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Educational Management in Nigeria: Issues and Way-Forward.

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Abstract

This paper examined educational management in Nigeria: issues and way-forward. Educational management is a necessity for the advancement of educational programmes and objectives in Nigeria. Effective management is a crucial element that all organisations use in order to enhance production. Management has become a phenomenon and has changed the world's economic and social landscape. But despite all of these, there are still some emerging issues militating against effective management of education in Nigeria. It is for the above reason that this paper looked into the following concepts, management, concept of educational management, scope of educational management, functions of educational management, educational management as a field, as well as issues in educational management in Nigeria, and the way-forward. It concluded that for Nigeria to achieve the sustainable development goals, the professional status, vibrancy, quality, and competence of planners and managers of education in the country need to be revived and sustained. The paper suggested that government and the private sector should ensure that more effort and resources are made towards effective management of education.

Keywords: Education, Management, Emerging, Educational Management

Introduction

Education is the process by which students are exposed to a sequence of educational encounters, with the purpose of instilling information, beliefs, attitudes, and skills, ultimately aiming to cultivate their ability to contribute effectively to society. Okoroma, (2012). Educational management refers to the systematic coordination and oversight of an institution's operations, including the planning, organisation, direction, and control of activities. This involves the judicious use of both people and material resources to achieve the objectives of teaching, extension work, and research in an effective and efficient manner. The National Policies on Education aim to foster societal progress in terms of social, economic, and cultural aspects by prioritising the development of human resources via education. Education, as such, need curriculum that are more relevant, adaptable, and capable of empowering students to effectuate favourable societal changes, all while upholding the commendable elements of our current society.

Management is an essential and active component of the organisations it oversees, providing vitality and sustenance. Indeed, there exists an inverted relationship between management and institutions, wherein they elucidate and complement one another for mutual benefit. Therefore, it may be argued that it has not only a cultural orientation but also functions as a catalyst for cultural development, exerting influence on both society and culture. The field of management emerged prominently during the Second World War, marking a significant milestone in its evolution as both a practical application and an academic study, which had been developing for almost a century.

Management is considered a social function that is deeply intertwined with society, since it is influenced by several aspects such as traditions, values, practises, beliefs, as well as governmental and political systems. Management, therefore, exhibits a people-centric approach, whereby the achievements or shortcomings of managers directly correspond to the accomplishments or setbacks of individuals inside an organisation. These individuals provide significant value to the overall efficacy of the management process. While tasks and processes play a crucial role, it is the effective organisation of human resources that takes on a prominent position in every management operation. The field of management has emerged as a significant and transformative force, exerting a profound impact on the global economic and social fabric.

According to Umesi, (2024). Educational Management as a field of study and practice was derived from Management principles first applied to industry and commerce, mainly in United States. Theory development largely involved the application of industry models to Educational settings. As the subject become established as an academic field in its own right, its theorists and practitioners begin to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century, the main theories, had either been developed in the Educational context or had been adopted from industrial models to meet the specific requirement of schools and colleges. Educational Management has progressed from being a new field dependent upon ideas developed in other setting to become an established field with its own theories and research.

The national development goals require the professional management of education to bring about the effective and efficient functioning of Educational Institutions. The scope of Educational Management is wide and include the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills.

The area of educational management emerged as a result of the application of management ideas that were first used in the industrial and commercial sectors, primarily inside the United States. The process of theory formation primarily included the use of industrial models within educational contexts. As the discipline gained recognition as an independent academic topic, scholars and professionals within this domain started to construct different theoretical frameworks derived on their empirical observations and practical involvement inside educational institutions. By the onset of the 21st century, the predominant theories in the field of education had either originated within the educational context or had been modified from industrial models to cater to the unique needs and demands of educational institutions such as schools and colleges. The area of educational management has evolved from its nascent stage, when it relied on concepts borrowed from other domains, to a well-established discipline characterised by its own unique theories and empirical investigations.

The achievement of national developmental objectives necessitates the use of professional management practises in the field of education, in order to ensure the optimal and proficient operation of educational institutions. The field of Educational Management encompasses a broad range of topics, including the historical development and theoretical foundations of management science. It also examines the many duties and responsibilities of educational managers, as well as the necessary managerial skills required for effective leadership in educational settings.

