

**THE MIRAGE OF LEADERSHIP ADMINISTRATIVE RESPONSIBILITIES IN
NIGERIAN SCHOOL SYSTEM**

BY

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Abstract

The objective of this paper is to examine the challenges of the effective leadership administrative responsibilities at all the level of Nigerian education system. The paper examines the concept of leadership and assesses the leadership responsibilities in Nigerian school system. The content of this work discussed the mirage and obstacles that militate the effective leadership administrative responsibilities the school system. Among the identified problem are: unreliable data, poor funding, shortage of skilled manpower and industrial crisis. Others include: rapid increase in student enrolment, curriculum deficiency and student indiscipline. The paper recommended that government should make a professional qualified school leaders at all level. The agreement with different educational union should be respected. Teaching facilities and funding should be improved for effective administration.

Keywords: *Funding, Skilled manpower, Industrial crisis and Nigerian education system*

Introduction

Education could be described as a process through which a child acquires knowledge, experience, skill and sound attitude which makes him to be useful to himself and the society at large. It makes an individual civilized, refined cultured and educated. Adesina (2011) opined that education has the capacity to bring about character and attitudinal change, as well as restructure capabilities for desired development. Also, Rharshud (2010) defined education as the life long process of acquiring knowledge and skills through both formal and informal exposure.

Education is a sound investment that is expected to enhance economic growth of individuals, the society and the nation at large. Thus, education is a continuous process in life. It is the process of

training and developing the knowledge, skill, mind and character of people it is also the process by which the abilities of individuals are developed so that they may be useful to themselves and the society.

Therefore, for any nation to achieve aims and objectives in education there must be good leaders who are highly responsible. Hence, meaningful improvements in the quality of education that students receive are determined by the school leadership responsibilities and quality of teachers which invariably affect student's academic performance.

Leadership entails convincing others of their value, and influencing the way they think, feel and behave in order to realize their potential. Leadership is in fact, administration and has to do with general managerial functions. These functions must be directed towards achievement of equality and quality education performance, management of human and material resources, as well as implementation of discipline (Okoli, 2015)

Huczynski (2011) stated that the success of an organization depends on the quality of its leadership. Then observed that the school principal is the most influential individual in an education institution and that good leadership is the key in holding efficient administration together. Principals are viewed as central in the creation of effective school administration in which student discipline is motivated to strive for continuous improvement in the quality learning. Successful school leaders are motivated and motivating visionaries skilled communicators who listen, reflect, learn and empower their staff (Smith & Riley, 2012)

Therefore, principal is the major head of the school as well as the chief executive who provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the secondary school. The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery (Ayeni, 2012).

However, leadership responsibilities as well as leadership styles affect school administration and management which invariably could determine student's academic performance. Effective leadership responsibilities performed by the school leads indeed play important role in school administration (Waweru and Orodho, 2014) have contended at the leadership style of school head is of the utmost importance in the school performance. The school head has the role of providing direction and exerting influence on persons and other things inorder to achieve the school's goals.

Leadership is not just a tittle thus outstanding leadership invariably emerged as a key characteristic of outstanding schools. To ensure quality education, school leads in primary, secondary and tertiary institutions must perform their responsibilities by delegating duties to follower. Although principals perform supervision roles in the school system to some extent, implementation could only be caried out by class or subject teachers who are closer to the students.

Ashimole (2011) emphasized that teaching and learning depends largely on teacher's competence, teacher's quality, and mastery of subject, qualification, traits and personalities. Similarly, quality of teacher is necessary for proper and adequate dissemination of information. Teacher is regarded as one of the greatest inputs into the educational system. Teachers are recognized as the most important school factor affecting student achievement (Sass, Hannaway, Xu, Figlio, & Feng, 2010). Similarly, Akinsolu (2010) observed that teachers are vital pre-requisite for students attains of educational goals and objectives.

Awoyemi (2012) reported that teacher qualities in terms of qualification, appearance, and choice of career, age, marital status, and years of teaching experience had significant influence on their effectiveness. Leadership experience tends to reflect in school control descipline and ability to meet up with the needs of individual students and teachers. The length of experience has been an important factor determining how effectively the teaching- learning process in a school has been achieved.

Tijani (2010) identified the qualities of effective school leadership to include: Accessibility, Boldness, Responsible and responsive, Charismatic and Efficient, other qualities identified are Fluence, Hardwork, Sensible, Reasonable, Gentle and Zealious.

