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Problems Facing the Implementation of Educational Administration and Planning Programme in Nigerian Universities

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Abstract: Educational Administration and Planning is an important programme in Nigerian universities because it prepares professionals with the knowledge and skills required for educational leadership, policy formulation, institutional planning, resource management and programme evaluation. Despite its importance, the implementation of the programme is confronted by several challenges that affect the quality of teaching, learning and research. This paper examined eight major problems facing the implementation of Educational Administration and Planning programmes in Nigerian universities. The problems identified include inadequate funding, shortage of qualified academic staff, inadequate infrastructural and instructional facilities, inadequate educational data and weak planning information systems, poor research support and limited research funding, brain drain of experienced academic staff, inadequate ICT facilities and digital competence, and poor cooperation and weak linkages among university units. The paper observed that these challenges are interconnected and have implications for curriculum delivery, students' practical training, research productivity, staff development and the production of competent educational administrators and planners. The paper concludes that improving the implementation of the programme requires sustainable funding, recruitment and retention of qualified academic staff, provision of modern infrastructure and ICT facilities, strengthening of institutional data systems, increased research support and improved collaboration among university units. It recommends that the Federal Government, National Universities Commission, university management and relevant stakeholders should develop coordinated strategies to strengthen the programme and ensure that graduates acquire competencies required for effective educational administration and planning in Nigeria.

Keywords: Educational Administration, Educational Planning, Nigerian Universities, Programme Implementation.

INTRODUCTION

Educational Administration and Planning is an important field of study within the Nigerian university system. It provides students with theoretical knowledge and practical competencies in educational leadership, policy analysis, planning, personnel management, educational finance, institutional development, programme evaluation and decision-making. Graduates of the programme are expected to contribute to the effective management and planning of educational institutions at different levels of the education system. Consequently, the quality of the programme has implications for the effectiveness of educational institutions and the achievement of national educational objectives. The effective implementation of Educational Administration and Planning programmes requires adequate human, financial, material, technological and informational resources. Universities need qualified academic staff, functional classrooms, libraries, ICT facilities, research resources, current educational data and effective administrative structures. However, evidence from studies of Nigerian universities indicates that several of these requirements remain inadequate [1]. Nwisagbo and Igoni, for example, identified inadequate funding, shortage of academic staff,

inadequate facilities, poor research support and brain drain among the challenges affecting the teaching and learning of Educational Administration and Planning in Nigerian tertiary institutions.

Funding is particularly important because universities require financial resources to employ staff, maintain infrastructure, procure instructional materials, support research and provide opportunities for staff development. Persistent funding difficulties therefore have consequences for programme quality. Similarly, inadequate academic staffing can increase lecturers' workloads and reduce the time available for research, student supervision and mentoring [2]. The programme also requires adequate ICT facilities because contemporary educational administration and planning increasingly depends on digital information systems, data analysis and electronic communication. Ogunode reported that inadequate ICT infrastructure, unstable electricity, poor network services and limited computer literacy constitute barriers to effective ICT use among students of Educational Administration and Planning. Such challenges can reduce students' opportunities to develop the digital competencies required in modern educational planning.

Another important concern is the availability and quality of educational data. Educational administration and planning depend heavily on reliable information about enrolment, staffing, infrastructure, finance and other institutional indicators. Without accurate and timely data, educational planners may experience difficulties in making appropriate projections and decisions. Ogunode (2020, 2021) identified inadequate educational data as one of the challenges confronting effective educational planning in Nigeria. Furthermore, weak cooperation among university units can undermine planning activities [3]. Educational administration and planning requires information from departments and units such as the registry, bursary, admissions, examinations, human resources, student affairs and academic planning. When information is not shared promptly and accurately, planning and decision-making become less effective. Ogunode and Musa reported that inadequate cooperation from university departments and units is among the challenges confronting academic planning in Nigerian universities. Against this background, this paper examines eight major problems facing the implementation of Educational Administration and Planning programmes in Nigerian universities and highlights the need for institutional and governmental interventions to strengthen the programme [4].

2. METHODOLOGY

Conceptual Terms

Concept of Educational administration and planning Programme

Educational Administration and Planning programme is an organized education programme designed to be offered in tertiary institutions for the production of professional planners and administrators. Ogunode & Babatunde, viewed educational administration and planning programme as an educational programme offered in faculty of Education. Educational Administration and Planning is a management science education programme. Educational administration and planning are offer in majorities of Nigerian higher institutions. Educational Administration and Planning programme is offer in tertiary institution meant for development of manpower in all forms of education with focus on educational planning and administration.