Conceptual Clarification

Management

Effective management is a crucial element that all organisations use in order to enhance production. Management may be described as the use of leadership abilities to provide direction on the handling of operations. According to Ndugu and Koori, (2020), organisations that generate significant profits have implemented well-organized management divisions to ensure the efficient operation of their programmes. These divisions include, management science, the responsibilities and duties of an educational manager, and the essential managerial skills. Educational administration often encompasses the management of human, physical/material, and ideation resources. The rationales for education management include several aspects, including programme planning and progress, control of the implementation process, organisation of available resources, and establishment and enforcement of organisational standards.

According to Chakma, (2019). The characteristics of educational management encompass its association with various organisations, institutions, societies, and countries. Furthermore, it is intricately linked with other disciplines, serving as an art form that embodies a humanitarian perspective. As a social science, educational management addresses the complexities of human beings and their surrounding environments. Additionally, it functions as a profession, involving the effective management in order to accommodate the evolving policies and principles, it is necessary to implement new policies and take appropriate actions. The attainment of particular goals serves as a guiding concept for successful management. The presence of effective management is essential for the longevity of any entity. It entails a collective effort by persons who possess a shared awareness and desire to attain a mutual objective. Furthermore, management is a social activity that bestows both social advantages and obligations onto individuals or organisations.

Management and administration are often used interchangeably. Scholars have made efforts to provide precise definitions for these notions have culminated in the compilation of comprehensive lists including all the actions that include the roles and responsibilities of administrators or managers. This depiction of management and administration implies the existence of many approaches to school management. According to Resser as cited in Akilaiya, (2008), the concept of management involves the effective utilisation of both physical and human resources, achieved via collaborative endeavours that include the activities of planning, organising, staffing, directing, and regulating.

Management as an institution is an organ of a society, existing to make specific contribution and to discharge specific social function. Management can be best defined or understood in relation to its performance-dimensions and of the demands of performance on it. The emergence of management during the last century may have been a pivotal event of history as it signalled a major transformation of society into a pluralistic structure of institutions of which it is the effective organ. It is described as an organized body of knowledge having universal application.

Management is the life-giving dynamic organ of the institutions that it manages. In fact, management and institutions are inversely related, explaining each other to mutual advantage. As such, it is not only culture oriented but also a culture conditioner, as it shapes society and culture. Management, after more than a century of development as a practice as well as a discipline, burst into prominence after the Second World War Management is a social function and, therefore, resides in society, responding to its traditions, values, customs and beliefs, and

to its governmental and political systems. Management, therefore, is people oriented: every managerial success or failure is the success or failure of individuals, of people, of men in an organization who add a real plus value to the entire management operation. Though tasks and procedures are vital, it is the organization of human resources that assume prominence in any management operation. Management has become a phenomenon and has changed the world's economic and social landscape.

Management refers to the judicious use of means and resources in a suitable and appropriate manner. The term management in education is related to the following components:

- Educational administration.
- Educational organization.
- Educational planning.
- Educational supervision.

Concept of Educational Management

Two notable specialists who provide explanations of the concept of management are Frederick W. Taylor and Henry Fayol. The proponents introduced the scientific management movement. The field of educational administration is, also shaped by the perspectives of individuals. Taylor, (1911) proposed the use of performance criteria, specifically emphasising the attainment of anticipated levels of labour productivity. A goal refers to an objective that an organisation strives to accomplish. The standard serves as a performance metric, the achievement of which leads to the attainment of the predetermined objective. Another notable management specialist is Okoroma & Uwalaka, (2012). In their seminal work, "Administration Industrielle et Generale," which was later translated as "General and Industrial administration" in the United States, the author pioneered the development of the philosophy of administrative administration. The individual recognised the distinction between operational and managerial tasks, with a desire to explore avenues for enhancing managerial practises. Fayol's primary emphasis is in the realm of operational matters. The author delineated five concepts that subsequently evolved into managerial roles, namely planning, organising, commanding, coordinating, and controlling. The word "administration" has been often used by individuals to refer to the concept of management. Administration is a broad category of human behaviour that is often seen within an organisational context.

