

# Adequate Funding Panacea for Development of Educational Administration and Planning Programme in Tertiary Institutions in Nigeria

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**Abstrak:** Makalah ini membahas obat mujarab pendanaan yang memadai untuk pengembangan program administrasi dan perencanaan pendidikan di perguruan tinggi di Nigeria. Data sekunder digunakan dalam makalah ini. Data sekunder dikumpulkan dari publikasi cetak dan online. Makalah ini mencatat bahwa pendanaan yang memadai untuk program administrasi dan perencanaan pendidikan di perguruan tinggi akan mengarah pada ketersediaan dana untuk administrasi program administrasi dan perencanaan pendidikan yang efektif, mempekerjakan staf akademik yang memadai, penyediaan fasilitas infrastruktur modern, pelatihan staf yang efektif, penyediaan pendidikan yang memadai. bahan ajar dan pengembangan penelitian di bidang administrasi pendidikan dan program perencanaan. Berdasarkan poin-poin yang diidentifikasi dalam makalah ini, makalah ini merekomendasikan agar pemerintah meningkatkan alokasi anggaran untuk perguruan tinggi dan preferensi harus diberikan pada program administrasi dan perencanaan pendidikan yang akan menghasilkan dana yang cukup untuk administrasi yang efektif, mempekerjakan dosen dan penyediaan yang memadai. sarana prasarana, sumber daya pengajaran dan pengembangan program penelitian di bidang administrasi pendidikan dan program perencanaan.

**Kata Kunci:** Program Administrasi dan Perencanaan Pendidikan, Perguruan Tinggi

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**Abstract:** This paper discussed adequate funding panacea for development of educational administration and planning programme in tertiary institutions in Nigeria. Secondary data were used in the paper. The secondary data were collected from print and online publications. The paper noted that adequate funding of educational administration and planning programme in tertiary institutions will lead to availability of funds for effective administration of educational administration and planning programme, employment of adequate academic staff, provision of modern infrastructure facilities, effective staff training, provision of adequate instructional materials and development of research in educational administration and planning programme. Based on the points identified in the paper, the paper hereby recommended that the governments should increase budgetary allocation for tertiary institutions and preference should be given to educational administration and planning programme which will lead to adequate funds for effective administration, employment of adequate lecturers and provision of infrastructure facilities, instructional resources and development of research programme in educational administration and planning programme.

**Keywords:** Educational Administration and Planning Programme, Tertiary institutions

## Introduction

Funding for education remains one of the important resources that are needed to manage the school system. All levels of education; primary, secondary and tertiary require a sufficient level of funding to improve the standard of education provided in the country. When funding is not provided in the right quantity and at the right time, it affects the education sector in so many ways (Nwafor, Uchendu, & Akani, 2015). The availability of funds plays a significant role in determining the provision of quality education at all levels. The number of funds made available during budgeting will go a long way in improving the quality of education provided. Adequate funding will be important in the provision of quality basic education (Nwafor, et al 2015).

The challenges faced by education in Nigeria extend to a critical issue of funding. As highlighted by Udida, Bassey, Udofia, and Egbona in Olowonefa, Ogunode, and Ohibime (2022), the primary concern in educational development revolves around the scarcity of funds. This predicament poses a significant threat to the sustainability and growth of educational systems, particularly in the tertiary institutions within Nigeria. The dwindling level of public funding juxtaposed with escalating demands and the subsequent increase in the cost of education compounds the challenges faced by the educational sector. The shortage of funds has far-reaching implications on job performance and institutional growth. Akinola, as expressed in Ogunode, Abubakar, and Ajape (2021), emphasized the dire need for financial resources in higher education. The quote, "Our higher institution education systems are in dire need of money... to cater for both their capital and recurrent needs," underscores the critical situation where budget cuts, over the years, have impeded capital and recurrent expenditures. Many capital projects initiated in higher institutions remain incomplete due to the inadequacy of funds.

Furthermore, the inability of the Nigerian government to embrace and implement the recommended 15%-20% funding formula for education by UNESCO, as noted in Ogunode, Eyiolorunse-Aiyedun, and Olatunde-Aiyedun (2021), adversely impacts the performance and sustainability of higher education. The neglect of this funding formula has instigated crises in the entire higher education system, undermining the core functions of teaching, research, and service. It is evident that a lack of adequate funding hampers the optimal functioning and development aspirations of higher educational institutions.

Ojo (2018) asserted that problems that affected tertiary education may also affect various programme offered by the tertiary institutions because tertiary institutions is like a system that are connected together to form a whole. Ehichoya & Ogunode (2020) and Federal Republic of Nigeria (2013) noted that many programme may be affected by the problem of poor funding. Specifically in faculty of education, Ogunode and Musa (2021) noted that funding of the administration and management of educational administration and

planning programme in the Nigerian higher institutions is inadequate. Inadequate funding is one of the obstacles to the realization of the objectives of the programme in the Nigerian higher institutions. The annual budgetary allocation for the administration and management of educational administration and planning programme in the faculties and departments of educational administration and planning programme across the various higher institutions in the country is not adequate. Inadequate funding of higher institution's programme is not only affecting the department of educational administration and planning programme only but common to all the programme. Based on this it is imperative to discuss adequate funding as panacea for implementation of educational administration and planning programme in tertiary institutions.

