



Administration of Public Secondary Schools in Nigeria: Problems and Suggestions

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ABSTRACT

Administration of secondary school education in Nigeria is faced with many challenges. This article discussed the challenges facing administration of secondary school education in Nigeria. Secondary data was used to support the points raised in the article. The secondary data were sourced from print material and online publication by recognized institutions and individual author. The article identified; inadequate funding, inadequate professionals teachers, inadequate infrastructural facilities, inadequate instructional materials, institutional corruption, insecurity problems and inadequate data to planning as the challenges facing administration of secondary school education in Nigeria. To solve this problems, the paper recommends that the government should increase the funding of secondary school education, provide adequate infrastructural facilities, employ more professional teachers, provide adequate instructional materials, fight institutional corruption, generate adequate data for administration of secondary schools, and provide adequate security in all secondary schools in Nigeria.

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Introduction

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).

Secondary schools are directly under the state government. The State Ministry of Education handles planning, administration, supervision and other fundamental functions relating to schools. The State Ministry of Education has different departments/units that are entrusted with various functions to ensure the achievement of goals of secondary education. In addition to the departments in the Ministry of Education, there are other parastatals and regulatory agencies that are involved in secondary school administration, such as the Teaching Service Commission (TESCOM) (Noun 2012).

The secondary school education is defined post-basic education meant for preparing the children for specialization. Secondary Education is the education that children receive after primary education and before the tertiary education. Based on the 6-3-3-4 system of education, secondary education comprises six years duration, but given in two stages: a junior secondary school stage and a senior secondary school stage, each to run for three years duration.

Junior Secondary School: The junior secondary school is both pre-vocational and academic. It is tuition free, universal and compulsory. Basic subjects that will enable students to acquire further knowledge and skills are taught. Students who complete junior secondary school are to be streamed into: the senior secondary school, the technical college, an out-of-school vocational training centre and an apprenticeship.

Senior Secondary School: This is the second phase of secondary education. It is comprehensive with a core-curriculum designed to broaden students' knowledge. This is the stage where students pick subjects of their choice and begin to prepare for their intended careers. The broad goals of Secondary Education according to the National Policy on Education (2004) include, the preparation of the individual for: Useful living within the society and higher education. In specific terms, the objectives are to: provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background; Offer diversified curriculum to cater for the differences in talents, opportunities and future roles; Provide trained manpower in the applied science, technology and commerce at sub-professional grades; Develop and promote Nigerian languages, art and culture in the context of world cultural heritage; Inspire its students with a desire for self improvement and achievement of excellence; Foster national unity with an emphasis on the common ties that unite us in our diversity; Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The academic performance of the Nigerian secondary schools in recent times have not been encouraging. The quality of education at this level is falling. Many factors have been identified by different researchers as responsible for the poor performance of students in the various secondary schools in Nigeria. Nigerian scholar (2020) disclosed that One Million Three Hundred and Thirty-Eight Thousand Three Hundred and Forty-Eight (1,338,348) candidates, representing 86.99%, obtained credit and above in a minimum of any five (5) subjects (i.e. with or without English Language and/or Mathematics. One Million Three Thousand Six Hundred and Sixty-Eight (1,003,668) candidates, representing 65.24%, obtained credits and above in a minimum of five (5) subjects, including English Language and Mathematics. Of this number, Four Hundred and Ninety-Seven Thousand One Hundred and Thirty-Nine (497,139) i.e. 49.53% were male candidates, while Five Hundred and Six Thousand Five Hundred and Twenty-Nine (506,529) i.e. 50.47% were female candidates. The percentage of candidates in this category in the WASSCE for School Candidates, 2019 that is, those who obtained credit and above in minimum of five (5) subjects, including English Language and Mathematics, was 64.18%. Thus, there is a marginal 1.06% improvement in performance in this regard. There are many problems facing the secondary school education in Nigeria. One of the challenges facing the secondary school education in Nigeria is poor administration. This article is aimed to discuss the challenges facing the admission of secondary school education in Nigeria.

2.0 Concept of Administration

Educational administration is the systematic way of arranging educational resources to actualize the objectives of educational institutions. Nwankwoala (2016), viewed the educational administration as a broad umbrella encompassing a number of processes such as: planning, coordinating, controlling and being involved in other management processes and contribute to formulation of policies. In order to achieve these goals, the head of the educational organization plans carefully various programmes and activities. The educational organization may be a school, college or university. The head organizes these programmes and activities with co-operation from other teachers, parents and students, motivating them and co-ordinating the efforts of staff members as well as directing and exercising control over them. The head evaluates the performance and progress of staff in achieving the purpose of the educational programme, provides feedback to them and brings modification in the plans and programmes of the institution when required. The totality of these processes which are directed towards realizing or achieving the purposes of the school is called educational administration. Kalagbor (2017), defined educational administration as the process of identifying, mobilizing and utilizing scarce human and material resources relevant in education for the purpose of achieving specific educational goals efficiently and effectively. Gift (2018) sees educational Administration is concerned with integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution

