Education Management in Nigeria: Problems and Solutions

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ABSTRACT
This paper discussed problems facing educational management in Nigeria. Secondary data were used in the paper. The secondary data were gathered from print materials and online publications. The paper concluded that poor funding, inadequate teachers, shortage of infrastructure facilities, instructional materials, appointment of non-professional educationalist, lack of current data, insecurity problem, weak manager, corruption, brand-drain and unstable policies are challenges facing educational management in Nigeria. The paper hereby recommended for increment of education budget, employment of more professional teachers, provision of more infrastructure facilities, instructional materials, current data, and adequate security in schools. The government should appoint competent school managers, deploy human and ICT resources to combat corruption, motivate teachers to prevent brain-drain and ensure stable educational policies.

Keywords: Educational management, Nigeria.

Introduction
Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system. Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives. Educational management is a comprehensive effort intended to achieve some specific educational objectives. It deals with the educational practices, whereas educational philosophy sets the goals, educational psychology explains the principles, educational administration tells how to achieve educational objectives and principles. It is the dynamic side of education. Educational management deals with educational institutions – right from the schools and colleges to the secretariat. It is concerned with both human and material resources which are essential. Because the degree of success of the educational management of any educational programme depends upon the degree of co-ordination and organisation of these resources (Diksha, 2018).

The management of education in Nigeria is handled by the three tier of government. (NEEDS 2014) The Federal Ministry of Education is the government body that directs education in Nigeria. The Minister of the FME is appointed by the President. Functions of the FME include formulating a national policy on education, collecting and collating data for purposes of educational planning and financing, maintaining uniform standards of education throughout the country, and controlling the quality of education in the country through the supervisory role of its Inspectorate Services Department. The FME harmonizes educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education. It also effects cooperation in educational matters on an international scale. The FME coordinates the activities of a number of parastatals under it such as the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE), the National...
Board for Technical Education (NBTE) and the Universal Basic Education Commission (UBEC).

The responsibility for administering the education sector in Nigeria is shared among the federal, state and local governments. Thus, in the country’s constitution, education is on the concurrent list, but the Federal Government is empowered to regulate all its sectors, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on a sector of education. The Federal Government is involved directly in tertiary education. The states take care of secondary education, while the local governments handle primary education. Despite this arrangement, the Federal Government is expected to support the state and local governments in counterpart funding to enhance the quality of education in the country (NEEDS, 2014).

The administration of the education system is shared mainly among the education ministries at the federal and state levels, as well as statutory bodies referred to as commissions. There are commissions established for different subsectors of the education system and are charged with various responsibilities for the subsectors. The FME is responsible for the coherence of the national policy and procedures and for ensuring that the states’ policies operate within the parameters of the national policy as adapted for local needs (Moja, 2000). Coordination of policy at the political level is handled by the National Council of Education, the highest policymaking body chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education (NEEDS, 2014).

The state-level education ministries are responsible for the development and implementation of educational policies, management and supervision of educational institutions in their respective states. Specifically, the responsibilities for maintaining all public elementary and secondary schools are vested in the education ministry. Such responsibilities include: determining the salaries of teachers; recruitment, appointment, promotion and discipline of staff; and provision of guidelines on the establishment of new schools and training and re-training of teaching and non-teaching staff. The oversight functions of the Ministry of Education are carried out through a number of agencies. For instance, the State Universal Basic Education Board (SUBEB) is responsible for the management of basic education, while the Teaching Service Commission takes charge of senior secondary education at the state level (NEEDS, 2014). The management of education in recent times have been plagued with a lot of challenges in Nigeria. The challenges has make it impossible for school managers to effectively manage the various institutions under their watch. It is very important to discuss this challenges with the view of finding lasting solutions and to ensure sustainability of the educational institutions in Nigeria.

Problems Facing Educational Management in Nigeria

There are many challenges facing education management in Nigeria. Some of the challenges; poor funding, inadequate teachers, shortage of infrastructure facilities, instructional materials, appointment of non-professional educationalist, lack of current data, insecurity problem, weak manager, corruption, brand-drain and unstable policies are challenges facing educational management in Nigeria.

Poor Funding

The major issue facing educational management in Nigeria is shortage of funds. Obanya (1999); Udida, Bassey & Udofia, (2009); Noun (2012); submitted that one of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of education management. This shortage of funds affects job performance and the growth of the institution. Educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both
the government and educational stakeholders so as to sustain the tempo and growth of education industry. The inability of the Nigerian government to objectively accept and implement the 15%-20% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria’s neglect of the funding formula is detrimental to educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of education system. Investments on education in Nigeria have not met the recommendation of the UNESCO of 15%-20% of the annual national budget. The table below showed budgetary allocation for the education sector between, 2010-2021.