### **Concept 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, 2022) conceptualized 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 offered in majorities of Nigerian higher institutions. Educational Administration and Planning programme is offered 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 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. In addition, Ogunode, Jegede and Olumide (2020) noted that educational administration and planning 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 [4] academic session. 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].

The objectives of educational administration and planning in Nigerian Higher institutions according to Ogunode, Jegede & Olumide (2020) and Yahaya, (2023) included that: 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.

### **Concept of Adequate Funding**

Adequate fund refers to sufficient funds available for execution of a project or programmes. Adequate fund is the provision of an excess money for the implementation of programmes. Adequate fund is the financial allocation above a minimum bench mark for implementation of a programme. Projects or programme are adequately funded when financial provision for the projects or programme is above the budget or equal to the planned budget. Adequate Funding is the act or process of continuous providing sufficient capital for the implementation of the project or programme. Ogunode, Ukozor, & Ayoko (2023e) submitted that adequate funding is critical for the development of any public institution. Adequate funding is the key to the achievement of the institution's goals. Adequate funding is the life wire of any organization. No meaningful impact institutions can attain without adequate funding. Studies have shown that public institutions exceed their mandate when they are adequately funded by the government (Ayuba, 2015). Adequate funding for tertiary institutions is critical for the development of the tertiary education programme. There is need for government and administrators of tertiary institutions to always ensure adequate budgetary allocation for the operation of tertiary institutions

### **Adequate Funding Panacea for Development of Educational Administration and Planning Programme in Tertiary Institutions**

Olatunde-Aiyedun, Ogunode and Ohiosumua (2021) noted that sufficient financial support for educational administration and planning programs in tertiary institutions is crucial. It facilitates the availability of funds for the effective administration of these programs, ensures the employment of an adequate academic staff, provides modern infrastructure facilities, supports effective staff training, ensures the provision of adequate instructional materials, and fosters the development of research in educational administration and planning.

### **Availability of Funds for Effective Administration**

Adequate funding of educational administration and planning programme in tertiary institutions will lead to availability of fund for the internal administration of the programme. Adequate funding of educational administration and planning programme in tertiary institution will make the programme has enough funds for internal administration and management. The implementation of educational administration and planning programme in tertiary institutions is very capital intensive. A lot of financial resources are required for procurement of bot materials and human resources. Yahaya, (2023) observed

that funds provided for the administration of educational administration and planning programme in various faculties and departments are not adequate to successfully implement and administer the educational administration and planning programme. The problem of shortage of funds in the internal management of educational administration and planning programme in various tertiary institutions can only be solved through adequate funding. Ohiare-Udebu, Sarafadeen, & Abashi, (2022); Ogunode & Madu (2021); Okebukola, (2018) and Ololube (2016) recommended increment in the budgetary allocation of tertiary education and educational administration and planning programme for effective implementation of educational administration and planning programme curriculum.

### **Employment of Adequate Academic Staff**

Adequate funding of administration of educational administration and planning programme will help to employ more academic staff and non-academic staff into the department for effective implementation of the programme. Ogunode & Adamu (2021) viewed Academic staff as the implementer of the school curriculum and lecture presenters. Academic staffs are the teachers and deliverer of instruction in the higher institutions. Academic staffs are the knowledge and character builders in the higher institution. The academic staffs are the engine room of the higher institutions. Ogunode, Jegede & Musa (2021) and Ogunode & Babatunde (2021) stated that the functions of the academic staff to include lecturing, preparing the lecture note, preparing the lesson note, giving assignments to students, assessing the students through continuous assessment and examination, setting exams questions, marking the answer sheet, supervising students research work especially projects, theses and dissertation and prepare the students' grade points. NEEDS (2014) and Ogunode & Abubakar (2020a) attested to the problem of shortage of academic staff in Nigerian higher institutions. They further remarked that inadequate lecturers are a serious problem facing all the higher institutions in Nigeria. Many higher institutions do not have adequate lecturers to deploy for teaching in the various institutions. The shortage of lecturers is responsible for the poor quality of teaching and learning in most Nigerian higher institutions. Ogunode, et al (2023e) have shown that the higher the financial resources available to institutions, the more staff they employed. It is, therefore, necessary that funds should be provided to acquire this crucial human resource. This is because the presence of qualified personnel will help in discharging quality services. Public institutions like the National universities commission need adequate funding to enable them to employ new staff. Every year, old staff are retiring and need replacement. Also, Nwafor, et al (2015) stated that the availability of funds is very crucial in the employment of qualified personnel in educational institutions. Studies have shown that the funding level is a factor that is used to attract quality personnel.