Administration is a procedural mechanism through which choices are deliberated and determined. Administration refers to the systematic management and oversight of activities inside a social organisation, such as educational institutions or industrial settings. It encompasses the processes of guiding and supervising many aspects of organisational activity. Alternatively, it may be argued that management can be classified as a scientific discipline, since it pertains to the study of how individuals collaborate in order to achieve organisational objectives Kimani, (211). Educational management entails the use of management ideas within the realm of education. Kimani, (2011) asserted that educational administration and educational management are distinct topics of study that are implemented in practise. Educational management is a discipline within the subject of management that is focused on practical applications. Educational management may be inferred as the use of management theory and practise within the realm of education or educational institutions. Educational administration refers to the systematic method of procuring and distributing resources with the aim of attaining predefined educational objectives.

Scope of Educational Management

The scope of a topic or discipline fundamentally pertains to its subject matter, including the region and authority it encompasses. The aforementioned scenario is applicable within the domain of educational management, which serves as a topic of scholarly inquiry within the broader area of education. The visualisation of issues pertaining to educational management encompasses all elements that are directly or indirectly associated with the educational process.

They include:

1. Management of human resources

This pertains to the process of recruiting, cultivating, and maintaining personnel inside the educational institution. Human resource managers are responsible for developing operational policies and processes that have a direct impact on the performance and attitudes of staff members.

2. Management of Financial Resources

This entails the supervision of the financial policies pertaining to educational institutions, including administrative help in areas such as financial aid, revenue management, and school finances. Financial aid encompasses many forms of support provided by the government, including subsidies, allowances, and grants. These forms of assistance are allocated based on characteristics such as income levels, age, and the institution attended.

3. Management of Material Resource

This encompasses the physical assets controlled by the educational institutional system, including infrastructural amenities such as furniture, air conditioners, office stationery, buildings, and grounds.

4. Management of Educational Technology

This encompasses the incorporation, strategic organisation, execution, and administration of information and communications technology (ICT) to facilitate efficient learning and instruction.

5. Management of Means or Methods

This pertains to the systematic arrangement of concepts and doctrines inside educational establishments. The process encompasses the implementation of the curriculum, which involves incorporating the ideas upon which it was constructed. Additionally, it entails organising various subject-based learning experiences or activities, using suitable methodologies.

Functions of Educational Management

The process of educational management consists of three basic functions, namely planning, implementing and controlling. A manager uses these functions to achieve educational organization goals and objectives. Therefore, educational Management has the following functions:

Planning: Planning is the first step of educational management. Kimani, (2011) said “Planning is a rational and systematic way of forecasting the future of an organization. Planning must be adaptability, adoptability, flexibility, and scientific. Educational planning is the starting point to make the perfect Educational Management. It should be adapted and adopted by everyone, flexible to anticipate any possibilities, and based on the obtained and accurate need and information. Planning is a very important function of management. This helps in setting goals.

Organization: This is the combination of necessary human effort, materials equipment in systematic and effective correlation to accomplish the desired results.

Evaluation: This is a good way to find out success or failure of a project or program. And also, to ascertain how and why it succeeded or failed.

Motivation: Motivation aims to make the employee to be cheerfully willing to do the job they are expected to do.

Supervision: This is basically to bring 'about a continuing improvement in the instructional programme.

Implementing: Implementing is equivalent with doing. It means we must implement the plan into the real actions.

Organizing: This is a process of putting together human material resources in order to achieve organizational goal. In a school situation it may involve putting together teachers, non-teaching staff, and building, teaching and learning materials to ensure pupils learn effectively.

Directing: Directing is similar to leading, motivating and coordinating, which is the integrating of people with the educational organization to get their cooperation for the achievement of its goal. Directing is a process through which educational personnel are motivated to make effective and efficient contribution to the realization of organizational goals. Directing requires some organizational commitment. It needs integration of organizational goals with those of individual and groups.

Controlling: Controlling is a management function, which monitors whether the activities on going well or not. Controlling is needed to update plans, to protect organizations assets from inefficiency and waste and to appraise employee's performance. It means this educational management function trying to control individual and organizational aspect.

Decision-making: This is a key factor in educational management. In taking policy decisions, those that will be affected must be taking into consideration. This should be done by considering various alternative and consequences of each course of action, and choosing the one that is suitable and most appropriate. Guess work, arbitrary exercise of authority, ill advise and hasty decisions should have no place educational management.

