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School Heads' Administrative Challenges and their Effect on Primary School Pupils' Academic Performance in Bayelsa State



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Abstract

The study aimed to assess the administrative challenges faced by school heads and their impact on the academic performance of primary school pupils in Kolokuma/Opokuma Local Government Area of Bayelsa State. A correlational survey research method was employed, with a sample of 25 head teachers from selected primary schools in the area. Purposive sampling was used to select the respondents. Data was collected through a self-developed questionnaire titled "School Heads Administrative Problems and Academic Performance Questionnaire" (SHAPAPQ), containing 15 items based on three research questions. A four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) was used for responses. The instrument was validated by experts in statistical analysis and achieved a reliability coefficient of 0.83 using Cronbach's alpha. Academic performance data was gathered from previous exam scores. The study revealed several factors contributing to school administrative challenges, including parental involvement, home environment, government support, and community engagement, all of which affected pupils' academic outcomes. Parents and the community are now aware of the significance to ensure timely school attendance for children, and an advocacy that will compel government to provide adequate resources and equipment to schools.

Keywords: Administrative challenges; Academic performance.

1. Introduction

Administration involves accomplishing objectives through the collective and structured efforts of individuals working within an organized group. It involves the strategic management of resources such as people, materials, and finances to meet set objectives. In the context of a school, the ultimate goal of administration is to create an environment where teaching and learning thrive. This requires a clear allocation of authority and responsibilities to ensure the smooth functioning of the school. School administrators, particularly head teachers, are responsible for overseeing these activities, which collectively form their administrative duties. However, while executing these responsibilities, school heads often face significant challenges that hinder their effectiveness.

One major challenge is financial instability. Schools frequently suffer from inadequate funding, compounded by interference from voluntary organizations and local education authorities. Additionally, vague and conflicting government policies, along with poor coordination between federal and state education systems, further complicate the school administration process. Poor relationships between schools and their surrounding communities, as well as strained interactions among teachers, pupils, and administrators, also present obstacles. Budgeting issues, lack of proper planning, and the absence of evaluations of school programs are further administrative hurdles.

Other widespread issues include strikes at the national, state, or local level, which severely disrupt the education system. As Adeyemi (2011) pointed out, frequent strike actions have crippled administrative efforts, making

teaching and learning ineffective. Irregular payment of teachers' salaries, combined with unpopular government policies, has also undermined administrative success.

The primary causes of these administrative problems stem from several sources: teachers, head teachers, pupils, the government, and the community. [Dustin \(2012\)](#), highlighted some specific challenges teachers face, which in turn affect administrators. These include managing oversized classes, handling excessive paperwork, dealing with bureaucratic inefficiencies, coping with disengaged pupils, and receiving inadequate pay. Teaching requires significant personal sacrifice, and many teachers struggle to meet these demands, which contributes to administrative difficulties. Teachers also take on additional responsibilities within the community, including mentoring and guiding students, which can add complexity to their roles. In primary schools, head teachers play a central role in ensuring effective administration. However, in their efforts to manage schools, they encounter numerous problems that ultimately affect pupils' academic performance. Some of these issues are self-created, often stemming from head teachers who lack the necessary training and managerial skills to effectively lead a school. Many rely solely on their teaching experience, assuming it will be sufficient to guide their administrative roles. Additionally, some head teachers exhibit poor discipline and questionable morals, making it difficult for them to enforce rules or earn the respect of both teachers and students. This lack of leadership further exacerbates the challenges in maintaining an effective school environment.

Head teachers play a pivotal role in school administration, the challenges they face from financial constraints and inadequate training to strained relationships and poor governmental support can severely impact the academic success of primary school pupils.

In his book *Educational Management*, [Nnadio \(2006a\)](#) emphasizes that head teachers and principals must exhibit a high level of self-discipline to inspire both staff and students to value hard work, dedication, and loyalty to society. He warns that a lack of discipline can lead to negative consequences, such as resentment, animosity, and even violence within the school environment.

In Kolokuma/Opokuma Local Government Area, where primary schools are primarily funded by the government, it has been observed that many head teachers struggle with insufficient financial resources to effectively manage their schools. [Nnadio \(2006b\)](#), identifies this financial shortfall as a major setback in the administration of these schools. He explains that adequate funding is essential for purchasing teaching materials, equipping classrooms, and maintaining essential facilities like libraries. Without the necessary funds, school administrators face significant challenges in achieving their objectives.

