

A Review of Challenges of Adequate Funding and Effective Administration of Secondary Schools in South East Nigeria

Charity Egondur Duru-Uremadu Ph.D

Department of Educational Management, College of Education (COED), Michael Okpara University of Agriculture, Umudike, Umuahia, Abia, Nigeria

Email: rityeuremadu@yahoo.com

Article History

Received: June 11, 2020

Revised: July 5, 2020

Accepted: July 12, 2020

Published: July 15, 2020

Abstract

The study examined challenges of adequate funding and effective administration of secondary schools in South East, Nigeria. It used a fundamental analysis method to consider effects of these challenges facing secondary schools such as: poor funding, lack of instructional facilities, inadequate classrooms, inadequate and low quality teachers, polluted learning environment, poor supervision, over population, school-community relationship, indiscipline among staff and students, corruption and misappropriation of funds would have on effective administration of schools. Findings of the paper established that proper management of these public crises coupled with provision of adequate funding would have a positive effect on the performance of secondary schools in South East, Nigeria. Paper therefore recommended that state governments and other stakeholders should endeavour to arm principals of schools with adequate funds that would enable them to effectively administer the schools to lead to an improved performance in the years ahead.

Keywords: Adequate funding; Effective administration; Secondary schools; Improved performance; Fundamental analysis method.

1. Introduction

1.1. Introductory Background to the Study

It is believed that effective and efficient management of available funds to secondary schools in South East, Nigeria by their administrative team headed by their principals would go a long way to improve educational sector performance.

The present study will consider a review of challenges of funding and effective administration of secondary schools in South East, Nigeria, establish findings and come up with possible solutions and or recommendations arising from the discoveries of the study using a fundamental analysis method and research design to carry out the review work.

2. Method of the Study

The paper used fundamental analysis method to review relevant literature on the topic under discourse and analyse issues that border on effects of challenges of adequate funding and effective administration of secondary schools in South East, Nigeria. From the findings of research, recommendations for policy action were advanced and conclusions made.

3. Theoretical Review of Issues Involved

In spite of the goals of secondary school their actualization would rest on effective administration of their principals. [Ajayi \(2014\)](#), reported that public crises of various dimensions such as poor funding, lack of instructional facilities, inadequate classrooms, inadequate and low quality teachers, polluted learning environment, poor supervision, over population, principal-community, relationship, indiscipline among teachers and students, uncooperative assertiveness of other school staff, etc., arose due to inadequate availability of funds and ineffective administration of secondary schools in South East, Nigeria. He therefore noted that principals faced these numerous administrative challenges which militates against optimal operational performance of their schools.

These issues are to be critically analysed to establish findings from the review.

First, the challenges of inadequate infrastructural facilities in secondary schools. Instructional facilities include all the buildings and equipment in schools that aid teaching learning ([Peretomote, 2012](#)). [Douglas \(2008\)](#), rightly stated that administration of secondary schools suffer on immense deprivation of facilities that aid teaching and learning. These hinder the fulfilment of educational objectives. Many schools in South East, Nigeria are not exempted from this bitter truth. It has also been observed that teachers ineffectiveness in delivering their duties seem to be attributed to inadequate provision of infrastructural facilities for effective teaching and learning ([Uremadu, 2020](#)). This kind of situation has consistently presented challenges to school principals and constant outburst of rowdy behaviour on the part of students. [Anderson \(2015\)](#), equally observed that teaching and learning without materials is like “chewing nuts without teeth”. If the nuts are chewed at all, they would never be chewed well.

Secondly, poor funding of secondary schools breeds poor performance. According to [Nwankwo \(2014\)](#), one of the biggest challenges of effective administration of secondary schools in Nigeria is poor funding. The stress is that the extent to which adequate educational programmes are achieved depends on the economic and financial provisions supporting these programmes. With the proliferation of secondary schools in South East, Nigeria, it is likely that the government of each of the states has come face to face with the difficulties or realities of meeting even to the barest needs of these secondary schools. Inefficient funds often leads to non-payment of teachers' salaries, large classes for teachers, skimpy libraries, inadequate instructional materials, dilapidated buildings, poor infrastructures and poorly trained and unmotivated teachers. Any wonder, [Keller \(2012\)](#), posited that insufficient funds to maintain schools and pay teachers' salaries were among the other factors that put enormous degree of pressure on school principals to raise funds so that their schools could be fully effective in administration to lead to high performance (also see [Adesina, 2011](#)).