Therefore, an educational system with poor leadership will produce students with poor inspiration and aspiration. Such students will not grasp enough of the subject matter and cannot learn with ambition. Similarly, Experience in Nigeria has revealed that students' academic achievement in secondary schools largely depend on the competence and dedication of the teacher as well as effective lead who has a significant role to play in the reshaping of the creative potentials and ability of students.

However, every educational sector depends heavily on school leadership who are responsible for supervision and monitoring of school activities and teachers for the execution and implementation of school programmes. A nation where the school leads are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social such nation could not developed. Responsible leader are essential in the entire educational system of any nation and are pivots on which education wheels revolve.

Concept of Leadership

Leadership is an input into an organization that involves inter-personal influences as one initiate structures and acts that result in consistent pattern of group interaction aimed at productivity and individual fulfilment (Oke, 2008). Leadership is the ability to guide, persuade, influence people to willingly, painlessly and enthusiastically work towards the achievement of common goals. Aina (2011) posited that leadership is about concern for social justice, a compassion for the under privileged, dedicated to the growth of self-reliance, commitment, ability to communicate, courage to take risks, make bold decisions, ability to achieve the desired goal.

Leadership could then be regarded as the ability to understand subordinates and make them do what is expected of them. Karunanayake (2012), described Leadership as the process of influencing followers to achieve the desired expectations. Thus leadership is a social influence,

process in which the leader seeks the voluntary participation of subordinates in an effort to attain organizational objectives. Leadership is administrative status that has to do with general managerial functions. These functions must be directed towards achievement of equality and quality education performance, management of human and material resources as well as maintenance of school discipline, without a good administrator, an organization can best be described as a scene of confusion and chaos. When leadership in an organization is effective, there is progress, however, when the leadership is defective, the organization declines and decays.

The behavior of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization and the school system is not an exception. The head of secondary school is the principal who administers the school with other teaching and non-teaching staff. Principal as a leader is also the liaison officer that mediates between the school and the society. A critical role of school lead at any level is to mobilize the teaching and non-teaching staff towards the achievement of the school objectives. The school management provides direction and expert advice on development of teaching and learning in school. The leadership responsibilities include the ability to lead, guide, conduct, direct and motivate both the teaching and on-teaching staff toward achievement of the school goals and objectives. Thus become the critical person in the school system.

The Headmaster, Principal, Provost, Rector and Vice- Chancellor as the case may be occupied position with high-pressure job in the context of instructional supervision and funds management in their day to day running of school. Therefore, as educational leaders they plays a pivotal role in the success of the school. In building a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plan for effective teaching, among all staff members as well as monitor students learning progress and closely work with parents.

The school administrator are the chief executive of a school who provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the school. The leads being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery.

The role of school leadership is t the most significant in enhancing school performance and student's achievements. For a leader to achieve the objective of the organization he or she must be effective. An effective school leader pays more attention to planning work, special tasks and permits staff to participate in decision-making processes in an effort to achieve school goals.

Leadership Responsibilities in the School System

The head of a school at all levels performs managerial roles. These roles are directed towards management of human and material resources as well as maintenance of discipline among staff and students toward achieving quality education. These roles include:

1. **Planning:** Planning is the process of thinking about and organizing the activities required to achieve a desired goal. As such, planning is a fundamental management responsibility. One of the duties of school lead involves the application of curriculum planning practices that are aimed at fulfilling the anticipated goals of the school. School leader in collaboration with teachers should plan school calendar properly that must be followed properly.
2. **Funding and accountability:** school lead is the chief accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilization of the school fund.
3. **Provision and maintenance of physical facilities:** school lead must be fully concerned with the provision and maintenance of physical facilities in the school environment. Dilapidated buildings, leaking roofs s, abandoned projects, over-grown trees and lawns, dingy and dark buildings all are part of school property. As a result of proper monitoring of these properties, the leads of school have the responsibilities of ensuring that these facilities are in good shape..