The administration of any organization, whether a school or a business, plays a crucial role in its overall success. In the case of schools, effective administration fosters growth, academic excellence, and strong student performance. Conversely, poor administration can lead to declining enrollment and tarnish the school's reputation. Recently, ineffective school management in parts of Kolokuma/Opokuma has contributed to rising issues such as hooliganism, secret cult activities, and widespread indiscipline among students and teachers alike.

[Egwu \(2009\)](#), noted that in the past, school administrators were selected from a pool of highly disciplined, experienced educators who had proven expertise in conflict resolution, human relations, problem-solving, and quick decision-making. These educators underwent rigorous training in child and adolescent management, which equipped them to handle the complexities of school administration effectively. As a result, they served as role models for both students and staff, fostering an environment of discipline, mutual respect, and a strong commitment to learning. However, the current rise in student indiscipline has become a recurring issue in Nigeria's education system, exacerbated by various factors including poor leadership, peer influence, and lack of parental involvement. The situation has become so dire that urgent appeals have been made to federal and state ministries of education, as well as other relevant bodies, to find lasting solutions to this growing problem. If left unchecked, this issue threatens to undermine the entire educational administrative system, eroding discipline and academic standards across the board. The need for strong, well-funded, and disciplined school administration is more crucial than ever to address these challenges and restore order and excellence in the education sector.

In stating the problem of this study, several pressing administrative challenges impact the academic performance of students in schools, and this study seeks to address them. Head teachers in primary schools, particularly in Kolokuma/Opokuma Local Government Area of Bayelsa State, are confronted with numerous obstacles that hinder their ability to perform their administrative duties effectively. Key issues include the lack of essential resources such as writing materials, teaching aids, and adequate infrastructure. Furthermore, challenges in decision-making processes also strain the administrative capacity of these school leaders.

These administrative shortcomings not only complicate the day-to-day management of schools but also have far-reaching implications for the academic success of pupils. The absence of basic teaching tools and infrastructure disrupts the learning environment, making it difficult for students to engage fully in their education. This study aims to examine the impact of these constraints on academic achievement, shedding light on how administrative inefficiencies contribute to the broader problem of underperformance in primary schools in this area. By exploring these issues, the study seeks to provide insights that could lead to practical solutions, improving both school management and student outcomes.

In response to the aforementioned challenges, the study is aimed at achieving the following objectives that are considered to:

- determine how factors such as teacher motivation, training, workshops, salaries, and interpersonal relationships contribute to administrative problems in primary schools within Kolokuma/Opokuma Local Government Area of Bayelsa State.
- identify the impact of infrastructure, decision-making processes, and the availability of writing and teaching materials on the academic performance of pupils in these primary schools.

- examine the contributions of parents and the community to the administrative challenges faced by school heads.

Based on the objectives of this study, the following research questions are generated to guide and direct the focus of the research, thus:

- What administrative challenges do primary school heads in Kolokuma/Opokuma Local Government Area of Bayelsa State face?
- To what extent do these administrative challenges affect the academic performance of pupils?
- What roles do the government and parents play in addressing the administrative challenges faced by school heads?

The following research hypotheses are also formulated and shall be tested, they include:

Ho₁: There is no significant relationship between issues related to infrastructure, teaching/learning aids, and the challenges encountered by school heads in Kolokuma/Opokuma Local Government Area of Bayelsa State.

Ho₂: There is no significant relationship between the administrative challenges faced by school heads and the academic performance of pupils.

Ho₃: There is no significant relationship between the roles of the government and parents in addressing administrative challenges and the problems faced by school heads.

2. Literature Review

School heads face a multitude of administrative challenges that significantly affect the academic performance of primary school pupils, particularly in Bayelsa State, Nigeria. The role of school administrators, especially head teachers, is central to ensuring the smooth operation of the school system. They are responsible for managing both human and material resources to create an environment conducive to learning and to achieve set educational objectives. However, various administrative difficulties hinder their ability to perform these duties effectively, which inevitably has an adverse impact on the academic outcomes of pupils.

