



# Global Challenges in Educational Administration and its Effect on Public Tertiary Educational Institution in Nigeria

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## ABSTRACT

This study investigated the global challenges facing educational administration in public tertiary educational institutions and their impact on institutional performance. The study revealed significant challenges in areas such as funding, political interference, and managing diversity, which negatively impact institutional autonomy, staff morale, and student learning outcomes. The study highlights the need for effective leadership, strategic management, and policy reforms to address these challenges and ensure the long-term sustainability of public tertiary educational institutions. The implications of this study have significance for educational administrators, policymakers, and researchers seeking to improve the quality and effectiveness of higher education globally.

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## Introduction

In the globalized world of today, educational institution administration faces previously unheard-of difficulties. As emphasized by Leithwood and Jantzi (2008), good educational administration is crucial for solving global concerns and guaranteeing sustainable development. The interdependence of civilizations and economies has generated a complicated web of concerns that necessitate a coordinated solution. According to Hargreaves and Fink (2006), the difficulties facing school administrators are varied and require imaginative solutions. This study claims that tackling global difficulties in educational administration requires a diverse approach that stresses collaboration, innovation, and equity, as recommended by authors such as Fullan (2015) and OECD (2018).

Many international issues that have a substantial influence on public tertiary educational institutions affect educational administration, which is an essential component of educational systems around the world. Effective educational administration is crucial for guaranteeing quality education, managing resources, and developing institutional excellence (Bush, 2011). However, several impediments hamper the efficient management of educational institutions, eventually hurting student learning desirable outcomes, teacher morale, and institutional reputation (Hoy & Miskel, 2013).

According to the OECD (2019), public educational institutions are essential for fostering social progress, economic expansion, and the development of human capital. However, these institutions face various problems that restrict their ability to provide quality education and perform creative research (Altbach, 2011). Effective educational administration is vital for tackling these difficulties and guaranteeing institutional excellence (Bush, 2011).

Globalization, technological improvements, and changing societal needs have produced new problems for school administrators (Gunter, 2016). The increasing demand for higher education, coupled with limited resources, has led to difficulties including overcrowding, inadequate infrastructure, and insufficient finance (Altbach, 2011). Moreover, the expanding diversity of student populations offers challenges in terms of catering to varied learning requirements and encouraging inclusive education (Ladson-Billings, 1995).

In public tertiary educational institutions, these issues are worsened by bureaucratic red tape, political meddling, and limited autonomy (Caldwell, 2018). Educational administrators must handle these complexities while assuring compliance with regulations, managing stakeholder expectations, and encouraging institutional innovation (Dimmock, 2013). The ramifications of these problems are far-reaching, affecting not just institutional performance but also national economic growth and social development (OECD, 2019).

Therefore, it is vital to explore and address these worldwide difficulties in educational administration to assure the provision of quality education and the long-term sustainability of public tertiary educational institutions. The administration of educational institutions faces enormous challenges in today's globalized society. The interdependence of societies and economies has generated a complicated web of concerns that necessitate a coordinated solution. In order to address global issues and ensure sustainable growth, this paper makes the argument that efficient educational administration is essential.

## The Problem

Several obstacles impede Nigeria's public higher educational institutions' capacity to offer top-notch instruction and carry out creative research. Despite



their vital role in supporting economic growth, social development, and human capital building, these institutions confront difficulties such as limited funding, bad infrastructure, inadequate staffing, brain drain, corruption, and mismanagement. Furthermore, the country's higher education system confronts issues such as inadequate access and equity, low student-teacher ratio, outmoded curriculum and methodology, and limited industry-university collaboration and research financing. These difficulties have substantial implications for the quality of education and research in Nigerian institutions, and ultimately, the country's economic and social progress.

The purpose of this study is to examine the global challenges that Nigeria's public tertiary educational institutions face in terms of educational administration and how these issues affect research and instruction quality. This study will contribute to the current literature on educational administration and higher education, and provide insights for policymakers, educational administrators, and researchers attempting to address the difficulties facing public tertiary educational institutions in Nigeria.