4. **Record keeping:** School record is one of the most important element of the school system. Information about the school; such as student's enrolment, finance, academic, statutory, staff, maintenance and general records must be properly kept. These pieces of formation are highly dependable, factual and reliable which must be updated regularly. School record is a repository of information and official document, files and diary that provide adequate and accurate information about the tone of the school. School record is therefore very vital for operation of the school.
5. **Reporting:** Reporting is the writing down of all the activities taken place in school premises. The essence of report writing is to notify higher authority about the school activities for example, Principal writes inspection and supervision report, which could be end of year report, school budget report, recommendation report, report on teachers' performance, financial and activities reports.
6. **Supervision:** Supervision is one of the responsibilities of school leads. It involves the process of checking the positive implementation of curriculum. Supervision as an internal mechanism adopted by principals for school self - evaluation geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives.
7. **Interpersonal relationship with the host community:** A school leader, creates peaceful conducive environment for teaching and learning. The way the lead relates with the staff contributes immensely to school effectiveness.: The school leader is the liaison officer that mediates between the school and the host community. Furthermore, linkages between community resources and schools can also be strengthened to create continuity across the informal and formal learning environments of children through extracurricular activities. Ayeni (2012) asserted that in pursuit of quality teaching and learning, schools must see themselves as open systems driving their energies from a network of relationships including those of host communities.
8. **Motivation:** Motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. For school leader to perform the leadership responsibilities, there should be strong motivator that could move the teachers to go extra miles in the learning process. Motivation helps to achieve the target in an efficient way.

Teacher motivation is very important because it improves the skills and knowledge of teachers which directly influences the student's achievement. The school chief executive owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process.

Challenges of School Administration to Perform their Responsibilities in Education System

There are various challenges confronting the schools administrators in Nigeria education system. Some of these challenges are;

1. **Unreliable Data:** No meaningful educational administration can take place without the availability of accurate, timely and relevant data. It is disheartening to note that successive population censuses in Nigeria were not reliable and they had generated acrimony among people in various parts of the country. Unreliable data usually results in failure of educational programmes. For instance, the Universal Primary Education (UPE) failed because there was failure on the expected number of children in schools, the number of teachers and classrooms required. Inaccurate data is also one of the challenges of Universal Basic Education (UBE) programme. In the school system, school records are not properly kept in several cases due to apathy among other problems. Moreover, many school heads are fond of supplying wrong data to the Ministries of Education. In some cases, where the right data are supplied, they are falsified and inflated by some Government officials for political or selfish reasons. The day to day administration of the school system requires reliable and accurate data for effective decision making and where the data available is not accurate and reliable; school administrators will be working on wrong premise in the implications of school programmes.
2. **Shortage of skilled manpower:** our Ministries of Education and their parastatals lack adequate professionally trained educational planners. Many of the personnel in these organizations are not trained educational planners, yet they perform planning duties and school administrators are expected to execute the plans emanating from these non - professionals. At the school level where the educational plans are implemented, many school heads have no training in educational administration. Most of them rose to

headship position of their schools based on seniority. The danger inherent in this is that school administrations are largely placed in the hands of non- professional administrators who are more likely to perform below expectations. Apart from shortage of trained school administrators, inadequate trained teachers still feature prominently in our schools. Untrained teachers usually lack the pedagogical practices that can guarantee effective instructional delivery in the school System. Nigerian schools and colleges are also experiencing instability of teaching staff and this again does not help the development of educational system.

3. **Poor Funding of Education:** The issue of funding of education in Nigeria has been a very contentious one. While it is the feeling of educators and some stakeholders that education is grossly underfunded, government usually proclaimed that education is given priority attention in its budget. Various agitations by the Academic Staff Union of Universities usually centre on improved funding of education in the country. It is an indisputable fact that the federal government is still far away from the UNESCO recommendation of 26% minimum budgetary allocation to education. According to Ajayi (2007), between 1999 and 2006, the average budgetary allocation to education by the Federal Government was less than 10%. The inadequate funding of education by the government has resulted in poor facilities, shortage of textbooks and instructional materials in schools. These problems inhibit effective administration of schools in Nigeria.
4. **Inconsistent Education Policies, Unstable Curriculum and Subject Syllabi:** Some educational plans or policies require time to implement before their impact can be felt. However, as a result of political instability in Nigeria, which has permeated both military and civilian regimes, educational plans, policies or programmes are terminated at will by successive governments. For instance, the Universal Primary Education (UPE), Scheme introduced by the Federal Military Government in 1976 was abandoned under the civilian regime of 1979-1983 during which the 6-3-3-4 system of education was introduced. Moreover, the National Open University Project initiated by Sheu Shargari regime was terminated in April 1984 by Buhari regime only to be resuscitated in 2001 by Obasanjo regime, in 1991, the National Primary Education Commission (NPEC) was scrapped, but

resuscitated in 1993. Because of the need for schools to meet the requirements of certain examining bodies, Nigerian schools and colleges change their syllabi from time to time. The inconsistency in the education policies and programmes of the government does not facilitate stability and continuity in the development of educational system in the country.