<table>
<thead>
<tr>
<th>Year</th>
<th>Education Spending (% of GDP)</th>
<th>Annual Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>5.14%</td>
<td>0.01%</td>
</tr>
<tr>
<td>2020</td>
<td>5.13%</td>
<td>-0.72%</td>
</tr>
<tr>
<td>2019</td>
<td>5.86%</td>
<td>-0.09%</td>
</tr>
<tr>
<td>2018</td>
<td>5.94%</td>
<td>-0.18%</td>
</tr>
<tr>
<td>2017</td>
<td>6.12%</td>
<td>-0.53%</td>
</tr>
<tr>
<td>2016</td>
<td>6.65%</td>
<td>-2.60%</td>
</tr>
<tr>
<td>2015</td>
<td>9.26%</td>
<td>0.22%</td>
</tr>
<tr>
<td>2014</td>
<td>9.04%</td>
<td>0.36%</td>
</tr>
<tr>
<td>2013</td>
<td>8.68%</td>
<td>0.13%</td>
</tr>
<tr>
<td>2012</td>
<td>8.55%</td>
<td>0.67%</td>
</tr>
<tr>
<td>2011</td>
<td>7.88%</td>
<td>1.71%</td>
</tr>
<tr>
<td>2010</td>
<td>6.17%</td>
<td>1.71%</td>
</tr>
</tbody>
</table>

Source: https://www.macrotrends.net/countries/NGA/nigeria/education-spending

Generally, funding of education in Nigeria is inadequate and affected development of education (Ogunode Johnson, & Olatunde-Aiyedun, 2022); Ogunode, Chijindu, & Jegede, 022). No any meaningful educational management can be attained with poor funding of education Nigeria. The factors responsible for inadequate funding of educational institutions in Nigeria according to Ogunode, Onyekachi, & Ayoko, (2023) and Ogunode & Onyekachi (2021) include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of the educational institutions include; inadequate infrastructural facilities, shortage of teachers, poor quality of education, brain-drain and strike action.

**Inadequate Teachers**

Inadequate professional teachers have been a major problem in management of education in Nigeria. It has been observed that majorities of educational institutions in Nigeria are facing the problem. For instance, Independent Newspapers (2019) reports that there was a deficit of 135,31e9 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary Schools across the nation. A number of challenges have been identified as clogs in the realization of good access, equity and quality of education in Nigeria. One of these is the critical issue of teacher shortage at all levels of education. There is a shortage of early child education teachers needed to attain the proposed 1:20 teacher-to-pupil ratio. This ratio is far from being met as the current ratio is 1:47. No quality education can be achieved in an educational institutions where the number of students is larger than the capacity of the teachers. At the secondary schools, Ogunode (2020) noted that the problem facing the administration of secondary school education in Nigeria is inadequate professional teachers. There are shortage of professional teachers in majorities of the secondary schools across the country and this is affecting the administration of the sector. At the universities, Dateline (2022) reported that the National Universities Commission data indicated
that federal universities in Nigeria suffer a shortage of full-time professors. According to the data, no federal university scored up to 50 per cent in the ranking of full professors. This implies that no federal university has the required number of full professors. Some of the federal universities ranked in the top 10 are the Usmanu Dan-Fodiyo University, Sokoto, with 36.44 per cent; Obafemi Awolowo University, Ile Ife, 35.80 per cent; the University of Ibadan, 29.04 per cent; Federal University of Technology, Akure, 27.28 per cent; Federal University of Agriculture, Abeokuta, 27.25 per cent; the University of Abuja, 25.33 per cent; the University of Benin, 23.26 per cent; University of Port Harcourt, 21.26 per cent; the University of Calabar, 21.20 per cent; and the University of Ilorin, 21.12 per cent. The shortage of teachers in the Nigerian educational institutions makes it difficult for school manager to manage the respective institutions under their watch. This problem of inadequate teachers in educational institutions is caused according to Ogunode, Ahmed, Gregory, Abubakar(2020) and Ogunode & Okwelogu (2022) by underfunding of the universities, corruptions, brain-drain, poor motivation, unconducive working environment and lack of manpower planning. The implication of shortage of teachers in the Nigerian public universities include high student –teacher ratio, poor learning, poor delivery of teaching, low productivities and poor quality of education (Ogunode & Adamu, 2021).

