

## **Administration Teacher Education in Nigeria: Problems and Suggestions**

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### **Abstract**

The article discussed the problems facing the administration of teacher 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. There are many problems facing administration of teachers education in Nigeria. Some of the problems include; inadequate funding, inadequate academic staff, shortage of infrastructural facilities, institutional corruption, weak school administrators, brain-drain and unstable academic calendar. To solve this challenges, this article recommends: that the government should increase the funding of teachers education, employ more academic staff, provide more infrastructural facilities, ensure stable academic calendar, appointment of competent school administrators and fight all institutional corruption.

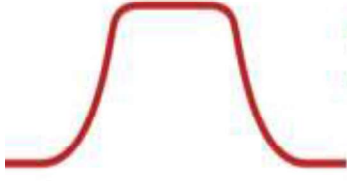
**Keyword:** Administration, Education, Education Management, Teachers, Teacher education, Problems

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## Nijerya'da Öğretmen Eğitim Yönetimi : Sorunlar ve Öneriler

### Özet

Makalede, Nijerya'da öğretmen eğitimi yönetiminin karşılaştığı sorunlar tartışıldı. Makalede öne sürülen noktaları desteklemek için ikincil veriler kullanıldı. İkincil veriler basılı materyallerden ve resmi kurumlardan ve yazarların bireysel yayınlarından çevrimiçi olarak elde edildi. Nijerya'da öğretmen eğitimi yönetiminin karşılaştığı birçok sorun var. Sorunlardan bazıları şunlardır: yetersiz finansman, yetersiz akademik personel, altyapı tesislerinin eksikliği, kurumsal yolsuzluk, zayıf okul yöneticileri, beyin göçü ve değişken akademik takvim Bu zorlukları çözmek için, bu makale, Nijerya hükümetine öğretmenlerin eğitime yönelik finansmanını artırmasını, daha fazla akademik personel istihdam etmesini, daha fazla altyapı tesisi sağlamasını, istikrarlı bir akademik takvimin uygulanmasını, okul yöneticilerinin liyakata göre atanmasını ve tüm kurumsal yolsuzluklarla mücadele etmesini öneriyor.

**Anahtar Kelimeler:** Yönetim, Eğitim, Eğitim Yönetimi, Öğretmenler, Öğretmen eğitimi, Sorunlar

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## **1. Introduction**

The teacher education institutions are designed to produce manpower in teacher education. The institutions that are given recognition by the government to provide teacher education are as follows: Education colleges, education faculties, institutes of education and National Teachers institute. The objectives of teacher education in Nigeria according to the National policy on (2004) include; to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; to encourage further the spirit of enquiry and creativity in teachers; to help teachers fit into social life of the community and society at large and enhance their commitment to national goals; to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and enhance teachers' commitment to the teaching profession.

The realization of the objectives of teacher education programme in Nigeria objectives depend on the effective administration. The success of the educational institutions hinge comprehensive planning, quality administration, effective supervision and proper funding. Administration of School refer to an organized process that deals with effective utilization of educational resources to actualize the objectives of educational institutions. School administration as the application of human and material resources and programmes available for education in the realization of educational goals. School administration is the systematic arrangement of both human and materials resources in the scientific ways of using them to actualize the objective of educational institutions.

The objectives of school administration include: (a) to realize the objectives of educational system (b) to ensure proper coordination of human resources (c) to ensure effective and efficient application of both human and materials resources in the management of education (d) to eliminate wastages in the management of education (e) to promote accountability in the management of education (f) to ensure effective plan action for the implementation of educational programme (g) to ensure quality policies that will aid the management of educational programme. NCCE (1996) and Mukhtari (2012) all agreed that teacher education deal with the teacher production and development.

Higher institutions administration in Nigeria takes two dimension. The external and internal administration. The external administration deals with supervision of the institutions through the agencies established by the government such as the National Universities Commission (NUC) for universities, colleges of education National commission for colleges of education (NCCE) while the National Board for Technical Education for the polytechniques (NBTE). These agencies ensure quality, standard, effective programme accreditation and supervision in all the higher institutions in the country. The internal administration is handled by the school administrators who are appointed by the government to coordinate the activities of the institutions with support from management team and governing councils.