According to Kalagbor (2017), the following activities and programmes come under the scope of educational administration at the institutional level: (a) Deciding the purposes of the institution or school, (b) Planning for academic or curricular and cocurricular activities, (c) Preparing the time table and the time schedules for various activities, (d) Assigning duties and responsibilities to the staff members, (e) Organizing curricular and co-curricular programmes, (f) Directing and motivating the staff of the institution, (g) Coordinating by efforts of people to achieve the purpose. h. Exercising control over the staff, (i) Conducting periodical reviews about the progress, achievements and failures of the institution, (j) Taking measures for staff development, (k) Maintaining order and discipline, (l) Management of materials, (m) Management of finance, (n) Maintaining records and registers up to date, (o) Maintaining human relationships, (p) Supervision of the work of teachers and other employees, (q) Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well.

School administration takes two forms. The external and internal administration. The external is handled by the ministries, agencies and parastates of the federal or states government in terms of formulating policies, planning and making laws while the internal is handled by the school administrators appointed by the government to manage the institutions. This article will focus on external administration of secondary schools.

3.0 Challenges Facing Secondary School Administration in Nigeria

There are many challenges facing administration of secondary school education in Nigeria and these challenges include: inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, inadequate instructional materials, institutional corruption, insecurity challenges and inadequate data to planning.

3.1 Inadequate Funding

Inadequate funding is one of the major problem facing the administration of secondary school education in Nigeria. The budgetary allocation for the administration and management of secondary school education in Nigeria is inadequate. Njideka, Esther & Confidence (2015) observed that the level of success recorded by the educational sector has been closely linked with the availability of resources. Among the resources needed for the effective administration of the educational sector, funding has been identified as an indispensable instrument. This is because funding serves as the life-wire for the management and administration of most sectors of the economy including the educational sector. It is based on this fact that UNESCO recommended that 26% of the annual budget of any nation should be set aside for the administration and management of the educational sector (Njideka , Esther & Confidence 2015, Odia & Omofonmwan, 2007). Ogunode & Adah (2020) submitted inadequate funding is one of the major problem facing the implementation of educational policies in Nigeria. The budgetary allocation for education is very poor that it cannot be used to implement the various educational policies in the educational sector. Inadequate funding is one of the greastest challenges facing the ministry of education in Nigeria. A breakdown of budgetary allocation for the ministry of education for one decade shows that the budgetary allocation for the entire ministry of education have been below the recommended UNESCO 20% of the total annual budget for a year. A break-down of Nigerian education budget for decade revealed the following:

Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	8.43 N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion

2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

Nigerian government need billions of naira to be able to successfully administered and managed the secondary schools in the country and the annual budgetary allocation for the educational sector is inadequate. Ibrahim (2018) observed that from 1999 up till 2014, the budgetary allocation to education in Nigeria is less than 12% for every fiscal year. This is against the 26% of budgetary allocation recommended by UNESCO. Again, to further support the point of inadequate funding in the Nigerian education system, it is on record that out of the twenty world sampled countries on education funding in the year 2012, Nigeria was the least with 8.4% of budgetary allocation to education as indicated in table 1. Ghana, Cote d'Ivoire and Uganda top the list with budgetary allocation of 31%, 30%, 27% and a rank of 1st, 2nd and 3rd position respectively (World Bank, 2012). However, it is a well-known fact that no any system of education can perform well without adequate financial support. Poor funding of the educational sector in the country in general is responsible for poor implementation of educational policies.

3.2 Inadequate Professionals Teachers

Another 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. A report by independent Newspapers (2019) reports that there was a deficit of 135,319 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. To this end, the nation needed to produce a total of 330,033 teachers annually in order to achieve the EFA goal by 2015 (Junaid, 2013). In term of qualifications, it have been observed that Nigerian educational institutions lack qualified professional teachers. Osunyikanmi, (2018) observed that the statistics obtained from the Human Development Index of 2016 revealed that Nigeria did not have sufficient qualified teachers in primary schools. Only 66 percent of teachers in Nigerian primary schools were trained to teach. That is, about two out of every five teachers in Nigeria were not qualified to teach pupils. Education is in disarray as people without requisite skills are being employed to transfer knowledge to hapless children. The table below have the details

	Country	Percentage of Trained Teachers in Primary Schools
1	Nigeria	66%
2	Botswana	99%
3	Egypt	73%
4	Mauritius	100%
5	Cuba	100%
6	Thailand	100%
7	Malaysia	99%
8	Mexico	96%
9	Hong Kong	96%
10	Singapore	94%

Source: Human Development Index 2016

The inadequate professional teachers in the Nigerian educational institutions is leading to the overcrowding of classes where teachers teaches higher number of students that is more the normal standard. In Nigeria, FRN (2013) therefore prescribes a student-teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools. The negative effective of teaching large classes is the poor quality of education we are now experiencing in the educational institutions.