5. **Poor Physical and Instructional Facilities:** Physical facilities such as Classrooms, laboratories, libraries, workshops, equipment, furniture and fittings are inadequate in our schools, where these facilities are available, in several cases, they are in a very bad state. In many schools, inadequate buildings have resulted in overcrowded classrooms, a situation which is not conducive for learning. There are many schools with libraries, laboratories and workshops without the required facilities for effective teaching and learning. The State of physical facilities in many of the school in Nigeria is not encouraging. Apart from shortage of physical facilities such as classroom, halls, laboratory, resource studios and workshops in the universities, many of the physical facilities available are in deplorable conditions. The presidential visitation panels which looked into the operation of all the federal universities between 1999 and 2003 reported that academic and physical facilities at the universities were in deplorable states with insufficient lecture theatre/halls, laboratories and so on (NUC 2005). In terms of instructional facilities, the situation is not different. In several cases. Audio visual aids, charts, pictures, posters etc are not available in our primary and secondary schools. Where they are available, they are inadequate. It is quite obvious that not all the instructional facilities can be provided in public schools by the government as teachers are also expected to improvise some of them.
6. **Mass Education:** Free education for all which was introduced under the Universal Basic Education has also lead to the introduction of the use of mother tongue (language policy) in the lower basic schools (primary 1-3) and abolition of Common Entrance Examination for pubic primary school students to be admitted to secondary schools. This is a great administrative challenge for secondary school administrators in Nigeria because these students are performing below standard as a result of their poor foundation.
7. **Application of ICT:** According to UNESCO (2016), ICT is the range of technologies that are applied in the process of collecting, storing, editing, retrieving and transfer of

information in various forms. Some Nigerian schools and colleges are still finding it difficult to apply Information and technology to teaching and learning process and other administrative processes as a result of lack or inadequate skilled personnel, insufficient fund, lack of basic infrastructure, low tele density among others.

8. **Industrial Crisis:** The education sector in Nigeria has witnessed series of industrial crisis in recent the times. This is not unconnected with poor Conditions of service of staff at various levels of education. The failure of government to respect agreement reached with various industrial unions in the education sector usually snowball into industrial action. For instance, primary and secondary school teachers in the country had to embark on industrial action for several weeks before the government agreed to implement a new salary structure for them. Teachers in some of the states of the federation whose governments were yet to commence the implementation of the salary structure were instructed by their national union to embark on strike. For more than 3 months in 2009, all the industrial unions in our public's universities went on strike over the failure of the federal government to sign the agreements reached with them. Similarly, 2018, there was a nation wide strike over the ₦30,000 minimum wage issue during strike, schools were closed down and academic activities were disrupted. Frequent industrial crisis in the educational sectors is inimical to effective educational administration in the country.
9. **Enrolment Explosion:** Rapid increase in our population has led to sporadic increase in the demand for education. This has made students enrolment at various levels of education to increase beyond the available facilities. Primary and secondary schools, particularly in urban centre have over- enrolment of pupils and students. In several cases, more than 60 students are found in classes mean for 30 to 35 students. In some of the classrooms, teachers are highly restricted to the chalkboard areas throughout their teaching because it is not possible to move freely in the classrooms to supervise students' works. These have made effective teaching learning practically impossible. Apart from the fact that teachers are unable to give personal attention to students, marking of assignments is tedious and burdensome while compilation of results is particular where a teacher handles more than two classes. The situations are similar in the public universities. Lecturer rooms, libraries, laboratories workshops and hostels are always

overcrowded. The NUC reports on 2005 accreditation exercise showed that Nigerian universities were 150 percent overenrolled. Furthermore; over 72 percent of the state universities were over crowded. In all, Nigeria's top 10 overcrowded universities have 154,799 extra students. The report also showed that the total enrolment in Olabisi Onabanjo University and Lagos State University was more than the 'combine enrolment of University of Ibadan, University of Lagos, University of Nigeria, Nsukka and Obafemi Awolow University, Ile-Ife, which are all first generation universities. Until recently, those Nigerian universities have been mandated not to enroll more than 5000 students as their new intakes. Enrolment explosion in school makes the administration of the educational system in the country cumbersome.