One of the most prominent challenges is the lack of sufficient funding. Primary schools in Bayelsa State, like many public schools across Nigeria, are largely dependent on government funding for their operations. However, these schools often face financial shortages that impede their ability to acquire necessary educational materials and infrastructure. [Nnaduo \(2006b\)](#), underscores that the absence of adequate funds to purchase teaching aids, maintain classrooms, and equip libraries has a detrimental effect on both teaching and learning processes. Without these basic tools, teachers struggle to deliver quality instruction, and students are unable to engage fully in their education, leading to poor academic performance.

Another major challenge is the issue of inadequate infrastructure. Many primary schools in the region are characterized by overcrowded classrooms, dilapidated buildings, and a lack of essential facilities such as functional libraries, science labs, and even clean water. Studies have shown that a poor learning environment is directly linked to low student engagement and achievement ([UNESCO, 2021](#)). Pupils who are forced to learn in such conditions are less likely to perform well academically. These infrastructural deficiencies also place additional strain on school administrators, who are tasked with maintaining order and ensuring the safety of pupils in environments that are not conducive to effective learning.

Human resource management is another area where school heads face significant administrative difficulties. Many primary schools in Bayelsa State suffer from a shortage of qualified teachers. This shortage is often exacerbated by the poor working conditions and irregular payment of salaries, which have led to a lack of motivation among teachers. According to [Adeyemi \(2011\)](#), irregular salary payments and insufficient welfare packages are among the key factors that demotivate teachers, leading to poor instructional delivery. Unmotivated teachers are less likely to invest time and energy into preparing lessons or providing the support that pupils need to succeed academically. In turn, this has a direct impact on the quality of education pupils receive.

Furthermore, the lack of continuous professional development for teachers and school heads alike presents another administrative hurdle. In many cases, head teachers and educators are not provided with regular training to keep them updated on modern teaching methodologies and school management practices. [Dustin \(2012\)](#), emphasizes the importance of ongoing training and workshops in equipping school heads with the necessary skills to handle complex administrative tasks and to manage their schools more effectively. The absence of such professional development opportunities leaves many head teachers ill-prepared to navigate the dynamic challenges of school administration, ultimately affecting their ability to foster an environment that supports academic excellence.

The issue of community and parental involvement also contributes to the administrative challenges faced by school heads. In Bayelsa State, many parents and community members do not actively participate in the education of their children. [Egwu \(2009\)](#), notes that effective collaboration between schools, parents, and the community is essential for the successful administration of schools. However, in many cases, parents do not provide the necessary support, either due to lack of interest or because they are unaware of their critical role in their children's education. This lack of involvement places additional pressure on school heads, who must often take on responsibilities that should be shared with the community, such as monitoring student behavior and ensuring consistent attendance. The absence of strong community engagement undermines efforts to improve academic performance, as pupils do not receive the reinforcement they need at home to succeed in school.

In addition to the external challenges, some of the administrative problems are self-inflicted by the school heads themselves. A lack of leadership skills, poor decision-making, and inadequate communication with staff are common issues that further complicate school management. Studies have shown that effective leadership is one of the most important factors in creating a successful school environment ([Leithwood et al., 2020](#)). However, many head

teachers in Bayelsa State are appointed based on years of teaching experience rather than their leadership abilities. As a result, they often struggle with the managerial aspects of running a school, leading to inefficiencies and a lack of accountability. When school heads are unable to manage their staff effectively, it creates a chaotic environment that distracts from the primary goal of improving academic performance.

Government policies and interference also pose significant administrative challenges. While the government provides oversight and regulation for schools, inconsistent and ambiguous policies often lead to confusion and mismanagement at the school level. For example, changes in curriculum without corresponding teacher training or provision of necessary materials leave head teachers in a difficult position, trying to implement new directives with little support. Additionally, frequent strikes by teachers due to grievances with government policies, such as salary delays and inadequate funding, disrupt the academic calendar and negatively impact pupils' learning outcomes.

Research by Adeyemi (2011), highlights administrative inefficiencies in schools which directly correlate with poor academic performance. When head teachers are overwhelmed by challenges such as lack of funds, inadequate infrastructure, demotivated staff, and insufficient community involvement, they are less able to focus on the core mission of ensuring high-quality education. The cumulative effect of these issues is a decline in the academic performance of pupils, who suffer the most from the resulting instability and inconsistency in their education.