Third, inadequate and low quality teachers in secondary schools. Shortage of qualified, certificated teachers is another challenge facing effective administration of secondary schools in South East, Nigeria. With proliferation of schools and poor funding, it appears it is becoming increasingly difficult to staff secondary schools with qualified teaching staff that can impart knowledge to the students. According to [Obi \(2003\)](#), staffing is the process of ensuring that competent employees are selected, developed and rewarded for accomplishing the organisational objectives. He went further to say that human resources are the lifeblood of an institution. [Odia and Omofonmwan \(2007\)](#), argued intensely that acute shortage of teachers could result in poor outcome in teaching and learning. For, [Ikegbusi \(2014\)](#), the success of secondary schools administration depends on the availability of teachers. This implies that for proper running of a secondary school, quality and efficient teachers determine, to a great extent, the successful achievement of its educational objectives which invariably would dovetail on an improved performance via effective administration of the schools in question.

Fourth, poor supervision and instruction in secondary schools. Supervision, according to [Ofojebe \(2007\)](#), is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning in educational institutions. Lack of supervision and monitoring of schools are regarded as the major setback of effective administration of secondary schools ([Modebelu, 2008](#)). She went further to say that effective supervision is an important virtue that teachers should uphold effectively in the school system. The person whose task is supervision of instructions is the principal. Despite the fact that supervision is very important in evaluating the effectiveness of schools, it is disturbing to note that it is irregularly conducted due to poor funding ([Ezekwesili., 2007](#)).

Fifth, over-population in secondary schools. Another challenge which is likely facing effective administration of secondary schools in South East, Nigeria is over population. [Etuk \(2007\)](#), observed that there has been expansion in the school system and students population presently in Nigeria without corresponding growth in the number of essential facilities and adequate funding to match the change. [Oni \(2009\)](#), recounted the appalling state of over-population through the experience of one-time federal minister of education in Nigeria that a total of 200 students were witnessed sitting under the sun facing one blackboard. This means that as a result of overpopulation coupled with poor funding, students could not be accommodated in the classroom, but study outside classroom location with no comfortable seats. The sad development experience is that government has constantly failed to reflect on effect of an increase in enrolment in the schools' physical facilities. The above assertion, according to [Ogba and Igu \(2014\)](#), suggested that when facilities are in short supply in schools, increase in students enrolment will be futile and disadvantageous.

Sixth, school-community relationship among secondary schools and their host communities. A healthy relationship between secondary schools and their host communities enhances effective administration of the schools. [Ayeni \(2010\)](#), seriously asserted that pursuit of quality teaching and learning, schools must see themselves as open system deriving their energies from a network of relationships including those of host communities. He further emphasised that good community relations have enabled the school to receive enabling learning environments and possibly attract capable and professional educationalists from the community to the schools. After-all on graduation learners are released as outputs to their immediate communities. [Anderson \(2015\)](#), advocated that if a healthy relationship has existed between the school and its host community, it becomes possible for the community to absorb the graduate knowing fully well that they have followed the student's learning programme from day one.

Seventh, indiscipline among staff and students of secondary schools in South East, Nigeria. Schools discipline is an essential elements in school administration. Indiscipline appears to be among the problems that affect effective administration of secondary schools in South East, Nigeria ([Ajayi, 2014](#)). The enforcement of discipline through corporal means has now been criticized around the world. When teachers are not able to impose discipline as a result of conflicting values, they feel unconfident ([Eya, 2004](#)). However, [Ayeni \(2010\)](#), found two major causes of students indiscipline. First was the constant negative labelling of students followed by the teachers' lateness, absenteeism, poor school environment and poor teaching. Indisciplinary behaviour on the part of teachers and uncooperative assertiveness of the school staff are situations and challenges that seem to impede effective administration of secondary schools in South East, Nigeria.

Eighth, corruption and misappropriation of funds among secondary schools in South East, Nigeria. Principals of secondary schools have major roles to play for effective administration of their institutions. None of these roles is as sensitive and involving as that of the financial manager who is the principal himself. Naturally, the financial manager's function in any organization is to see to effective sourcing and efficient utilization of funds to achieve its goals ([Uremadu, 2002](#)).

