nigeria struggle to attract and retain qualified staff, which can affect the quality of education. The government failed to

¹⁸ Tijjani and Jiyah 2012, 26-7.

¹⁹ Tijjani and Jiyah 2012, 27.

²⁰ Tijjani and Jiyah 2012, 27.

²¹ Adamu and Harram 2014, 38.

²² Tijjani and Jiyah 2012, 26.



provide incentives for qualified teachers and lecturers to work in these institutions, such as higher salaries, better working conditions, and opportunities for professional development. There is a shortage of qualified staff in colleges of education in Nigeria, particularly in rural areas. This makes it difficult for school administrators to provide quality education for students.

Poor teacher motivation: In relation to the above-mentioned problem, many teachers in Nigeria are not properly motivated, leading to low morale and a lack of commitment to their jobs. This can affect the quality of education provided to students. Teachers' condition of service is not encouraging; despite the importance of education, the government does not provide welfare to the teachers and lecturers.

Low enrollment: Enrollment in many colleges of education in Nigeria is low, which can affect the financial sustainability of the institution and the quality of education. That is to say, the government failed to develop policies that encourage more students to enrol in these institutions, such as scholarships, grants, and other incentives.

Ineffective governance: Effective governance simply means how power is exercised in the management of a country's economic and social resources for development. Effective governance is therefore crucial for ensuring the effective and efficient provision of infrastructure. This is largely because, firstly, effective governance means that resource allocations will reflect development. Ineffective governance is regarded as one of the causes of all evil within our society. In some cases, the governance of colleges of education in Nigeria is ineffective, leading to poor management and decision-making. In other words, the government failed to ensure that these institutions are governed by qualified and experienced administrators who are accountable to students, staff, and other stakeholders.

Security challenges: In recent years, Nigeria has experienced an increase in security challenges, including kidnappings and attacks on schools. This makes it difficult for school administrators to provide a safe and secure learning environment for students. For instance, the crisis in the Niger Delta area, the Boko Haram insurgency in the North, the political assassinations reported in different parts of the country, industrial actions by teachers in higher institutions of learning and the labour unions, the ethno-religious wars in Jos and other parts of the country are all products of corruption.



Corruption: Corruption simply means misuse of a public position of trust for private gains.²³ In other words, corruption refers to the unethical techniques used to gain advantage and it is antisocial behaviour exhibited by an individual or group of people through which benefit is derived unjustifiably. Fan et al viewed corruption as usually taking money or other offerings or accepting such in return for contracts, jobs for which one is not qualified, side-stepping justice, leaping ahead of a queue and so on.²⁴ Corruption may be in the form of embezzlement, inflating contract, leaking examination materials, falsifying examination results, faking certificates, fraud, forgery, refusal to or underpayment of customs duties and smuggling or trafficking in prohibited goods etc.²⁵

Indeed, corruption in whatever form and magnitude, not only undermines the development of a nation but also poses a serious threat to its school administration and management. Emah says that for five consecutive years or more, Transparency International has rated Nigeria as the first or second most corrupt country in the world.²⁶ Corruption is a major challenge facing school administration in Nigeria. It affects the allocation of resources and can lead to a lack of accountability and transparency in school management.

Inadequate monitoring and evaluation: Educational supervisors, especially in the colleges of education in Nigeria do not perform their supervisory role efficiently to enable them to recommend teachers for such programmes. Instead, mere fault-finding, sacking and other forms of incompetence are seen in them, thereby worsening the teaching/learning processes in schools.²⁷ This lack of effective monitoring and evaluation of schools in Nigeria makes it difficult for school administrators to assess the effectiveness of their programs and identify areas for improvement.

III. Solutions to the problems of administration of colleges of education in Nigeria

Several solutions can be implemented to address the problems facing the administration of colleges of education in Nigeria. Some of these solutions include

The Function of Institutional Heads

²³ Siddique 2013, 60.

²⁴ Fan et al 2009 in Tahir and Siddique 2013, 60.

²⁵ Siddique 2013, 60.

²⁶ Emah 2006 in Tahir and Siddique 2013, 61.

²⁷ Tijjani and Jiyah 2012, 28.



The heads of colleges are those people assigned to lead, guide, direct, and control the affairs of institutions of learning (schools). They are also responsible for making sure that the educational objectives of their institutions are achieved. Being the leaders of the colleges who would maintain effective teaching and learning, are therefore advise them to fully do their best in providing all needed for the college curriculum implementation.

Adequate funding: One of the major problems facing the administration of colleges of education in Nigeria is inadequate funding. Tijjani and Jiyah argue that the underfunding of education in these colleges led to inadequate infrastructural facilities, equipment, and number of qualified and experienced teachers.²⁸ To address this, the government should increase funding to these institutions to enable them to provide quality education.

Improved infrastructure: Colleges of education in Nigeria often lack basic infrastructure such as libraries, laboratories, and classrooms. Such facilities are in short supply or unavailable in their physical form. Facilities are one of the necessities for the success of any educational system. The government should therefore invest in improving infrastructure in these institutions to provide students with a conducive learning environment.

Qualified teaching staff: Another major problem facing colleges of education in Nigeria is a shortage of qualified teaching staff.²⁹ The availability of qualified and quality teachers at colleges of education in Nigeria in adequate number is a major determinant of the quality of education because no education system can rise above the quality of its teachers.³⁰ The government should invest in training and hiring qualified teachers to improve the quality of education in these institutions.

Curriculum review: The curriculum in colleges of education in Nigeria needs to be reviewed to make it more relevant to the needs of students and the country. The curriculum of any subject with practical content is generally organized into an average of 67% for the theoretical classes and 33% for laboratory experimentation.³¹ The curriculum should also be updated to reflect current trends and developments in the field of education.

²⁸ Tijjani and Jiyah 2012, 28.

²⁹ Tijjani and Jiyah 2012, 26.

³⁰ NPE 2004.

³¹ Adamu and Harram 2014, 39.



Collaboration and partnerships: Colleges of education in Nigeria should collaborate and partner with other institutions and organizations to improve the quality of education they provide. This could include partnerships with universities, private organizations, and foreign institutions.

Strengthening governance structures: The governance structures of colleges of education in Nigeria need to be strengthened to ensure accountability and transparency in the administration of these institutions. This could include the establishment of governing boards and the strengthening of internal control mechanisms.

IV. Conclusion

The paper proposed that the administration of colleges of education in Nigeria faces a range of challenges. The study found that inadequate funding, poor infrastructure, inadequate staff, and ineffective management were among the major challenges faced by the colleges of education in Nigeria. However, addressing the problems facing the administration of colleges of education in Nigeria will require a concerted effort by the government, educational institutions, and other stakeholders in the education sector by introducing the right policies, funding, and governance structures in place.



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About the Author



Usman Al-amin, PhD, is a lecturer in the Department of History, University of Maiduguri, Nigeria. He received his B.A. and M.A. in social and intellectual history from the University of Maiduguri. Dr. Al-amin bagged his Ph.D. from the Centre for the Study of Manuscript Cultures, University of Hamburg. A specialist in the documentation and history of Arabic Literature, Sufi traditions, and Islamic manuscript cultures, his main fields of research include Islamic

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