### **Theoretical structure**

A conceptual structure known as a theoretical framework directs analysis and study. Below are several theoretical frameworks that may be applicable to the challenges faced in educational administration. The following theoretical frameworks, together with citations, are suitable and relevant for a study on global challenges in educational administration and how they affect Nigeria's public tertiary educational institutions:

*Systems theory*: this theory views educational institutions as systems that interact with their environment, and underlines the significance of

competent administration in controlling these interactions (Katz & Kahn, 1978). The relevant include: highlights the importance of building relationships, trust, and networks to address challenges and achieve collective goals and encourages administrators to invest in social capital to leverage resources and support

*Contingency theory*: this paradigm implies that good administrative leadership depends on the specific circumstance and setting, and can assist explain how global concerns impact educational administration in Nigeria (Fiedler, 1967). This theory relevant by identifying the important contingency elements (e.g., technology, culture, and economics) that influence the efficacy of administrative leadership and analyzing how administrative leadership responds to global difficulties based on the contingency elements.

*Organizational culture theory*: this theory investigates the cultural environment of educational institutions and how it influences administrative practices, which can help comprehend the impact of global concerns on public tertiary institutions in Nigeria (Schein, 1992). This theory is relevant because it encourages administrators to foster a culture of learning and adaptation in response to challenges and helps organizations develop the capacity to learn from experience and improve over time, identifying the values, attitudes, and conventions that affect administrative leadership and decision-making and analyzing how organizational culture effects the response to global concerns

*Resource dependency theory*: this theory underlines the importance of resources in driving organizational behaviour, which explain how global concerns effect resource allocation and management at public tertiary institutions in Nigeria (Pfeffer & Salancik, 1978). This theory is relevant to this study, the theory highlights the importance of resource acquisition and



management in addressing challenges and encourages administrators to develop strategies for securing and allocating resources effectively, assessing the external relationships and constraints that effect resource allocation and management and analyzing how administrative leadership may manage resources efficiently to address global concerns.

These theoretical frameworks establish a perspective for understanding the intricate matters related to global concerns in educational administration and their effect on public tertiary educational institutions in Nigeria. By integrating these theoretical frameworks, the study can enhance its comprehension of the intricate challenges associated with worldwide issues in educational administration and develop efficient strategies to address them.

**The challenges facing public tertiary educational institutions in Nigeria are further compounded by issues such as:**

#### **Inadequate funding**

The common perception is that education is underfunded; while this may be the case in Nigeria, ineffective utilization of the resources at hand has not received much attention up to this point. This is further worsened by the incapacity of many to grasp the economists' theory of scarcity of resources and the high level of corruption in the educational system (Adeyemi, 2018)

Nigerian higher education is facing enormous obstacles and needs to undergo radical transformation in order to advance beyond economic concerns and embrace more profound moral and spiritual aspects. Our society is currently experiencing a deep crisis of values.

Nigeria has a long history of financing higher education, dating back to the funding of educational institutions. Since then and up to the present, there

has been insufficient funding for higher education, which regularly causes arguments among stakeholders and has an impact on the expansion of the grade of higher education in Nigeria. (Ibiteye, & Morayo Emitha, 2023).

Inadequate funding also results in subpar infrastructure, which includes buildings for classrooms, labs, residence halls, and leisure activities. This can lead to overcrowding, inadequate ventilation, and poor cleanliness, making it difficult for pupils to learn efficiently. Inadequate finance can lead to a scarcity of skilled teachers, as institutions may not be able to attract and retain the best personnel. This might result in a high student-to-teacher ratio, making it difficult for kids to receive individualized attention and support.

#### **Poor infrastructure**

There has been an increasing concern about the growing shortage of funds and learning resources in the university system, considering the fact that Nigeria government over the years has not been meeting the United Nations Education Scientific and Cultural Organization (UNESCO) recommendation of 26% of total budget allocation to the education sector (Tom, Usman & Bulus, 2023, Mulegi, Eleanor & Usman, 2023).