Shortage of Infrastructure Facilities

Shortage of infrastructure facilities is a major problem facing the management of education in Nigeria. Infrastructural facilities according to Ogunode (2020c) are those facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. It is unfortunate that most educational institutions in Nigeria are faced with the problem of facilities shortage. For instance, at the Basic education Christine, Hayatu (2014); Chukwuka (2013) and Ogunode (2020a) noted that another problem facing the administration of primary school education in Nigeria is the challenge of inadequate infrastructural facilities. Many primary schools in Nigeria do not have adequate infrastructural facilities while at the secondary schools Ogunode (2021); Mercy & Anselm (2018)and Ejere (2011) noted that majorities of public secondary schools in Nigeria are faced with infrastructure facilities shortage. At the universities, Ebebikhalu&Dawam (2017); Salisu, (2001); Udida, Bassey, Udofia, &Egbona, (2009); Okoli, Ogbonvah, &Ewor, (2016) Ogunode (2020c) pointed out that University infrastructure and equipment are fast decaying in terms of poor maintenance. All the required resources for the education production process are in short supply which poses a hindrance to learning and research work.. The dearth of infrastructure in the universities is sickening and runs short of an ideal academic environment. This problem has affected the marketing of various universities across the Country. The factors responsible for inadequate infrastructural facilities in Nigerian educational institutions include; underfunding, increased in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation. The implication of inadequate infrastructural facilities in the educational institutions include; poor quality of education, poor teaching and learning, low productivities, brain-drain and overcrowdings of classrooms halls (Ogunode, Yiolokun, &Akeredolu, 2019;Ogunode&Jegede, 2021).

Instructional Materials

Instructional materials are educational resources assembled by the teachers to implement teaching programmes in the classroom. Instructional materials are special educational resources that aid the teachers to deliver the lesson. Instructional materials are educational resources that are useful for school administrators, teachers and students. Instructional materials are one of the most important educational resources in the school system that are used for supporting the implementation of teaching and learning programmes (Ogunode,& Josiah, 2023). The non-utilization of instructional materials by teachers in Nigerian schools has been revealed by several studies (Akubue, 1993; Onykwelu, 2000; Patrick & Etukudo 2014). Oluwagbohunmi and Abdu –
Raheem (2014) and Akubue (1993) noted that none of the teachers in the 60 social studies lessons she observed in JSS in the former Anambra State used instructional materials in teaching. Teachers made no effort to use such materials as the atlas, Maps, and pictures, even when they were within their reach. The study also revealed the non-availability of instructional materials, lack of funds, lack of electricity in schools and no encouragement from the government, as major constraints to teachers’ use of instructional materials to teach pupils in primary schools. Patrick & Etukudo (2014) noted that most of the instructional materials were not available for teaching basic science in primary schools. The materials available were: a textbook, chalkboard, diagram, wall chart, picture, and specimen. (Abdu-Raheem 2014) observed that even though instructional materials are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian schools leading to low level of performance of learners in government examinations. Ogunode, & Josiah, (2023) identified as problems hindering the deployment of instructional materials in schools in Nigeria such as poor funding of basic schools, poor improvisation, high cost of instructional resources, poor storage, poor planning, lack of maintenance, poor capacity building in instructional materials management and corruption.

Appointment of non-Professional Educationalists
The appointment of non-professional educationist as administrators and managers of educational institutions have led to maladministration of the various institutions. Most administrators and managers appointed to lead educational institutions are weak and they lack administrative skills, uncoordinated and lack technical knowhow of the job. Some do not have administrative knowledge or skills. Many managers appointed to head educational institutions do not possess the charisma, leadership skills or good human relations needed for effective and efficient leadership that will aid realization of institutional goals. As a result of the poor leadership and ineffective style of administration, a lot of programme of activities are not carried out in such institutions such as provision of grant for research and publications, staff welfare is neglected, no adequate control of staff and students, no vision for the University (Ogunode 2020k). Such leaders also do not have the right leadership skills in educational administration and management. The appointment of non-professional educationist as head of educational institutions at all level of government is among the factors that have contributed to mal-administration in some educational institutions in Nigeria. The failure of most educational institutions to implement and realize their objectives can be attributed to the lack of professional skills of the managers or administrators appointed to head such educational institutions (Ogunode 2020). Atiga and Ogunode (2021) submitted that weak managers appointed by the government to manage various educational institutions especially the public educational institution (schools) are also major problem preventing effective management of public educational institution (schools) in the Country. Many of these educational institution (schools) managers do not have the right leadership skills and leadership qualities to ensure effective management of schools. Some of these school managers do not possess the human relationship skills and team work skills to allow them manage the various teachers under them. The inability to effectively manage the (staff) teachers and coordinate them well definitely will lead to management failure and school failure (Ogunode 2020k).