Worthy of note, the administrative challenges faced by school heads in Bayelsa State have far-reaching implications for the academic performance of primary school pupils. These challenges, ranging from inadequate funding and infrastructure to poor leadership and lack of teacher motivation, create a difficult environment for both educators and students. Addressing these issues requires a comprehensive approach that includes improved funding, stronger community involvement, better training for school administrators, and clearer government policies. Only by tackling these administrative hurdles can we hope to improve the educational outcomes for pupils in primary schools across Bayelsa State and beyond.

3. Methodology

A correlational survey research design was employed for this study, as it focused on examining the relationship between administrative challenges and their impact on the academic performance of primary school pupils. The goal was to determine the extent to which administrative problems affect pupils' academic achievement in Bayelsa State. The study population consisted of 25 head teachers and the academic performance records of 300 students from selected primary schools in Kolokuma/Opokuma Local Government Area. The head teachers were chosen because they are in the best position to provide accurate data on both the administrative challenges in their schools and the academic performance of the pupils. Given the manageable size of the population, the entire population was included in the study sample.

Data was collected using a self-designed questionnaire titled "School Heads Administrative Problems and Academic Performance Questionnaire" (SHAPAPQ). The questionnaire was structured to gather respondents' perceptions on the administrative issues affecting schools and the academic performance of pupils. Additionally, past academic records of pupils from 2016 to 2018 in mathematics and English language were reviewed to assess academic performance over this period. The questionnaire consisted of 15 items, divided into three sections to address administrative challenges and academic performance. Responses were collected using a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument was validated by the researcher and two other experts one from the Department of Educational Management at the University of Benin, and the other from the Measurement and Evaluation Unit in the Department of Educational Foundations at Niger Delta University, Wilberforce Island, Bayelsa State. To ensure the reliability of the instrument, the Cronbach's Alpha statistic was applied, yielding a reliability coefficient of 0.83, which was considered acceptable for this study. The researcher, along with four trained research assistants, administered and collected the questionnaires directly from the respondents. This direct delivery and retrieval approach was used to maximize the return rate of the completed questionnaires. The entire process of distributing and collecting the questionnaires spanned four weeks.

Data collected were analyzed using a related t-test, which is appropriate for measuring the relationship between variables. The hypotheses were tested at a 0.05 level of significance to determine whether the relationships between the variables were statistically significant.

4. Results and Discussion

Research Question 1: What administrative challenges are faced by primary school heads in Kolokuma/Opokuma Local Government Area of Bayelsa State?

Table-1:Administrative challenges encountered by primary school heads in Kolokuma/Opokuma Local Government Area of Bayelsa State.

S/N	Item	Mean	SD	Total	Result
1	Parents' inability to prepare their children early for school	3.28	0.30	25	Accept
2	Lack of provision of essential school materials for pupils	3.68	0.27	25	Accept
3	Parents' unwillingness to engage with school-related issues	4.00	0.25	25	Accept
4	Poor upbringing and failure to instill work values in pupils	3.16	0.32	25	Accept
5	Parental encroachment into school activities	3.92	0.26	25	Accept

Standard reference mean \bar{X} = 2.50.

Table 1 shows that the mean ratings of 3.28, 3.68, 4.00, 3.16, and 3.92 all exceed this standard, suggesting that the head teachers agree on the following administrative challenges: parents' inability to prepare their children early for school, parents' unwillingness to engage with school issues, lack of provision of essential school materials for pupils, poor upbringing and lack of instilling work values in pupils, and parental encroachment on school activities. The standard deviations in the table further indicate that the head teachers have relatively consistent views on these issues across the board.

Research Question 2: To what extent do the problems faced by school heads impact pupils' performance?

Table-2. Mean and standard deviation on how the challenges encountered by school heads affect the performance of pupils in the school.

S/N	Item	Mean	SD	Total	Result
1	Lack of provision of adequate school equipment	3.84	0.35	25	Accept
2	Payment of meager salaries to teachers	2.84	0.35	25	Accept
3	Lack of motivation (no incentives or promotions without financial benefits)	3.84	0.26	25	Accept
4	Communication breakdown within the school	3.40	0.29	25	Accept
5	Non-provision of running costs for the school respondents	3.92	0.26	25	Accept

Standard reference mean $X = 2.50$.