However, corruption is a social problem that is affecting most of the sectors in Nigeria. The educational sector seems not to be left out of the misappropriation and underutilization of funds set aside for the improvement of secondary education sector. Some principals of secondary schools have been accused of embezzlement of school

funds to private use, abandonment of vital projects in pretence that they lacked funds. Ogbonna (2013), observed that poor management of funds on secondary schools has created a lot of lapses which have affected the achievement of desired educational goals. Ayobami (2011), pointed out that corruption could be systemic in nature but in the long-run it will affect the whole life of an institution or society. Corruption can limit the goals of an institution thereby resulting to wastages, in other cases, the budget for the educational sector are misappropriated. This has often given rise to the inadequacy of funds of managing the secondary level of education. In some states, for instance, Imo, Abia, Enugu, secondary schools principals have been indicated for poor and inefficient management of funds in their schools. They were accused of overspending, inflating figures, collusion with school bursars, lacking skills or proper accounting (Oboegbulem, 2013). Based on the foregoing analysis and discussions, the study would embark, in the next section, on the summary of findings of this review of challenges of adequate funding and effective administration of secondary schools in South East, Nigeria.

4. Summary of Findings

The following findings have been made and summarized from the review of challenges of adequate funding and effective administration of secondary schools in South East, Nigeria.

1. Inadequate provision of instructional facilities that aid teaching and learning to secondary schools hinder fulfilment of educational objectives is epitomised by high performance.
2. Insufficient funds to maintain schools and pay teachers' salaries are among the key factors which put undue pressures on principals to scout for funds so that their schools can be fully effective in administration to lead to improved performance.
3. Acute shortage of qualified teachers emanating from poor funding of secondary schools could result in poor outcome in teaching and learning.
4. Study established that poor funding caused lack of supervision and monitoring of schools leading to a setback of effective administration of secondary schools.
5. Paper discovered that there has been expansion in the school system and students' population now in Nigeria without corresponding growth in the number of essential facilities and adequate funding to match the change.
6. The review also established that a healthy relationship had existed between secondary schools and their host communities that it would enhance effective administration and churning out of good and quality graduates to their immediate communities.
7. Paper established that indiscipline was among the problems that has affected effective administration of secondary schools in South East, Nigeria. That two main causes of student indiscipline include the constant negative labelling of students followed by the teachers' lateness, absenteeism, poor school environment and poor teaching.
8. Finally, study established that corruption could limit the goals of an institution thereby resulting to wastages, in other cases, the budget for the educational sector are misappropriated which has given rise to the inadequacy of funds for managing the secondary level of education. Also, the paper discovered that in some states like Imo, Abia and Enugu, secondary schools principals were indicted for poor and inefficient management of funds in their schools due to overspending, inflating figures, collusion with school bursars, lacking skills or proper accounting.

In the next section, the paper will make recommendations in line with these above stated findings of the review of analytical issues earlier discussed in the study.

5. Recommendations

Below the study shall proffer solutions to various crisis issues discussed in this paper and these are to form recommendations to findings of research as follows:

1. Adequate funding and provision of instructional facilities to secondary schools by governments and other stakeholders would definitely result into effective administration of these schools leading to improved performance.
2. State governments and other stakeholders should always endeavour to provide sufficient funding to secondary schools to enable proper maintenance and pay salaries to teachers so that principals can effectively perform in their administrative duties of their schools.
3. For proper running of a secondary school, quality and efficient teachers should be recruited and well paid to ensure a successful achievement of its educational objectives by which it has been established.
4. The principal whose main task is supervision of instructions should be provided with adequate funding and other resources to enable him or her execute this task well via application of effective administration.
5. Government should endeavour to match increase in students' enrolment with adequate supply of instructional facilities to schools to cater for expansion in school system and growth in students' population.
6. Principals of secondary schools should always foster a healthy relationship between the schools and their host communities as this would enhance effective administration of the schools thereby leading to release of quality graduates to their immediate communities.
7. To curb problem of indiscipline in school system, teachers should avoid constant negative labelling of students and stop lateness of teachers, absenteeism, poor school environment and poor teaching.
8. Finally, it is recommended that secondary school principals should eschew corruption in all its ramifications so as to be free from corruption prone vices such as wastages, misappropriation,

overspending, inflating figures, collusion with school bursars, etc, bedevilling secondary school financial management and effective administration of secondary schools in South East, Nigeria.