Higher education which include the colleges of education in Nigeria is facing many issues regarding poor quality. The quality of higher education is falling. This is manifesting in the quality of the output from the various higher institutions in the country. Teaching and learning is poor resulting to poor absorption in the labour market. This situation can be described as "institutional failure" because of skill mismatch. Noun (2011), Saint, Hartmet and Strassner (2003), Mohammed and Gbenu 2007 and Obayan 1999, Babalola (2007).

The fact remains that teacher education in Nigeria over the years has witnessed a series of reforms. With this lourdable reforms, the Nigerian teacher education is still faced with many challenges and programme. Lawal, (2014). Eduwen & Osagie-Obazee, Gloria (2016) all agreed

that the Nigerian teacher education is facing a lot of challenges that is preventing the sector from realizing its objectives.

There are many factors responsible for poor quality of education in all the levels of Nigerian educational system. One of these major factors is poor administration. When the educational institution's administration is ineffective, it affects the performance of the entire educational institution. This paper is aimed to discuss the challenges facing the administration of teacher education in Nigeria.

## **2. Concept of Teachers Education**

Teacher education is the programme of education designed and planned for the production of professional teachers for the various educational institutions in the country. Teacher education is a special education programme designed for the production of middle manpower in the educational institutions across the country. Teacher education is the education programme formulated and implemented for the training, retraining and development of teaching and researching in the teaching profession. Teacher education is the education provided for those who want to engage and develop career in the teaching profession. The teacher education programme in the colleges of education is meant for three years while in the university system it is for four years.

The objective of teacher education in Nigeria includes: to produce quality teachers, to carry out research in the teaching and learning, to develop the teacher professionally, to encourage teachers to be more committed to teaching profession and to provide room for training and retraining programme for teachers through in-service. From the above, teacher education can be seen as a programme designed purposely for training of professional teachers and for training and retraining of teachers through the in-service programme. The teacher education programme in Nigeria is aimed to prevent shortage of professional teachers in all the forms of educational system.

The Colleges of education offer three years programme for teacher education in the country. The certificate issued by the Colleges of education is Nigerian Certificate in Education (NCE). The Nigerian Certificate in Education (NCE) is the minimum qualification for teaching in the Nigerian education institutions starting from the early child to junior secondary schools. To ensure quality and standard in the teacher education institutions in the country, the Nigerian government established National Commission for Colleges of education (NCCE). The Colleges of education are under the supervision of the agency. National Commission for Colleges of education (NCCE) is saddled with the following responsibilities: to ensure quality supervision of instruction, to accredit the various programmes offered in the colleges of education, to regulate the colleges of education, to register new colleges of education, to audit the academic and non-academic staff of the colleges of education, to lay down policies, guide lines for programme verification and curriculum development and to design requirement standards for the colleges of education. The other functions include to collect, collate and analyze data and information on teacher education in Nigeria, to make recommendations for the planning and development of Agricultural programme, pre-vocational programme, technical programme, business programme and Home Economics programme in all the public and private primary school and secondary school education in the country. The National Commission for Colleges of education (NCCE) supervises all the colleges of education in Nigeria which include the federal, states and private colleges of education. The commission periodically goes for inspection, supervision and auditing of all the colleges of education in the country to ensure quality control and quality assurance in the system. (NCCE, 1996)

### **3. Methodology**

The objective of this research is to discuss the problem facing the administration of teacher educations in Nigeria and specifically to proper suggestions on how to improve the administration of teacher education. The researchers in view to achieve the aims of the article employed the services of professional in sourcing for the secondary data. Sites were listed to source for the secondary data and the sites included: SAGE, JSTOR, Springer, IEEE, CEON, Hindawi, Nebraska, LearnTechlib and Elsevier amongst others. Published secondary data from reputable sources including review of published articles from reputable international journals were collected on the topic problems facing the administration of teacher education. The sourced materials were subjected to need assessment verification to only collect the needed data for the research. Content Analysis was adopted to analyze the whole data collected from the relevant secondary sources. The collected abstract and texts were analyzed based on the topic. This study has adopted content analysis style by identifying the content relevant to the various literatures have link with the subject matter; and the reviewed literature enable allowed the development of the study which ordinarily centered on theoretical and conceptual exploration.