Table 2 reveals that the mean ratings of 2.92, 2.84, 3.84, 3.40, and 3.92 are all higher than the standard reference mean of 2.50. This suggests that head teachers believe the following administrative challenges can negatively impact pupils' performance in primary schools within Kolokuma/Opokuma Local Government Area of Bayelsa State: non-provision of adequate school equipment, payment of meager salaries to teachers, lack of motivation (no incentives or promotions without financial benefits), communication breakdown within the school, and non-provision of running costs. The standard deviations also indicate that the head teachers' responses were generally consistent across these issues.

Research Question 3: What roles do the government and parents play in addressing the administrative problems faced by school heads?

Table-3. Mean and standard deviation on the roles of government and parents in resolving administrative challenges faced by school heads.

S/N	ITEM	Mean	S.D	Total	Result
1	Produce qualified staff for pupils	3.84	0.26	25	Accept
2	Creating a conducive environment for teaching and learning	4.0	0.25	25	Accept
3	Ensuring punctuality of teachers and students	3.80	0.26	25	Accept
4	Establishing an effective communication network between teachers and school heads	4.0	0.25	25	Accept
5	Involving teachers and parents in decision-making processes	3.16	0.32	25	Accept

Standard reference mean $X = 2.50$.

Table 3 indicates that the mean ratings of 3.84, 4.00, 3.80, 4.00, and 3.16 exceed the standard reference mean of 2.50. This suggests that head teachers believe that the following factors can help address the administrative challenges they face in primary schools: developing qualified staff, fostering a supportive environment for teaching and learning, ensuring punctuality among teachers and students, establishing effective communication networks between teachers and school heads, and involving teachers and parents in decision-making processes. The standard deviations shown in the table further imply that head teachers share similar views in their responses.

4.1. Analysis of Null Hypothesis

Ho₁: There is no significant relationship between administrative problems and the challenges faced by school heads in Kolokuma/Opokuma Local Government Area of Bayelsa State.

Table-4.

Group	mean	SD	N	Df	SE	t.cal	t.tab	Result
Infrastructure problems	2.78	0.74						
			25	23	0.145	2.64	1.94	Reject
Teaching/Learning Aids	2.65	0.61						

The data presented in table 4 above indicate that the mean rating for infrastructure problems is 2.78 (SD = 0.74), while the mean for teaching/learning aids is 2.65 (SD = 0.61). The related t-test results show that the null hypothesis was rejected at the 0.05 level of significance.

Therefore, there is a significant relationship between administrative problems and the challenges encountered by school heads in primary schools. Notably, both mean ratings for infrastructure and teaching/learning aids exceed the standard reference mean of 2.50, indicating that head teachers acknowledge facing administrative problems within primary schools.

Ho₂: There is no significant relationship between problems encountered by school heads and the performance of students.

Table-5.

Group	mean	SD	N	Df	SE	t.cal	t.tab	Result
Administration problems	3.04	0.74						
			25	23	0.128	3.08	1.96	Reject
Performance of pupils	2.87	0.71						

Table 5 indicates that the null hypothesis regarding the relationship between administrative problems and pupil performance in primary schools was rejected at the 0.05 level of significance. This suggests that a significant relationship exists between administrative challenges and student performance. Furthermore, it is important to note that the mean rating for administrative problems is 3.04, while the mean rating for performance is 2.87. Both mean ratings exceed the standard reference mean of 2.50, indicating that head teachers believe administrative problems impact pupils' performance in primary schools.

H₀₃: There is no significant relationship between the roles of government and parents in addressing administrative problems and the challenges faced by school heads.

Table-6.

Group	Mean	SD	N	df	SE	t.cal	t.tab	Result
Role of government and parents	3.27	0.84						
			25	23	0.115	2.28	1.96	Reject
Administrative problems	2.94	0.81						

The data in Table 6 indicates that the null hypothesis regarding the relationship between the roles of government and parents in solving administrative issues and the challenges encountered by school heads was rejected at the 0.05 level of significance. This finding suggests a significant relationship exists between the involvement of government and parents in addressing administrative problems in primary schools. Furthermore, it is noteworthy that the mean rating for the role of government and parents is 3.27, compared to 2.94 for administrative problems. Both mean ratings surpass the standard reference mean of 2.50, indicating that head teachers believe the roles of government and parents are crucial in tackling administrative challenges within primary schools.