Poor infrastructure in Nigeria presents a number of issues, as Okoye (2017) states. Okoye highlights several specific points, including:

- i. insufficient electricity supply, impeding economic growth and development
- ii. inadequate road infrastructure resulting in higher transportation expenses and limited market accessibility
- iii. insufficient transportation infrastructure, leading to traffic congestion and operational inefficiencies



- iv. restricted availability of potable water and proper sanitary facilities, resulting in health complications
- v. insufficient housing and urban planning, leading to the formation of slums and deterioration of urban areas - restricted availability of high-quality education and healthcare amenities
- vi. the insufficient infrastructure leads to elevated expenses in conducting operations.

### **Inadequate staffing and brain drain**

Inadequate staffing in Nigerian educational institutions is a substantial problem that has a detrimental impact on the quality of education, giving rise to several concerns such as:

- i. Insufficient number of qualified personnel: Merely 47.9% of the library staff in institutions of education possess the necessary professional qualifications as librarians, while the remaining 52.1% hold positions as library officers.
- ii. Lack of competent staff: The number of professional librarians is sometimes insufficient, with some libraries having no professionals at all, resulting in sub-professional workers being handed professional functions.
- iii. Inadequate staffing ratio: None of the libraries studied reached the necessary staff ratio of 1 professional to 5 non-professional personnel, leading to overstretching of available staff.
- iv. Insufficient training chances: The absence of training opportunities for library workers hampers their capacity to gain critical skills, thus compounding the staffing challenges.

Academic employees are leaving Nigerian higher education institutions for other nations with greater

career development chances. This is largely due to poor staff development programs. Ogunode, Jegede, and Musa (2021) noticed that poor capacity development is another challenge facing majorities of the academic staff of Nigerian universities. Many Nigerian academic institutions are not provided the opportunities to access funds to enhance themselves.

### **Brain drain**

The term “brain drain” is used in a limited form in the non-academic literature to refer to the migration of physicians, academics, scientists, engineers and skilled labour with university training. Brain drain has been a severe limitation on the growth of underdeveloped countries. Several researchers have characterized brain-drain differently. For NOUN (2009) brain drain alludes to migration of academic professionals from the universities in the country to abroad institutions or equivalent institutions where their services are better paid. Institutional decline and salary erosion during the previous decade have triggered major brain drain of academic professionals and impeded fresh recruitment. Inadequate funding can lead to a brain drain, as qualified teachers and lecturers seek better opportunities abroad. This can result in a loss of talent and expertise, which can negatively impact the quality of education in Nigeria.

This paper posits that effective educational administration is crucial for addressing global challenges and ensuring sustainable development.

### **Challenges:**

1. Inadequate funding and resource allocation
2. Outdated curricula and pedagogical approaches
3. Teacher shortages and inadequate professional development



4. Technological disparities and inadequate infrastructure
5. Conflicting priorities and political interference
6. Inequitable access and opportunities for marginalized groups

These challenges are not unique to Nigeria, as many countries face similar issues in their higher education systems (Altbach, 2011). Globally, higher education faces challenges such as:

- i. The impact of technological improvements and digitalization;
- ii. The diversification of student populations;
- iii. The evolving function of universities in society;
- iv. Increasing focus on accountability and quality assurance

Effective educational administration and leadership are critical for addressing these challenges and ensuring the long-term sustainability of public tertiary educational institutions (Bush, 2011)

Global issues in educational administration and their effect on public tertiary institutions in Nigeria are greatly impacted by the major concerns in areas like funding, political meddling, and managing diversity. These challenges include:

**Funding:**

- i. Inadequate funding leads to a shortage of resources, hurting the quality of education and research.
- ii. Insufficient money for infrastructure development and maintenance.
- iii. Limited money for staff growth and training.

**Political Interference:**

- i. Political selections and involvement in administrative decisions.

- ii. Political effect on curriculum development and academic independence.
- iii. Political instability influencing policy consistency and execution.

**Managing Diversity:**

- i. Difficulty in handling various student populations with varying demands and origins.
- ii. Challenges in promoting diversity and resolving discrimination.
- iii. Difficulty in managing different workers with varying ideas and techniques.