### **4. Problems facing the Administration of Teacher Education in Nigeria**

Teacher education is one of the higher education in Nigeria. Teacher education in Nigeria is one of the education institutions that is facing many problems. Some of the problems facing the teacher education include; inadequate funding, inadequate academic staff, shortage of infrastructural facilities, institutional corruption, weak school administrators, brain-drain and unstable academic calendar.

#### **4.1. Inadequate Funding**

Inadequate funding is one of the major problem facing the administration and management of teacher education programme across the country. The budgetary allocation for the teacher education programme in the country is inadequate and is affective the effective administration of the programme leading to poor quality of education. Okoli, Ogbondah, & Ewor, (2016) also acknowledged that one of the major challenges facing the management educational sector is inadequate funding. The budgetary allocation devoted to education has been considered to be grossly inadequate considering the phenomenon increase in students' enrolment and increasing cost, which have been aggravated by inflation. Inadequate funding is responsible for poor development of teacher education in Nigeria. The teacher education programme for decades have not been adequately funded by the federal, and states government due to lack of political will to allocate the 26% standard prescribed by UNESCO. The inability of the government to adequately fund the teacher education programme is resulting to poor quality of teachers in the country. The teacher education programme is characterized with inadequate academic staff, inadequate infrastructural facilities, and shortage of instructional materials, poor researching and poor supervision due to funding challenges. There are some factors responsible for poor funding of the teacher education programme in Nigeria. Some of the factors include corruption, mismanagement, diversion of funds, non-implementation of financial budget, fall in oil price in international market and lack of political will. Ogbondah (2010) noted that inadequate financing of universities has been one of the major problems facing university education today. Much money is required to maintain the existing infrastructure, execute capital projects, embark on educational research and pay salaries of staff. The major issue in educational development is shortage of funds. Eduwen & Osagie-Obazee, Gloria (2016) and Ogunode (2020) agreed that inadequate funding is a problem facing the teacher education in Nigeria.

## **4.2. Inadequate Academic Staff**

Inadequate academic staff is another challenge facing the administration of teacher education programme in Nigeria. Majorities of the teachers education institutions are not have adequate academic staff to enhance effective teaching and research in their institutions across the country. One of the challenges facing the administration of teacher education in Nigeria is inadequate academic staff. The inadequate academic staff was capture in the NEEDS, (2014) report that disclosed that universities, colleges of education, polytechniques, secondary and primary schools are faced with shortage of professional teachers. According to the report, infrastructural problem and manpower problems are factors responsible for the decline and poor in scholarship in Nigerian universities and other form of educational institutions. The Nigerian higher institutions especially the universities are understaffed. The NEEDS (2014) on the assessment of higher institutions in Nigeria revealed that majorities of the higher institutions are facing problem of staff shortage. The report indicated that there were 37,504 academic staff in the 74 public universities in the country. The number compare to the student population is inadequate. The shortage of the academic staff resulted to the high students-teacher ratio in most of the universities in the country. For instance, University of Abuja had staff to student ratio 1:122, Lagos state university had a ratio 1:144 and National Open University had a ratio 1:363. The report also showed that 43% of the lecturers in the Nigerian universities had PhD while other have less qualification. The reported also revealed that only 50% of the academic staff have required skills and pedagogical skills, counselling and ICT competencies required for efficient service delivery in tertiary institutions. The report indicated that the shortage of lecturers in majorities of the higher institutions are in the area of sciences, engineering, medicine and surgery, law, early child education, special education etc. The inadequate lecturers in majorities of the higher institutions in the country is responsible for the falling standard of higher education. There are many reasons responsible for shortage of academic staff in the Nigerian universities, some of the reasons include; low salaries and poor motivation compare to other institutions in the country where they pay high salaries and allowances. Teaching of large classes and rising workload in the universities are also some of the reasons. Brain-drain and poor working environment and lack of manpower planning for higher institutions in the country. The Nigerian higher institutions need about 22,496 teachers to improve the quality of teaching and academic service delivery in the higher institutions (NEEDS,2014).