10. **Curriculum Deficiently:** There are deviations noticed from the contents of the school curriculum and what is taught. This could be attributed to the failure of educational planners and policy makers to involve teachers who are responsible for the implantation of the curriculum in its making. There is a gap between the curriculum and the needs of the society. For instance, many of our graduates in some disciplines are not fit into the world of work in their areas of specialization. This is evident in their inability to practicalize what they study in the universities. Perhaps this is as a result of poor implementation of the curriculum.
11. **Students Indiscipline:** Our values system is fast depreciating among the youths. They no longer cherish virtues such as hard- work, honesty, integrity, sincerity etc. the bad influence of foreign culture on the youths is compounding the problem. Social vices are highly embraced by the youths. Many students find it convenient to engage in examination malpractice, Cultism is gaining more ground among the students; many students have flagrant disregard for constituted authorities; and some of them are involved in rape, thuggery arson, armed robbery and murder. There is high level of indiscipline among students in our schools; this makes the administration of the educational system burdensome.
12. **Brain-drain syndrome:** Universities in Nigeria have continued to lose their best brains to overseas universities or equivalent institutions where their services are better rewarded. Some of them who cannot migrate abroad find succor in other sectors of the economy

that are juicy in terms of conditions of service. Young graduates with first class honours and second class upper division who suppose to show interest in lecturing job are not attracted to the system as many prefer to take up appointments in other sectors that offer them better pay. There are establishments that pay a young graduate monthly salary that is more than five times the salary of a professor. The situation is becoming worse with the reluctance of the government to adequately fund the universities and improve their staff conditions of service. ASUU has been persistent in its agitation for adequate funding of university education and improved welfare package for its members in order to stem the wave of brain drain syndrome in the universities. It is pathetic to note that the Federal Government is yet to realize the need for urgent intervention to save the university from total collapse. If the scenario persists, the attainment of the aims and objectives of university education in the country will continue to be a mirage.

13. **Volatile and Militant Student Unionism:** One of the problems militating against the administration of university education in Nigeria is volatile and militant student unionism. Instances are where students violently react to national and internal problems. Such violent protests are usually being masterminded by militant students unions with the collaboration of students' cultist and miscreants. This often hampered the effective administration of the Nigeria Tertiary Institutions.

Prospects to the Challenges of School Administration to educational system

To cope with the aforementioned challenges facing the administration of Nigeria schools, the writer suggests the following ways:

1. **Provision of Reliable Data:** Governments and educational administrators should collaborate their efforts in order to have reliable data bank that will aid effective planning and administration of the educational system. All the three levels of government in the country should ensure the conduct of reliable population census, which will be a genuine reservoir of demographic data for various uses. School administrators, teachers, education officers should conscientiously work together to create authentic education data bank, devoid of falsification, manipulation or inflation of figures. Such data will be useful and reliable for effective planning and administration of the educational system.

2. **Training of More Skilled Manpower:** Governments should support various educational programs aimed at giving professional training to serving educational planners in the ministries of education and school administrators for effective performance of their duties. Such programmes include seminars, conferences and workshop. Tertiary institutions should also mount part-time educational programs to give on-the-job training to serving educational planners and school administrators. More trained teachers should be employed in schools while the untrained ones should be mandated to have professional training through sandwich and part-time teacher education programs of tertiary institutions, within a stipulated time.
3. **Improved funding of education:** Government at various levels should make adequate fund available to education. The budgetary allocation to education should be increased to 26% as recommended by UNESCO while other stakeholders such as the parents, community, philanthropists, schools and industrial organizations should also increase their financial commitments to education. Improved funding of education will enhance the provision of more facilities in schools.
4. **Consistent Educational Policies:** Successive governments in the country should be patients by allowing educational policies and plans put in place by their predecessors to thrive instead of changing them at will. Educational policies and plans should only be modified to suit the demands of time when the need arises instead of their complete cancellation or abandonment for selfish reasons.
5. **Regular monitoring and supervision:** Schools should be regularly monitored and supervised by ministries of education to ensure compliance with laid down standards and effective administration and instructional delivery. More competent hands should be recruited as supervisors while those on the job should be given professional training from time to time. At the institutional level, the school heads and the head of departments should be more alive to their responsibilities regarding instructional supervision in order to complement the efforts of the external supervisors from the Ministries of Education. Both external and internal supervision should aim at improving instruction, learning and curriculum.
6. **Reduced politicization of education:** Education should be less politicized. Allocation of funds to education, location of schools, distribution of educational facilities etc. should be