Lack of Current Data
One of the major functions of education administration is planning of educational programme and projects. Planning is very vital to the realization of the objectives of school education. Educational institutions must be planned to be able to achieve its objectives and education must be planned too to be able to realize its goals. Data is what is needed to plan and take decisions. Data is very important for planning educational programme. Without current educational data, planning is impossible. It is very sad to realize that current data on various forms of education in Nigeria is not available. (British Council, 2014) sated that access to reliable and complete information on education in Nigeria has for a long time proved difficult. The development of a national database for education statistics has been slow and various data generating agencies (including the Federal Ministry of Education, Universal Basic Education Commission, National
Population Commission and National Bureau of Statistics) often used different sample designs, methods of data collection, analysis and reporting, different modes of disaggregation and definitions of indicators. The absence of rudimentary data at school and local level in many areas is often viewed as a crisis, inhibiting the development of effective education planning, monitoring, programming and policy-making. (NEEDS,2014) observed that it was challenging to obtain data with current statistics for the assessment mainly due to the fact that current data on the education sector was generally not available in the public domain. The assessment therefore relied on available data, some of which was more than three years old and had not been updated at the time of the study. The assessment was also limited by the reluctance of government officials to release data or respond to surveys and inquiries despite several follow-up visits, contacts and reminders. Inadequate data for effective planning is one of the major problem facing the administration of school education in Nigeria (Ogunode, 2020).

Insecurity Problem
Insecurity in educational institution implies the human resources within the educational institutions are in the state of fear or threat and lack peace to carry out their respective function. It is a situation where both school administrators, teachers, non-teaching staff and students are in the state of fear. Insecurity challenge is another major problem facing the secondary schools in Nigeria especially in the Northern part of the country. Insecurity have prevent effective administration of secondary school programme in the country. Many school administrators, teachers, non-teaching staff and students have been killed. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by Boko Haram members. School programme have been disrupted due to closing down of school in Northeast Nigeria. World Bank (2018) disclosed that since 2009, Boko Haram has been in conflict with the Nigerian government, affecting nearly 15 million people. So, what has been the impact of Boko Haram on education in Nigeria, particularly in the northern region? The quick answer is: quite significant. Boko Haram has targeted the Nigerian education system, assaulting schools, students, and teachers in Northeast Nigeria and disrupting access to education and social services, especially for young people. Teachers have been threatened, and in some cases, killed. Schools have been damaged and destroyed, and often transformed into shelters for internally displaced people (IDP). Schools that remain in operation across Borno, Adamawa and Yobe states are overcrowded and unable to meet the needs of the host population and the IDP. The cable (2018) reported that the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria’s northeast since the start of the insurgency in 2009 (Ogunode & Ukozor. 2022). In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. “In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009,” the report read in part. “Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers (Ogunode & Chijindu, 2022; Ogunode, & Ukozor (2022).

Corruption
Corruption in the educational sector have affected the management of education in Nigeria. (Ogunode 2020) stated that corruption have penetrated all most all the public institutions in the country in including education. Corruption is one of the major problem facing the educational institutions. Institutional corruption is the problem preventing effective administration of education in Nigeria because funds allocated for provision of infrastructural facilities and services in the management and implementation of educational programme are been diverted by officers or political office holder within the institutions. The common forms of corrupting in the Nigerian educational institutions is fund diversion. Premium time (2019) report that Transparency International says 66 per cent of the money Nigerian governments allocate to education is stolen by corrupt officials. The group presented the report at its sub-regional meeting on Wednesday in Abuja as part of the policy papers on land corruption and corruption in education systems in West Africa. According to the report, corruption is commonplace in
education systems across the Economic Community of West African States (ECOWAS). “This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities,” the report said. The report highlighted “Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices” as the various corruption risks and challenges facing education systems in all the countries. Njideka, Esther & Confidence (2015); Godwin (2018); Osunyikanmi, (2018) and Ogunode, Josiah, & Ajape (2021) concluded that corruption has hampered development of education in Nigeria.

Weak Manager
The appointment of weak school manager to head various educational institutions have affected educational management in Nigeria. (Ogunode 2020) noted that the realization of the educational objectives depends on the quality of leaders appointed to oversee the affairs of different agencies and para-state of the education in the Country. Educational leadership matters to effectively administer the affairs of educational institutions. Failure in the Nigeria educational system can be traced to the various leaders appointed to head the various educational institutions who are less qualified or do not have experiences in educational management and administration. The government appoints whosoever they think to handle the ministry of education on like the health sector that the minister must be a medical practitioner. Therefore, failure of the government to recognize the education as a profession that must always be handled by an educational expert or administrators is contributing to the problems facing the educational institutions. (Ogunode, Ahmed, Gregory & Abubakar 2020) opined that another problem facing the administration of public schools in Nigeria is the weak administrators appointed by the various tiers of government to head the educational institutions. Many school administrators appointed to oversee the administration and management of some educational institutions are very weak in term of administration and management. Some of them do not have the qualifications, experiences and the knowledge required to successfully manage such institutions to a place of glory. At the tertiary institutions, Ajape, et al (2020) opined that many Nigerian University leaders emerged without due process. They are appointed by politicians and many of them are less qualified to handle the academic institutions like the universities. They lack competence, leadership skills, and managerial skills to transform the Universities for sustainability.