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## **4.3. Shortage of Infrastructural Facilities**

Infrastructural facilities are very important compound of educational system. Infrastructural facilities aids effective delivering of teaching and research services in the educational institutions. Infrastructural facilities includes; classrooms, offices, laboratories, chair, tables, sport ground, roads, water, electricity etc. Majorities of teacher education institutions in Nigeria do not have adequate infrastructural facilities and this is affecting the administration of teacher education programme. Salisu (2001) did study on influence of school physical resources on students' academic performance. Salisu (2001) discovered that there was a positive relationship between academic performance of students and school physical resources. The Inadequate infrastructural facilities like good classrooms, lecture halls and laboratories is a threat to the survival and sustainability system performance and its sustainability hence education to some extent is falling due to low standard. Okoli, Ogbondah, & Ewor, (2016), Ojo (2018), John, (2016), Udida , Bassey, & Udofia, (2009) also agreed that inadequate infrastructural facilities is a problem preventing ffective administration of higher institutions specially the teacher education in the country.



#### **4.4. Institutional Corruption**

Institutional corruption is another problem preventing effective administration of teacher education programme in Nigeria because funds budgeted for the administration of the teacher education programme are been diverted or mismanaged by the some school administrators and officials in the ministries of education. The inadequacy of allocations to the public university system, any fund made available often go down the drain through the corrupt practices of those entrusted with the implementation of university programmes due to inadequate monitoring of university income and expenditure, such is the grim state of affairs, thus the future will need a paradigm shift (Okoli, Ogbondah, & Ewor, 2016, Uzoka, 2007, Dare 2008, Ogbondah, 2010). The Nigerian public institutions are known for corruption practices. This practices have penetrated all most all the educational institutions especially the higher institutions. The Nigerian higher institutions which is made up of the universities, colleges of education and the polytechnics are not exempted from the evil of corruption. Various of forms of academic corruption found in the Nigerian higher institutions include; examination malpractices, bribing of lecturers for unmerited scores, fiscal extortion from students, sex for marks, mismanagement of funds, funds diversion and forgery of certificates. Among of this forms of corruption, fund diversion and mismanagement is the worst affecting the development of infrastructural facilities in the higher institutions. The implication of institutional corruption on the teacher education is the fall in the standard of education and poor quality of teachers turning out every year. Corruption within an educational institutions such as funds diversion, funds misappropriation and mismanagement are major problem preventing effective administration of higher education in Nigeria.

#### **4.5. Weak Administrators**

School administrators have a lot to do with the effectiveness of educational institutions. When school administrators are effective, competent and possess the relevant skills and charisma, the educational institutions realize it objective but when the school administrators is weak and lack the leadership skills to coordinate the programmes and activities of the school, the schools fails completely. School administrators can either be a blessing or a course. Many school administrators in Nigeria lacks the managerial skills and leadership qualities to effectively coordinate the school activities towards the realization of its goals especially in the higher institutions. Udida, Bassey,

Poor leadership in many higher institutions in Nigeria is responsible for poor administration and poor performance of the students and the school generally. Leaders appointed to head many higher institutions in the country do not have the right knowledge or skills. Many school administrator lack the leadership competent to lead, organize formidable team and inspires the team to a great height. Some of the school leaders do not poses the leadership gift, charisma and good human relations skills required for effective and efficient leadership in the educational institutions.(Udida, Bassey, Udofia, & Egbona, 2009 cited Ujomu (2001).The inability of schools administrators in the various teacher education institutions to provide the needed leadership in the effective administration of the institutions is responsible for poor quality of education.

#### **4.6. Brain-Drain**

Brain-drain refers to the mass movement of professionals from developing countries to developed countries for a better job that offers better working condition. Many academic staff which include professors and other professional within the Nigerian higher institutions are leaving the countries for a better offer in other countries across the world and this is affecting the administration of teacher education programme in Nigeria. Professional teachers and

experienced professors are now few and limited in major teacher education institutions across the country due to brain-drain. Many academic staff are leaving because the working condition is poor, the salaries and motivation packages are un-attractive. Many of the lecturers are leaving because of poor funding of education, insecurity, lack of modern infrastructural facilities and poor welfare. Okoli, Ogbondah, & Ewor, (2016) submitted Nigerian public universities are faced with 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. The result of the faculty exodus is observed in the quality of graduates that our universities produce. The brain-drain problem is seriously affecting the quality of teacher education programme in Nigeria because students do not have adequate professional teachers and professors that will mentored and grown them up. There are many factors responsible for brain-drain problem in the Nigerian higher institutions and they include: poor working condition, poor motivation, insecurity challenges and strike actions.