6. Conclusion

Paper has analytically reviewed issues that border on adequate funding and effective administration of secondary schools in South East, Nigeria. In all, it considered eight major problems of effective administration and adequate funding confronting principals of secondary schools in South East, Nigeria like inadequate instructional facilities, poor funding, inadequate and low quality teachers, poor supervision and instructions, overpopulation, school-community relationship, indiscipline among staff and students, corruption and misappropriation of funds and proffered solutions to them. It is strongly believed that it recommendations to findings of this paper are followed and implemented to the letter that challenges facing adequate funding and effective administration of secondary schools in South East, Nigeria will be a thing of the past thereby engendering a highly improved performance of schools system in the zone in the years to come.

References

- Adesina, A. E. (2011). Perceived Impact of Primary Education on the attainment of Nigeria Vision 2020. *Mediterranean Journal of Social Science*, 2(5): 61–69.
- Ajayi, T. (2014). Resources factors as correlates of secondary school effectiveness in Ekiti state. *Nigerian Journal of Counselling and Applied Technology*, 1(1): 109–15.
- Anderson, W. U. (2015). *Community participation in the Provision of infrastructural facilities in secondary schools*. Pretoria Unity press: South Africa.
- Ayeni, A. I. (2010). *Teachers Instructional Task Performance and Principal Supervisory roles as correlates of quality assurance in secondary schools in Ondo State*. An Unpublished Ph.D Dissertation. Obafemi Awolowo University, Ile-Ife.
- Ayobami, O. O. (2011). Corruption evaluation in Nigeria: An appraisal. Available: <http://www.webpages.uidaho.edu/~mbolin/ayobami.htm>
- Douglas, E. (2008). *Introduction to educational management*. Obefemi Awolowo Press: Ife.
- Etuk, S. E. (2007). Provision and management of facilities in primary and secondary schools. *International Journal of Educational Planning and Administration*, 1(3): 7–16.
- Eya, L. O. (2004). *Class management and school organization. A practical approach*. 2nd edn: Lawnet Communication (Nig). Enugu.
- Ezekwesili., O. (2007). *Reinventing education*. Vanguard Newspaper. 47.
- Ikegbusi, N. G. (2014). Towards enhancing staff personnel management in secondary school in Anambra State. *Journal of Education Research*, 2(3): 117–24.
- Keller, B. Y. (2012). Factors associated with high school learners poor performance. A spotlight in Mathematics and Social Studies. *South African Journal of Education*, 27(4): 233–42.
- Modebelu, M. N. (2008). Supervisory behaviour and teacher satisfaction in secondary schools. *Nigerian Journal of Educational Management*, 7(8): 1-12.
- Nwankwo, J. (2014). *Management in education: Modern approaches in educational management*. Giraffe Books (Nig) Ltd.: Ibadan.
- Obi, E. (2003). *Educational management theory and practice*. Iykezemas International: Enugu.
- Oboegbulem, A. (2013). Management of school funds by secondary school principals: Implications for effective job productivity. *International Journal of Development Research*, 3(10): 166–69.
- Odia, I. O. and Omofonmwan, S. I. (2007). Educational system in Nigeria. Problems and prospective. *Journal of Social Sciences*, 14(1): 81–86.
- Ofojebe, W. N. (2007). Supervisory competence needed by primary schools supervisors in Anambra State. A challenges of ube. *Nigeria Journal of Educational Management*, 6(4): 39–46.
- Ogba, F. N. and Igu, N. C. (2014). Realizing quality education. *Journal of Educational Research*, 2(3): 57-64.
- Ogbonna, F. C. (2013). *Management in Education*. Techsource Publishing Nigeria Limited.: Jos.
- Oni, J. O. (2009). Management of primary education in Nigeria. Trends constraints and solutions. *The Journal of Social Sciences*, 4(3): 286–90.
- Peretomote, V. F. (2012). *Leadership principles and theoretical perspectives*. Onosmegboho Ogbnaka Publishers Ltd.: Benin.
- Uremadu (2002). *Introduction to finance, Benin city*. Mindex Publishing Company Ltd.: Edo State.
- Uremadu (2020). *Utilization of integrative funding as correlate of effective administration of secondary schools in South East, Nigeria*. An unpublished PhD. Dissertation, Department of Educational Management, Michael Okpara University of Agriculture, Umudike, Umuahia, Abia State.