3.3 Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is also another challenge to effective secondary school administration in Nigeria. Many secondary schools in the country do not have adequate infrastructural facilities to deliver effective teaching and learning programme in their schools. According to Gometi (2011) school facilities include the school buildings, classrooms, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials, their availability, adequacy and relevance to academic achievement. Mercy & Anselm (2018) did a study to examine the crucial issue in the implementation of educational policies and programmes and placed emphasis on the school buildings and the equipment used in the process of teaching and learning. School facilities require careful planning in its provision, utilization, and maintenance to meet the increasing demand for education and enhance the maximum realization of the target set in the National Policy on Education. The findings revealed that most of the schools did not have adequate school buildings to support the educational programme projected. It was recommended, among others, that emphasis be placed on the provision of functional buildings, laboratories, and studios for the teaching of science subjects, introductory technology and other practical subjects like music, fine art, among others. School facilities when provided aid teaching and learning and subsequently improve the academic achievement of students, but the criteria guiding their provision to schools take different forms, for instance, it can be either through rational bureaucratic or political model and whichever is adopted, there is always a common feature of inconsistent allocation of facilities to schools. Researches abound on the poor and inadequate state of physical facilities in secondary schools;

(Yadar, 2007; Yara & Otieno, 2010; Owoeye & Yara, 2011).

3.4 Inadequate Instructional Materials

Kochher (2012) defined that instructional materials are very significant learning and teaching tools. Isola (2010) Instructional materials are objects or devices that assists the teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu Raheem (2014) find out that instructional materials are such that are used by teacher to explain and make learning of subjects matter understandable to students during teaching and learning process. From past research, it is observed that researchers do not examine the extent to which teachers use instructional materials in the teaching and learning or whether they make use of it at all. The use of instructional materials is central to the teaching and learning simply because teaching should not be only abstract. Oluwagbohunmi and Abdu Raheem (2014) discovered that instructional materials are such that are used by teacher to explain and make learning of subjects matter understandable to students during teaching and learning process. The need to involve the learner through the use of various instructional materials cannot be gain-said as it brings about meaningful instruction. It is unfortunate that as important as the instructional materials to the implementation of teaching programme in the secondary schools that many secondary schools in the country do not have adequate instructional materials. Many teachers in the secondary schools teaches without using the necessary instructional materials because they cannot access them in the schools.

3.5 Institutional Corruption

Institutional corruption is another problem facing the administration of secondary schools in the country. Funds released by the government for the administration of the schools some time ended up in the private hands. Funds meant for the capital and recurrent services in the secondary schools are been diverted by the officials of the ministries. Funds budgeted for different programme in the ministries are been diverted into private banks. Many public funds meant for the development of education in Nigeria are diverted and mismanaged. The limited funds provided for the planning purposes in the various ministries, department and agencies of education are been diverted and this is affecting the planning of education. Osunyikanmi, (2018) opines that Nigeria has been experiencing underwhelming development amidst overwhelming corruption. Education is not insulated from this malaise. Corruption allows a high percentage of the funds allocated to the sector to get diverted into the private accounts of public officials. Hence, the amount being spent on education is much lower than the figure in the budget. The Corruption Perception Index 2016 revealed that Nigeria had a score of 28. The score ranges from 0 for the highly corrupt to 100 for the least corrupt. The country occupied the 136th position among the 176 countries ranked. Concerted efforts are required to tackle corruption so that development will not elude Nigeria. According to Ogbonnaya (2010), some heads of educational institutions receive 10% gratification for the execution of any project in their institution. Some parents even give bribes to secondary school principal to have their children admitted in the school. Teachers also give bribes to officials in the school board, so that they will not be transferred. School proprietors give bribes also to officials of education board for them to approve their private schools. There is even sexual harassment among students and teachers in schools. With this, the

implementation of educational policies is jeopardized. This thisday (2019) quoted Atiku said: “When we were in office, we passed the compulsory education from Primary to Secondary school law. We also imposed taxation on education. “I would appeal to you, members of the National Assembly, to look at that law again because there is a disconnect in the sense that monies or funds being given to states to develop education are being diverted. Njideka , Esther & Confidence (2015) and Ayobami (2011) pointed out that corruption can be systematic in nature but in a long run will affect the whole life of an institution or society. Corruption can therefore limit the goals of an institution thereby resulting to wastages. Some of the funds made available for the provision of quality education are sometimes diverted for selfish use while in other cases, the budget for the educational sector are misappropriated. This has given rise to the inadequacy of funds for managing the secondary level of education (Njideka , Esther & Confidence 2015).