5. Discussion of Findings

The significance of addressing administrative problems in schools cannot be overstated, particularly in Kolokuma/Opokuma Local Government Area of Bayelsa State, where the challenges faced by head teachers in primary schools have become increasingly burdensome. According to Nnaduo (2006b), some school heads believe they can manage these issues effectively; however, observations from this study reveal that many head teachers lack adequate training and the necessary skills to effectively lead their schools, especially when confronted with difficulties. This deficiency has directly impacted the academic performance of students, particularly in this region.

Additionally, it was noted that schools are often short on qualified teachers, which detrimentally affects students' performance, leading to a generation of underprepared learners. Research by the Japan International Cooperation Agency (JICA) emphasizes that limited infrastructure and resources in rural areas, including Kolokuma/Opokuma, hinder effective teaching and learning, ultimately lowering educational standards. This situation has contributed to alarming issues such as examination malpractice, cultism, and drug abuse, as highlighted by a principal from a school within the Kolokuma/Opokuma Local Government Area (Japan International Cooperation Agency JICA, n.d).

Furthermore, the lack of instructional materials poses a significant challenge for school administrators. The availability of teaching resources is critical, as they enhance students' comprehension of lesson objectives. Unfortunately, in this area, such materials are often unavailable, forcing teachers to improvise—an approach that typically falls short of meeting educational standards. Fuller (2010), supports this notion, emphasizing that the absence of instructional materials can hinder students' achievements, thus creating additional obstacles for school heads.

The findings also highlight the vital roles that both government and parents play in alleviating administrative challenges in schools. It is essential for these stakeholders to ensure the employment of qualified teachers, prioritize the provision of instructional materials, promote punctuality among both teachers and students, and establish effective communication channels between educators and parents. By addressing these areas with seriousness and commitment, it is possible to enhance administrative processes, ultimately leading to improved student performance and achievement (The Sun, n.d.).

Suggestion

The findings of the study highlight the urgent need for action to address the administrative challenges faced by head teachers in primary schools. Parents and community members play a crucial role in this process by ensuring that children are provided with essential learning materials such as books, uniforms, and writing tools. This support will alleviate the burden on school administrators and create a more conducive learning environment. Furthermore, communities should actively collaborate with schools to address issues like infrastructure deficits and resource shortages, fostering stronger partnerships between schools and their immediate surroundings.

The government must also take significant steps to improve the situation. Adequate provision of school equipment, increased operational funds, and competitive remuneration packages for teachers and head teachers are

necessary measures to ensure that schools function effectively. Recruiting only qualified teaching staff is essential for maintaining professional standards and improving the overall quality of education. Additionally, training programs for head teachers should be introduced to enhance their leadership, financial management, and administrative skills, equipping them to tackle challenges more effectively.

Efforts to curb lateness and truancy among teachers must be strengthened, with clear policies and professional development programs to ensure adherence to standards. Similarly, addressing issues of indiscipline among students and staff is critical. Schools should establish clear guidelines and enforce disciplinary measures to create a positive and orderly school climate. A robust monitoring and evaluation system can help maintain these standards and improve overall outcomes.

Collaboration among stakeholders is essential to resolving these challenges. The government, parents, community members, and school administrators must work together to create a unified approach to tackling the pressing issues. Regular meetings and partnerships should be encouraged to ensure collective action and sustained progress.

Implications

The implications of these findings are profound. The lack of parental and community support directly impacts students' academic performance, as children without adequate learning tools are more likely to underperform. This places an undue administrative burden on head teachers, who are already grappling with limited resources and internal challenges like unqualified staff, truancy, and ineffective curriculum delivery. Inadequate teacher compensation further exacerbates the problem, leading to low morale and reduced commitment among educators, which in turn diminishes the quality of instruction and leaves students inadequately prepared.

Inefficient school administration also fosters a culture of indiscipline, affecting both teachers and students. High levels of lateness, truancy, and disorder undermine the learning environment and create a cycle of poor academic performance and low morale. Without significant government intervention, schools in resource-limited areas will continue to lag behind, further widening the gap between urban and rural educational outcomes. This perpetuates generational underachievement and reduces opportunities for pupils in affected areas.

If these issues remain unaddressed, the long-term effects on the educational system will be severe. Poorly managed schools will produce inadequately prepared students, leaving them ill-equipped to contribute meaningfully to society and the workforce. It is clear that a concerted effort from all stakeholders is essential to address these challenges and create a more effective and equitable educational system.

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