Educational Management as a Field of Study

Educational management primarily encompasses three fundamental responsibilities, namely planning, implementation, and control. In order to achieve optimal outcomes, it is essential to establish a cohesive partnership between the various roles of educational administration and the corresponding field research area. According to Engkoswara, (2001).

Educational Management encompasses three primary areas of study, namely:

- Human resource management, which focuses on the students, educational employees, and stakeholders, including the community as users of educational services.

- Learning resources, such as tools, are used in the planning process as a means of media or curriculum.
- The availability of facilities and financial resources are important aspects that contribute to the successful implementation of education. The use of the functions and scope of the discipline of educational management serves as a framework for guiding organizational endeavours towards the achievement of educational objectives that yield positive outcomes.

Within this particular domain of research, the area of educational management aims to enhance the effectiveness and efficiency of educational processes in order to maximise productivity.

Issues in Educational Management in Nigeria

There are several emerging challenges that hinder the effective management of education in Nigeria. These challenges encompass the presence of inexperienced and insufficiently skilled educational managers, inadequate management of records and data, political instability and interference, frequent policy changes, inadequate funding for education, limited availability of planning and management tools, corruption, and a lack of professional development and training opportunities for education managers. These are discussed below:

- 1. Quality:** The maintenance of desired quality standards in educational establishments is the duty of government entities such as the Ministry of Education of different states and university administration. Regrettably, they are unable to do this task. There exists a range of educational institutions that exhibit varying degrees of excellence or inadequacy in terms of their educational quality and management practises. Certain institutions are able to rival the top institutions globally, however, the majority of institutes face various challenges such as faculty shortages, inadequate infrastructure, outdated curricula, limited academic autonomy, financial difficulties, ineffective administration and management, insufficient engagement in knowledge generation and dissemination, as well as limited interaction with the community and economy.
- 2. Commercialization:** Educational institutions in Nigeria have been compelled to implement tactics aimed at augmenting income and reducing costs. The majority of educational institutions operate with a profit-oriented purpose, and the lack of effective government oversight may be attributed to deficiencies in existing legislation. In contemporary times, the field of education has transformed into a sector that is susceptible to exploitative practises for financial gain.

- 3. Equity:** Significant disparities exist among different demographic groups depending on factors such as gender, religion, ethnicity, and socioeconomic status. Ethnic and religious discrepancies in recruitment and placement within educational institutions, as well as the unequal distribution of institutions among states in Nigeria, are evident.
- 4. Inexperienced and Inadequate Educational Managers:** A significant proportion of administrators within our educational system lack the requisite level of expertise necessary to adequately and proficiently strategize and oversee the system. Within the realm of education ministries and boards, there exists a scarcity or absence of professional education managers, and even among those present, their competence may not meet the necessary requirements. The lack of well-prepared educational administrators may have impeded the improvement of performance and productivity within the field of education (Noun, 2009). In order to accomplish effective educational management in Nigeria, it is essential for governments at all levels to engage or reassign highly skilled and competent educational managers inside their respective education ministries.
- 5. Poor records and data management:** In Nigeria, the problem of inadequate records and data management has emerged as a significant obstacle to the efficient and high-quality administration of education. In many instances, the documentation of educational data in Nigeria, similar to several other sectors, is often characterised by inadequate record-keeping practises, resulting in the misplacement or misappropriation of information.
- 6. Political instability and interference:** Political instability and intervention are significant rising challenges that have a detrimental impact on the efficient administration of education in Nigeria. The occurrence of frequent changes in governments or political office holders often leads to sudden shifts in policy, even though such policy changes are necessary for the sector's required transformation at that particular moment. This phenomenon may also occur as a consequence of political groups holding divergent beliefs. If educational management are granted permission by politicians, they may implement educational programmes, strategies, and goals that would be advantageous to the sector. According to Gbenu, (2012), there is a tendency for politicians to redirect resources that were originally intended for the advancement of the educational sector for their own personal gain.
- 7. Frequent changes in policies:** Policies serve as the fundamental components that sustain the vitality of an organization's objectives and activities. However, in the context of Nigeria, the implementation of these policies is hindered by the frequent fluctuations in the political, social, and economic landscape of the country throughout its history. The education system

has the potential to achieve a good and progressive position when policies are effectively implemented in a timely manner.