3.6 Insecurity Challenges

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. Secondary 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. 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. Reports indicated it had killed almost 2,300 teachers. The education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed

groups or military in close proximity.” UNESCO lamented the shortage of qualified teachers in the northeast, stating security and poor remuneration as reasons why the teachers are emigrating from the region. “Ongoing safety concerns, coupled with teacher salaries that do not cover even basic expenses and delays in payment, perpetuate a shortage of qualified teachers,” UNESCO added. Insecurity challenges is a challenge to the development of secondary school education in Nigeria.

3.7 Inadequate Data for Planning

One of the major function of education administration is planning of educational programme and projects. Planning is very vital to the realization of the objectives of secondary 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. 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 (NEEDS,2014). 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 (British Council, 2014). Inadequate data for effective planning is one of the major problem facing the administration of secondary school education in Nigeria.

4.0 Possible Ways Forward

The realization of the goals of education depends on effective administration especially that of secondary school education. So, to solve the above mentioned problems, the paper recommends the following: increase the funding of secondary school education, provision of adequate infrastructural facilities, employment of professional teachers, provision of adequate instructional materials, fight institutional corruption ensure adequate security in educational institutions and generate adequate data for planning.

4.1 Adequate Funding

The availability of funds plays a significant role in determining the provision of quality education at all levels. The quantity of funds made available during budgeting will go a long way in improving on the quality of education provided. Njideka , Esther & Confidence (2015) recommended that the government should be committed to the adequate funding of secondary education through

appropriate budgetary allocation for the sustenance of secondary education in the country. The government should consider an upward review of the educational budget to meet up with the 26% allocation recommended by UNESCO and above.

4.2 Provision of Adequate Infrastructural Facilities

The government should allocate more funds to provide adequate school infrastructural facilities in the secondary schools across the country so that students are not overcrowded in classrooms and teachers have adequate offices to stay. This will create a comfortable environment for effective teaching and learning. In addition, emphasis should be placed on providing laboratories and studios for the teaching of science subjects, introductory technology and other practical subjects like music, fine arts among others so that learning will not be based on only theory. Furthermore, the allocation of school facilities and type of programmes to be introduced in the schools should be objectively considered before mounting them.

4.3 Employment of Professional Teachers

Teachers are strong member of the educational institutions and their roles cannot be underestimated in delivering quality teaching. No effective administration of secondary school can take place without adequate provision of provision teachers. So, the government should employ more provisional teachers and deploy to all secondary schools across the country to aid effective administration of the sector.

4.4 Provision of Adequate Instructional Materials

Instructional materials aids in delivering of teaching. Instructional materials helps the teachers to teach well and the students to learn well. The place of instructional materials in the administration of educational institutions cannot be overemphasized. So, the government should provide adequate instructional materials to all the secondary schools in the country.

4.5 Fight Institutional Corruption

The government should fight all institutional corruption in the educational institutions through effective monitoring of funds allocated to the ministries of education in the country. Njideka, Esther & Confidence (2015) submitted that one of the systems of ensuring a prudent utilization of school funds is through the publication of the school accounting records for public analysis. Inputs from financial experts and other educational stakeholders based on the financial records will assist the school to make judicious utilization of available funds. Mgbekem (2007) also recommended that adequate accounting system that will ensure accountability, honesty and transparency should be adopted. Such system must be able to earn public approval before they can be appreciated. A public report of the schools income and expenditure account will not only provide opportunity to be aware of the financial needs of the school, it will also provide opportunity for the public to monitor the expenditure level of the schools.

4.6 Adequate Security

No any meaning school administration can take place in a country where there are insecurities challenges everywhere. The government should increase the funding of security and ensure adequate security men are deployed to secure educational institutions across the country especially in the Northeast Nigeria.

4.7 Generate of Adequate Data for Planning

Data is very important in planning education. Educational planners cannot plan without adequate current data. So the government should generate adequate data for secondary school administrators to enable them plan the secondary school education well. Njideka, Esther & Confidence (2015) Planning is very important in the utilization of funds for meeting school objectives. Adequate planning will assist the school to structure her needs and pursue the most important goals with the available resources. This will also help to preserve funds that would have been wasted in the course of implementation of school objectives.

5.0 Conclusion

The secondary school education is very important form of education that need serious attention of the government. The achievement of the secondary school education hinged on effective administration and planning. There are many challenges facing administration of secondary school education in Nigeria and these challenges include: inadequate funding, inadequate professionals teachers, inadequate infrastructural facilities, inadequate instructional materials, institutional corruption, insecurity challenges and inadequate data to planning. To solve this challenges, this paper recommends that the government should increase the funding of education, provision of adequate infrastructural facilities, employment of professional teachers, provision of adequate instructional materials, fight institutional corruption ensure adequate security in educational institutions and generate adequate data for planning.

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