Educational administration and planning programme according to Ogunode, Jegede and Olumide (2020) was introduced into the Nigerian higher institutions with the aims of producing educational administrators and planners for all phases of the educational sector in Nigeria. Educational administration and planning is offered in most Nigerian universities as a programme in department. Educational administration and planning is also offered as an elective course in 400 levels. The nomenclature of the programme is Bachelor of Arts Education i.e B.A [Ed] Educational Administration and Planning. The duration of the programme is four academic section. The minimum credit unit required for graduation is 148. The admission requirements entry into the programme in universities is five Credits at SSCE, GCE 'O' Level, NECO and NABTEB Including English Language, Mathematics and other relevant three credit passes and Unified Tertiary Matriculation Examination [UTME], the candidate shall be required to pass the

University post UTME Screening test before being admitted for hundred level [100L]. Ogunode & Ibrahim (2024b) asserted that educational Administration and Planning programme is a field of study that focus at producing effective and efficient educational planners and administrators for all forms and level of education for the development of education. From the above, educational administration and planning can be seen as an education programme meant for the production of educational administrators and manager. Educational administration and planning is an

The objectives of educational administration and planning in Nigerian Higher institutions according to Ogunode, Jegede & Ogunode and Yahaya, include: to raise an educational administrators and planners who are confidence, independence, efficient, visionary and innovative and problem solving in the educational sectors; to create in students the awareness and enthusiasm for educational administration and planning; to generate in students an appreciation of the importance administration and planning in education, economic, technological and social context; to provide students with the knowledge and skill-base for further studies in projection, forecasting, statistics, micro-planning, data management and demography; and to provide a broad and balance foundation, knowledge and practical skills in educational administration and planning.

The objectives of the educational administration and planning programme according to CCMAS are, among others, to: produce graduates that are competent as both teachers and managers of educational organizations; enhance the productivity and relevance of education to the society through professional management of the sector; lead the spirit of enquiry, creativity and entrepreneurship of teaching through leadership by example; enlist motivation into all personnel of the different segments of the Education sector. Be in a better position to lead others in the education sector and outside it; produce the needed manpower and human resource to fill vacancies in Ministries of Education, Several Education Related Agencies and in all levels of educational institutions; and adequately train and produce graduates for employment in all levels of educational ladder, the Ministries of Education, Local Government and other Education related agencies.

3.RESULT AND DISCUSSION

The Educational Administration and Planning programme is important for preparing professionals who will manage educational institutions, formulate educational policies, undertake planning, allocate resources and evaluate educational programmes. However, its effective implementation in Nigerian universities is constrained by several institutional and systemic problems. Four major problems are discussed below.

Inadequate Funding

Inadequate funding is one of the major problems affecting the effective implementation of Educational Administration and Planning programmes in Nigerian universities. The programme requires adequate financial resources for teaching, research, procurement of current books and journals, educational planning software, fieldwork, conferences, seminars and other academic activities. Where funding is inadequate, departments may be unable to provide the facilities and learning resources required for effective teaching and research. Nwisagbo and Igoni specifically identified inadequate funding as a major challenge to the teaching and learning of Educational Administration and Planning in Nigerian tertiary institutions. Their study noted that insufficient financial provision affects the implementation of the programme and limits the ability of departments to provide the necessary academic resources [5]. Similarly, the National Universities Commission (NUC) has identified inadequate funding as a persistent challenge within the Nigerian University System and called for improved budgetary allocations and releases to universities. In addition, Ogunode and Musa found inadequate funding to be a significant challenge facing academic planning units in Nigerian universities. Since academic planning is closely connected with educational administration and planning, insufficient funding can undermine curriculum implementation, planning activities and institutional development.

Shortage of Qualified Academic Staff

Another major problem is the shortage of qualified and experienced academic staff to teach Educational Administration and Planning [6]. The programme requires lecturers

with appropriate expertise in educational management, planning, policy analysis, statistics, educational finance, human-resource management and institutional administration. When departments do not have sufficient lecturers, existing staff members are overburdened, resulting in large teaching loads and reduced opportunities for research, supervision and mentoring. Nwisagbo and Igoni identified shortage of academic staff as one of the major problems affecting the teaching and learning of Educational Administration and Planning in Nigerian tertiary institutions. They observed that inadequate lecturers negatively affects the quality of teaching and learning in the programme. The problem is also reflected more broadly in the Nigerian university system. The NUC has identified inadequate staffing and the need for universities to employ qualified academic personnel as continuing concerns. Furthermore, Ogunode and Musa and .Olaleye, and Oyewole reported inadequate staffing as one of the challenges affecting academic planning activities in Nigerian universities [7], [8]. Thus, the shortage of qualified lecturers can limit effective curriculum delivery, students' supervision, research productivity and the development of future educational administrators and planners.