- 8. Poor funding of Education:** The allocation of resources to the Nigerian education system has been a cause for concern in recent years Ololube, (2013). Insufficient distribution of funds to the education sector has rendered it incapable of adequately addressing the requirements and issues it faces. Due to these factors, the effective and efficient administration of education in Nigeria seems to be an insurmountable challenge. The attainment of effective execution of an educational plan may be realised by ensuring adequate allocation of resources, including financial support, human capital, and facilities. The issue of inadequate funding in education may have been exacerbated by the worldwide economic downturn, as well as the recent emergence of the Covid-19 pandemic. This is due to the diversion of financial assistance and grants from international organisations, originally designated for educational purposes, towards other sectors of the economy, such as healthcare and infrastructure.
- 9. Corruption:** Corruption in Nigeria continues to be a pervasive problem that has had a detrimental impact on all sectors and institutions within the country, including the educational system. The mismanagement of money initially allocated for education planning and management purposes is a common issue among officials in the ministries of education at both the federal and local government levels.
- 10. Lack of Professional Development and Training for Education Managers:** The deficiency in professional development among educational managers employed in educational agencies and departments at the federal, state, and municipal levels is a contributing factor that hampers effective educational management. Numerous educational administrations may have been deprived of the possibilities to engage in further professional training or retraining courses. Consequently, this phenomenon has resulted in the managers experiencing a state of stagnation. Consequently, they lack exposure to contemporary and effective methodologies for the purposes of planning and management.
- 11. Unavailability of ICT and Use:** Insufficient information and communication technology (ICT) infrastructure and utilisation are prevalent in several educational institutions, companies, and governmental bodies inside Nigeria. The aforementioned issue has impeded the practise of efficient educational administration, including both the artistic and scientific aspects. The aforementioned shortcomings have had a significant impact on the planning and administration of education inside the nation, particularly in light of the

unforeseen COVID-19 epidemic. This global crisis has particularly caught Nigeria off guard.

12 Lack of planning and Management Training Institutes: In Nigeria, the presence of specialised institutions dedicated to the study and mastery of educational management is limited or non-existent.

Way Forward

The following is hereby recommended to address the problems confronting educational management in Nigeria:

- Government should allocate more fund if possible, 26 percent of her total budget as recommended by UNESCO to education sector for it to be effectively and efficiently managed.
- Educational managers must ensure that standards are maintained.
- There should be a harmonious collaboration between the educational management functions and its field study area.
- Teacher should be well motivated in terms of salary and other allowances so as to enable them discharged their duties properly, for effective management of education.
- Students should develop more interest while the school authority should introduce innovative and interesting programmes in education.
- Policy and curriculum planners should plan for meaningful and purposeful change over time based on circumstances.
- Government and politicians should not politicize education in the country as it will hamper effective management.

Implications for Educational Management

In order to promote the effectiveness and long-term viability of educational management in Nigeria, it is imperative to establish a legal requirement for adequately trained educational managers to consistently assess, monitor, and evaluate the degree to which educational plans, policies, and management issues are being implemented across all levels of education, including primary, secondary, and tertiary. Educational managers are responsible for supplying the ministries and boards of education at all levels with assessment reports pertaining to the status of educational management within the nation. This measure will significantly contribute to the establishment of a dynamic and effective educational management system in Nigeria.

Conclusion

The implementation of educational management is vital for the progression of educational programmes and goals within the context of Nigeria. In order to effectively attain the sustainable development objectives in Nigeria, it is imperative to restore and maintain the professional standing, vitality, quality, and competency of education planners and managers inside the nation. Therefore, the pressing concerns pertaining to educational administration, as elucidated in this study, need immediate attention and deliberation. Overall, it is imperative for education stakeholders to engage in a process of reassessment, repositioning, and providing support to educational managers, as well as the ministries responsible for planning and management, inside both governmental and non-governmental institutions and organisations, with a particular focus on Nigeria. Therefore, it is imperative that evaluators who have received formal education training actively engage in the process of evaluating and providing recommendations for the administration of education in Nigeria.

Suggestions

- It is essential for both the government and the private sector to prioritise the allocation of increased effort and resources towards the implementation of efficient education management.
- It is important to consistently provide instruction and reorientation to educational managers and other stakeholders in the Nigerian education system about the importance of attaining educational objectives.
- An impartial committee tasked with inspection should be established in order to frequently oversee the actions of educational administrators, given the current ineffectiveness of the present inspection unit.

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