Brain-drain
Brain-drain or teacher attrition is another problem that the effective management of education in Nigeria. Many professional teachers are leaving the sector to other sector in the economy because of poor motivation. Peter (2016) observed that as for teaching staff in Nigeria primary and secondary school today, the problem is no longer that of unavailability, but that of instability. This does not help the development of the education system. Because of the comparatively poorer conditions of service of teachers in the Nigeria society, the tendency for many teaching in the nation’s school today, as with their predecessors in later colonial and independent Nigeria, is to use the teaching profession as a stepping stone to other highly esteemed and more attractive jobs. In the tertiary institutions in Nigeria, Obanya, (1999); Ogbonnaya, Oboegbulam, Onwurah & Enyi (2013); Okoli, et al (2016) and Opara, (2023) submitted that Nigerian public universities face rapid faculty exodus or brain drain. Some faculty members abandoned universities for other sectors of the economy where professionals and scientists receive higher salaries and greater social recognition. Peter (2016) argued that teaching is gradually becoming a profession for fresh graduates of universities and colleges of education who are ready to call it quits, without provocation, as soon as they find greener pasture elsewhere. From time to time, therefore, the teaching staff in Nigeria educational institutions is usually unstable. The mass movement out of the educational system is contributing to poor quality of education because the best brains are not retained in the system and this has affected the management of education. Factors responsible for Brain-drain in the educational institutions in Nigeria according to Ogunode, & Atobauka, (2021); Ogunode, & Okwelogu, 2022; Ogunode & Atobauka (2021) include; poor motivation, uncondusive working environment, insecurity,
underfunding and political interferences. The implication of brain-drain in the Nigerian public universities include; shortage of teachers, poor quality of education and high student-teacher ratio.

**Unstable policies**

Unstable policies in education have affected education management in Nigeria. Educational policies changed and this have affected implementation of school programme. Many policies designed and formulated for the development of primary school education in Nigeria is been frustrated by political instability. Yaro, (2018) and Noun (2012) submitted that the educational system in Nigeria has witnessed various policy enactments and plans. Unfortunately, many of them never saw the light of day. Sometimes, they are implemented, but no full implementation. Many end up on the papers on which they are prepared and designed either as a blueprint or white-paper. Many well-intended policies in the past were aborted in the process of implementation. This was common during the military rule, when the polity was very unstable because of coups and counter-coups. A new regime of rulers always failed to sustain the implementation of educational policies and programme of their predecessors. Instability of governance did a lot of havoc for a long time in the country. Noun (2012) also observed that different political parties with different visions and manifestoes may not implement educational policies and plans in the same way. The situations when educational policies are not implemented or partially implemented cannot usher in educational development that could aid the realization of national aspirations. Ogunode,Akinyode,&Ayoko, (2023) and Onyekachi, John, (2023) identified lack of political will, poor policy formulation, corruption and political instability as factors responsible for education policies instability in Nigeria.

**Conclusion and Recommendations**

The paper examined problems facing educational management in Nigeria. The paper concluded that poor funding, inadequate teachers, shortage of infrastructure facilities, instructional materials, appointment of non-professional educationalist, lack of current data, insecurity problem, weak manager, corruption, brand-drain and unstable policies are challenges facing educational management in Nigeria.

To address all this challenges, this paper recommended the following:

a) The government should increase the funding of education in Nigeria;

b) The government should employ more professional teachers and deploy to educational institutions across country;

c) The government should provide more infrastructure facilities in all educational institutions across the country;

d) The government should provide adequate instructional resources to all educational institutions across the country;

e).The government should ensure timely generation of data to aid effective planning and management;

f) The government should fight all forms of corruption in the Ministries, departments and agencies of education through the various anti-corruption agencies in the country and

g) The government should provide adequate security in all educational institutions;

h) The government should appoint competent school leaders to heads educational institutions in Nigeria;

i).The government should deploy human and ICT resources to combat corruption in education administration;

j) The government should motivate teachers to prevent brain-drain; and

k) The government should ensure stable educational policies.

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