Inadequate Infrastructural and Instructional Facilities

The implementation of Educational Administration and Planning programmes is also affected by inadequate infrastructure and instructional facilities. Effective delivery of the programme requires functional classrooms, offices, libraries, internet facilities, computers, educational planning software, databases, projectors and other instructional resources [9]. However, inadequate facilities in many universities make it difficult for lecturers and students to engage effectively in teaching, research, data analysis and practical educational planning exercises. Nwisagbo and Igoni identified inadequate facilities and shortages of instructional resources among the major challenges facing Educational Administration and Planning programmes in Nigerian tertiary institutions. Similarly, Abubakar reported inadequate infrastructural facilities, inadequate working materials and shortage of ICT facilities among the major challenges confronting academic planning units in Nigerian public universities. The NUC has also identified infrastructural deficits as a persistent challenge in the Nigerian University System. The implication is that inadequate facilities can make the programme predominantly theoretical, limiting students' exposure to practical planning activities such as educational data management, enrolment projection, resource forecasting, institutional planning and programme evaluation [10], [11].

Inadequate Data and Weak Planning Information Systems

The availability of accurate, current and reliable educational data is essential to the effective implementation of Educational Administration and Planning. Educational administration and planning students need access to current information on student enrolment, staffing, institutional facilities, finance, academic programmes, graduation rates and other educational indicators for meaningful planning and research. However, inadequate data and weak information-management systems constitute a major challenge in Nigerian universities. Ogunode identified lack of adequate data and information as one of the major problems facing educational planning in Nigeria. The study emphasized that effective educational planning depends on credible and timely data for decision-making. Similarly, Ogunode found inadequate data to be among the challenges affecting higher-education planning in the Federal Capital Territory. At the university level, inadequate current data can affect academic planning, student projections, staffing decisions, resource allocation and programme development. Onyekachi and Fumba also identified inadequate current data as one of the problems confronting university administration in Nigeria [12]. Consequently, when students and lecturers cannot access reliable institutional and national educational data, the practical component of Educational Administration and Planning becomes difficult to implement effectively.

Poor Research Support and Limited Research Funding

Poor support for research constitutes another major problem facing the implementation of Educational Administration and Planning programmes in Nigerian universities. The programme is research-oriented because students and lecturers are expected to investigate educational policies, planning practices, institutional management, resource allocation, enrolment trends and other educational issues. However, inadequate research

grants, limited access to current journals and databases, insufficient funding for fieldwork and inadequate research facilities can weaken research activities [13], [14]. Nwisagbo and Igoni identified poor research among the major problems militating against effective teaching and learning of Educational Administration and Planning in Nigerian tertiary institutions. They recommended increased research grants for both lecturers and students as a strategy for improving the programme. The problem is also reflected in NUC accreditation evidence. For example, the NUC accreditation report for Educational Management/Education Administration and Planning at Federal University, Birnin Kebbi showed that the programme received only 66.67% in funding, although it attained full accreditation overall. This indicates that funding remains an area requiring attention even where a programme satisfies broader accreditation requirements [15].

Brain Drain of Experienced Academic Staff

Brain drain is another serious problem. Experienced lecturers in Educational Administration and Planning may leave Nigerian universities for institutions outside the country or move to better-paying organisations because of poor remuneration, inadequate working conditions, limited research opportunities and insufficient professional development. This creates gaps in academic staffing and reduces the availability of experienced scholars to supervise students, conduct research and provide professional mentorship. Nwisagbo and Igoni specifically identified brain drain as one of the problems affecting the effective teaching and learning of Educational Administration and Planning programmes in Nigerian tertiary institutions. They argued for improved remuneration and staff welfare to reduce the migration of academic staff. Brain drain also has implications for programme accreditation [16], [17]. A recent NUC accreditation report on Educational Management/Education Administration and Planning at Federal University Oye-Ekiti, for instance, identified concerns relating to staff development and the acquisition of relevant skills by students. Therefore, the loss of experienced lecturers can affect continuity, supervision, mentoring and the overall quality of programme implementation.