These difficulties have far-reaching effects, including:

- i. Brain drain and loss of talented staff.
- ii. Decline in academic standards and quality of education.
- iii. Limited access to education, particularly for vulnerable communities.
- iv. Inability to adapt to global developments and trends in education.
- v. Limited research and innovation capacity.
- vi. Difficulty in achieving worldwide standards and accreditation requirements.

Addressing these difficulties is vital to boosting the quality and relevance of public tertiary educational institutions in Nigeria and ensuring that it fulfills the needs of a rapidly changing world.

In order to solve the issues confronting Nigeria's public tertiary education system and guarantee its long-term viability, effective leadership, strategic management, and policy changes are essential. This can be achieved through:

**Effective Leadership:**

- i. Visionary leadership that values academic excellence and innovation



- ii. Decentralization of decision-making to empower institutional leaders
- iii. Development of leadership capacities through training and mentorship

**Strategic Management:**

- i. Development of strategic strategies connected with national and global aims
- ii. Prioritization of resource allocation to handle funding challenges
- iii. Implementation of effective management systems and procedures

**Policy Reforms:**

- i. Review and update of policies to combat political influence and support academic freedom
- ii. Development of inclusive policies to promote diversity and equity
- iii. Establishment of comprehensive quality assurance and accreditation processes

In addition, the following procedures can be taken:

- i. Encouraging public-private partnerships to boost finance and resource mobilization
- ii. Promoting international cooperation and partnerships to promote global relevance
- iii. Developing and executing innovative solutions to address infrastructural and resource challenges
- iv. Fostering a culture of continuous improvement and responsibility

**Other strategies for tackling challenges in educational administration**

- 1. Collaborative leadership: Foster a collaborative environment where stakeholders work together to address difficulties.

- 2. Data-driven decision making: Use data and analytics to inform decision-making and promote improvement.
- 3. Professional Development: Provide continual training and development opportunities for educators and personnel.
- 4. Inventive solutions: Encourage creative and inventive ideas to handle difficulties.
- 5. Community engagement: Build collaborations with local communities and organizations to harness resources and support.
- 6. Distributed leadership: Empower teachers and staff to take on leadership positions and share responsibility for tackling difficulties.
- 7. Flexible and adaptive Planning: Develop plans that are flexible and adaptive to changing conditions.
- 8. Technology integration: Leverage technology to enhance teaching, learning, and administrative procedures.
- 9. Equity and inclusion: Prioritize equity and inclusion in tackling obstacles to ensure all children have access to quality education.
- 10. Continuous improvement: Embed a culture of continuous improvement, where difficulties are perceived as opportunities for growth and development.

**Conclusion**

Global challenges related to educational administration need a cohesive and effective response. Through discovering the intricate nature of these challenges and working together, they may create a more equal and prosperous educational environment, ultimately shaping a brighter future for generations to come. Educational administration encounters complex systems, political pressures, and accountability demands. Effective management, collaboration, and continual improvement are crucial



for delivering high-quality education, supporting teachers, and fulfilling different student needs.

**Recommendations**

These recommendations can be made in light of the findings:

- i. Provide supplementary resources and assistance for the administration of financial resources and allocation of resources.
- ii. Give administrators with professional development opportunities to augment their leadership and management acumen.
- iii. Enact policies and implement reforms that take into account the administrative difficulties and offer the required assistance.
- iv. Addressing staff workload and morale can be achieved by allocating resources for workload management and acknowledging and incentivizing teachers' endeavors.
- v. Foster a collaborative climate among administrators, teachers, and stakeholders to address difficulties and improve educational outcomes.
- vi. Regularly assess and appraise the difficulties encountered by administrators and adapt support and resources accordingly.
- vii. Encourage open communication and feedback to address difficulties and enhance leadership and management techniques.
- viii. Develop and implement effective ways for minimizing teacher workload and increasing morale.

- ix. Provide chances for administrators to discuss best practices and learn from each other.

By applying these guidelines, educational institutions can better support their administrators, staff and students, leading to improved educational results and a more effective and efficient educational system.

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