based on merits and laid down standards rather than selfish interests of the politicians. Education programmes that cannot be sustained by the economics base of a state should not be made a campaign issue by the politicians.

7. **Re-visitation of Some Educational Policies:** Language policy should be re-visited by educational policy makers and government should be re-introduced common entrance examination which was abolish as a result of free education for all. Also, for a school administrator to cope with the challenges posed by mass education program in Nigeria, they should conduct their own impact evaluation test to assess the entry behaviour of the incoming students which will determine the placement of these students. This will enable them to identify.
8. **Student discipline:** parents, and religious leaders among others should collaborate their efforts towards enforcing discipline among the students. Students should cherish virtues such as hard work, honesty, integrity, sincerity etc and detest the bad influence of foreign culture.
9. **Controlled Enrolment:** Student enrolment at various levels of education should be controlled this can be done through establishment of more schools and expansion of facilities and recruitment of more teachers in the over enrolled schools. Moreover, strict compliance with carrying capacity should be ensured among the public universities. The latest directive of NUC which states that no Universities should enroll more than 500 students should be strictly adhered to if there are, adequate facilities. Adequate funding of the school will also assist them to expand their facilities and recruit more personnel in order to combat over - enrolment of students.
10. **Proper Implementation of School Curriculum:** School curriculum should be properly implemented. There should be no gap between the contents of the curriculum and what is taught. Moreover, teaches who are expected to implement the school curriculum should be involved in its making. The teachers should be regularly trained to update them so that they are professionally empowered to implement changes in curriculum.
11. **Industrial Harmony:** Industrial harmony should be promoted in the education sector through better conditions of service for teachers at all the levels of education. Governments should not wait until the teachers agitate for better pay before increasing their pay. There

should be a standing policy that will ensure wage increment from time to time based on the growth of the economy. This will minimize industrial crisis in the education sector.

12. **War against brain drain Syndrome:** The government should wage war against brain drain syndrome through adequate funding of the universities and improved welfare package for lecturers. Such welfare package should be such that can attract lecturers from overseas countries to work in our universities. Moreover, the facilities in the universities should be upgraded to meet international standards so that the lecturers can conveniently do their job.
13. **Intellectual and Constructive Students Unionism:** The school administrators especially in higher institution should ensure that the students engage in intellectual and constructive student unionism. This will enhance calendars. They should believe in dialogue rather than confrontation or violence as a mechanism for conflict resolution.
14. **Better Conditions of Service for Teacher:** School personnel (academic and non -academic) at all levels of education should be well paid. The payment of their salaries should be regular; they should be promoted as and when due they should be encouraged and assisted to attend seminars, workshops and conferences. Infrastructural and instructional materials should be adequately provided in schools for the teachers to do their job effectively.

Conclusion

This paper has examined the challenges of school administrators in Nigerian school system. The paper also highlighted the process of school administration as well as the functions of school administrator as planning and policy making, improving the educational programmed, selection and developing personnel provision and maintenance of facilities among others. It was also discussed in this paper that school administration in Nigeria is constrained with numerous challenges, these include unreliable data politicization of education, deficient in the application of ICT, enrollment explosion, frequent change of curriculum among others. Hence, the aforementioned challenged are observed to make the effective leadership administrative responsibilities in Nigerian School Syetem.

Recommendations

1. School administrators can also hold occasional round table discussion in their schools to reflect on challenges they encounter in the course of their school activities and consider the possible way outs.
2. There is need for improved and better condition of service and special salary scale for teachers at all level of education.
3. As part of Government's effort in a improving the standard of education in Nigeria, the government should make it a priority to provide every school with professionally qualified school administrators to manager all schools.
4. The supervisors should intensify efforts to see that instructional materials provided by the government through the ministry of education get to the schools they and meant for and are adequately utilized.

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