Inadequate ICT Facilities and Digital Competence

The increasing use of technology in educational administration and planning makes ICT facilities essential to the effective implementation of the programme. Students and lecturers need computers, reliable internet connectivity, appropriate software, electronic databases and stable electricity to undertake data analysis, educational forecasting, online research and digital institutional planning. Ogunode investigated the challenges preventing students of Educational Administration and Planning from using ICT for learning in a Nigerian university. The study identified unstable electricity supply, lack of personal computers, unstable ICT network services, inadequate computer literacy among students, high cost of ICT services, poor ICT infrastructure and inadequate computer literacy among lecturers as important barriers. This problem is particularly important because modern educational planning increasingly depends on digital data collection, storage, analysis and reporting. Without adequate ICT infrastructure and digital competence, students may graduate without sufficient practical skills for contemporary educational administration and planning [18].

Poor Cooperation and Weak Linkages among University Units

Poor cooperation between departments, faculties, academic planning units and other administrative units is another problem affecting the effective implementation of Educational Administration and Planning. Educational administration and planning is multidisciplinary and requires access to information from different units, including admissions, examinations, registry, finance, human resources, academic planning, student affairs and quality assurance. When these units fail to share accurate and timely information, planning and decision-making become difficult. Ogunode and Abubakar identified lack of cooperation from other departments and units as a challenge confronting academic planning in Nigerian universities [18]. They noted that academic planning units require information from different university units, but some units may fail to provide the required data promptly. Abubakar similarly identified lack of cooperation, inadequate working materials, poor capacity development and shortage of ICT facilities among the challenges facing academic planning units in Nigerian public universities. The implication for Educational Administration and Planning programmes

is that weak institutional collaboration can limit students' practical exposure to real university planning processes and make it difficult for lecturers to obtain current institutional information for teaching and research.

4.CONCLUSION AND RECOMMENDATIONS

The implementation of Educational Administration and Planning programmes in Nigerian universities is essential for producing competent educational administrators, planners, policy analysts and institutional managers. However, the programme continues to face significant challenges that can compromise its effectiveness. The major problems examined in this paper include inadequate funding, shortage of qualified academic staff, inadequate infrastructural and instructional facilities, inadequate educational data, poor research support, brain drain, inadequate ICT facilities and weak cooperation among university units. These challenges are interconnected. For example, inadequate funding can contribute to poor infrastructure, insufficient research support and difficulties in recruiting and retaining qualified academic staff. Similarly, inadequate ICT facilities can limit access to educational information and reduce students' practical exposure to contemporary planning tools. Weak institutional cooperation can further make it difficult for lecturers and students to obtain the information required for effective teaching, research and practical training. Therefore, strengthening Educational Administration and Planning programmes requires more than curriculum revision. It requires sustainable financing, adequate staffing, modern infrastructure, reliable educational data systems, research support, digital transformation and stronger institutional collaboration. Addressing these challenges would improve the quality of teaching and learning and enhance the capacity of graduates to contribute effectively to educational development and national planning in Nigeria. Based on the findings, the study recommends the following:

Increase funding for the programme. The Federal Government, state governments and university management should provide adequate and sustainable funding for Educational Administration and Planning programmes. Funding should support teaching, research, instructional materials, fieldwork, conferences and staff development. Recruit and retain qualified academic staff. Universities should employ sufficient numbers of qualified lecturers in Educational Administration and Planning to reduce excessive teaching workloads and improve student supervision, research and mentoring. Competitive remuneration and improved working conditions should also be provided to reduce brain drain. Provide modern infrastructure and instructional facilities. University management should equip departments with adequate classrooms, functional libraries, research centres, computers, projectors, internet facilities and other instructional resources required for effective programme delivery.

Strengthen ICT infrastructure and digital skills. Universities should provide reliable internet services, adequate computers, appropriate educational planning software and stable electricity. Lecturers and students should also receive regular training in data analysis, digital research and educational information-management systems. Develop reliable educational data systems. Universities should establish integrated and regularly updated databases containing information on students, staff, programmes, facilities, finance and other institutional indicators. Such databases would support teaching, research and evidence-based educational planning. Increase research grants and support. Universities, TETFund and other relevant agencies should expand research funding for lecturers and postgraduate students in Educational Administration and Planning. Departments should also encourage collaborative research and publication in reputable journals.

Strengthen cooperation among university units. University management should establish effective mechanisms for sharing institutional data among departments and administrative units. The registry, academic planning unit, bursary, admissions, examinations, human resources and other relevant units should cooperate closely in providing accurate information for teaching, research and planning. Strengthen quality assurance and programme monitoring. University management and the National Universities Commission should continuously monitor Educational Administration and Planning programmes to ensure compliance with accreditation standards and identify

deficiencies in staffing, facilities, curriculum delivery, research and student learning outcomes. Corrective measures should be implemented promptly.

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