#### **4.7. Unstable Academic Calendar**

Unstable academic programme caused by the continuous strike actions of unions groups within the various teacher education institutions is another major problem preventing effective administration of teacher education programme in Nigeria. Ogunode (2020) discovered that that ASUU/NASU Strike, students' election, communal crisis, increase in school fees, cultic conflict, National programme and public holiday are factors responsible for unstable academic calendar in higher education in Nigeria. It was also established that half bake graduates, poor coverage of syllabus, resources wastage, students' involvement in criminal activities and students prolonged years of graduation are the effects of unstable academic calendar. The following were recommended that the government should always try to honour whatever agreement reached protracted strikes can be averted if necessary steps are taken to build a good relationship between both parties. Unstable academic programme caused by the continuous strike actions of unions groups within the various teacher education institutions is another major problem preventing effective administration of teacher education programme in Nigeria. Strike actions in the Nigerian higher institutions is not new to students and lecturers because every year one union group must embarked on strike as a result of government failure to honour the various agreement entered with the union. No any meaningful teaching, researching and learning can take place in an atmosphere where school programme are always put to hold due to internal crisis like strike actions. The students, academic and non-academic staff are all affected whenever any union group decided to go on strike. Ogunode, & Abubakar, (2020), Okoli, Ogbondah, & Ewor, (2016), Ahunanya and Ubabudu (2006) established that strike actions is one of the major problem facing the administration and management of higher education in Nigeria



## **5. Possible Solutions**

To solve this challenges, this article recommends: that the government should increase the funding of teachers education, employ more academic staff, provide more infrastructural facilities, provide adequate instructional, ensure stable academic calendar, appointment of competent school administrators and fight all institutional corruption.

### **5.1. Adequate Funding of Teacher Education**

To achieve the objective of the teacher education in Nigeria, the government should increase the funding of education especially the teacher education. This will enable administrators of teacher education spend more on the administration of teacher education in the country.

### **5.2. Employment of More Academic Staff**

Teachers are strong member of the educational institutions. The roles of teachers cannot be replaced. Teachers are the implementer of the school curriculum. The government should direct school administrators to employ more academic staff. This will help to improve the quality of education in the country.

### **5.3. Provision of Adequate Infrastructural Facilities**

The government should provide more infrastructural facilities to all the teacher education in the Country. This will aid delivering of quality education in the teacher education in the country. More classrooms, exam halls, stable power supply, water, stable internet service and offices should be provided.

### **5.4. Stable Academic Programme**

Maintaining stable academic calendar is very important for the attainment of educational institutions objectives. It promote the image of the educational institutions and help to reduce educational wastage in the system. The government and school administrators should always ensure agreement reached with different unions groups within the educational institutions are well implemented as agreed to avoid strike actions in the educational institutions.

### **5.5. Appointment of Competent Administrator**

Leaders appointed to head educational institutions have a lot to do with the realization of educational objectives. When school administrators appointed are weak and do not have the right experiences, qualifications and charisma it affects the performance of the institutions. So, the government should ensure that administrators elected or appointed are qualified in terms of qualifications, experiences and leadership competent.

### **5.6. Fight all institutional corruption**

Corruption practices have than more harms to the educational institutions. Corruption within the educational institutions have created bad image for the Nigerian educational institutions. Corruption is also responsible for the poor quality of education because funds meant for development of facilities that supposed to have improved the quality of education have been diverted. So, the government and school administrators should designed an effective monitoring and valuation system that will monitor the movement of funds within the system. The government should direct all its anti-corruption agencies to work with the educational institutions with the aims of eradicating diversion of funds within the system.

### **5.7. Motivation of Staff**

The government should design policies and implement programme to motivate the academic and non-academic staff in the educational institutions across the country. Salaries and other benefits should be paid on time, Effective training programme should be provided.

### **Conclusion**

Teacher education is a special education programme designed for the training of professional teachers in Nigeria. The teacher education program for some times now have been facing many challenges. The article discussed the problems facing the administration of teacher education in Nigeria. This paper identified the following; inadequate funding, inadequate academic staff, shortage of infrastructural facilities, institutional corruption, weak school administrators, brain-drain and unstable academic calendar as the problem facing the administration of teacher education in Nigeria. To solve this challenges, this article recommends: that the government should increase the funding of teachers education, employ more academic staff, provide more infrastructural facilities, ensure stable academic calendar, appointment of competent school administrators and fight all institutional corruption.

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