Furthermore, Olatunde-Aiyedun and Ogunode (2021) highlighted the persistent challenges within the educational sector, specifically addressing the shortage of professional science and environmental education teachers in Nigeria. This shortage poses a significant hurdle in delivering specialized and quality education in these critical fields. The study underscores the importance of addressing staffing deficiencies to enhance the overall educational experience and maintain the standards required for effective learning outcomes. Adequate funding, as emphasized by previous scholars (Ogunode & Adamu, 2021; Ogunode, et al., 2023e), remains a pivotal factor in tackling these staffing issues and ensuring the continued growth and development of educational institutions in Nigeria. The call for financial support extends to public institutions like the National Universities Commission, emphasizing the need for sustained funding to facilitate the recruitment of new staff and address the regular turnover due to retirements (Nwafor, et al., 2015). In essence, financial investment remains a critical determinant in overcoming the challenges associated with the employment of qualified academic personnel in Nigerian educational institutions.

### **Provision of Modern Infrastructure Facilities**

There is need for provision of modern infrastructure facilities for effective implementation of educational administration and planning programme, programme in tertiary institutions. Infrastructure facilities as viewed by Ogunode (2020) are facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. Educational administration and planning laboratory is one of the requirements that must be met before the educational administration and planning programme can be accredited in the Nigerian higher institutions especially in the universities. The objective of establishing the laboratory is to introduce the students of educational administration and planning to practical work and experiences. It is unfortunate that many higher institutions in the country offering the educational administration and planning programme do not have the modern and well-furnished laboratories in their respective institutions. Ogunode (2020) observed that many Nigerian universities lack modern laboratories to carry out research work. Every year thousands of young scholars from Nigeria travel out to carry out research work on their thesis or research work. Physics, Chemistry, Biology, and computer labs in most Nigerian universities lack the necessary equipment to carry out simple research work. Ogunode noted that the availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Ogunode, et al (2023) maintained that available facilities will also be provided based on modern development while obsolete facilities will be discarded. This means that the higher the level of funding, the more the infrastructures that will be provided for teaching and learning. When public institution grows, the institutions need to purchase assets, such as vehicles and machinery, to keep up with the increased demands and extension of services. Adequate funding will enable the institutions to acquire new offices and IT equipment so that the staff or

employees will have all the tools they need for their jobs and to improve the internal infrastructure. The institutions also need new machinery for better and faster service delivery. Public institutions sometimes require funding for the expansion of services and product development and prototype collection. Some products require prototypes that involve a lot of funds to acquire them. Further service development may also require a lot of resources, and it might require a new set of teams, and for that purpose, the organization may have to arrange funds for the employment of new staff. In addition, NOUN (2009); NOUN (2012); Nwafor, et al (2015); Ogunode & Abashi (2020); Ogunode, Olaoye & Yakubu (2023); and Ogunode, Onyekachi, & Ayoko (2023) submitted that the availability of funds is very important in the provision of school infrastructures. More funding will help the higher institutions' management in providing more facilities such as hall halls, classrooms, laboratories, libraries and instructional materials. This means that the higher the level of funding, the more the infrastructures that will be provided for teaching and learning.

### **Effective Staff training**

Adequate funding of educational administration and planning programme in tertiary institutions will help to provide constant training and in-service training for implementer of the curriculum which are the lecturers in the department of educational administration and planning. (Osborne, 1996) viewed training as an organised process that modifies the attitude, skills and the behaviour of workers by learning experience to effectively perform various duties of the organization. Training is perceived by Ogunode, Kasimu & Sambo (2023) as a formal process of acquiring skills and technical know-how in a specific field so as to enhance competency and expertise in the use and manipulation of modern technology and in handling technical issues in all human endeavours. Training has been conceived to be a process of acquiring skills towards improved performance. Increase in workers output and efficiency are among reasons advanced for training needs of the workers. Manpower development has become an accepted phenomenon in organizations. In tertiary institutions, lecturer development programmes are considered very critical. They are planned activities which focus on increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers so that they can possess the necessary abilities to handle complex situations and better perform their job. Through renewal activities, lecturers avoid becoming rustic. Staff training programme appear ineffective in most tertiary institutions, faculties and departments due to poor funding (Ogunode & Oluseun, 2020; Peretomode, & Chukwuma, undated; Peretomode, and Peretomode, 2001). Noun, (2009) observed that lecturers employed in the Universities are expected to enjoy training benefits. After the employment, quality teachers can be encouraged to stay on the job through these means: provision for research grants, Sponsoring them to attend conferences, providing them good office accommodation, provision of necessary tools such as desktop, laptop, scanner, printer, internet facilities, regular payment of salary and allowances, involving them in decisions that affect them, Allow them to use their initiatives and organising capacity building workshops/seminars for them, and so on. NEEDS, (2014); and World Bank, (2015); Olaleye & Oyewole, (2016);

Bernadette & Ukaegbu, (2017); Ogunode & Samuel (2022) recommended an increment in the budgetary allocation for tertiary education to enable effective training lecturers. Adequate funding of the higher institutions will help to ensure a sustainable staff training programme in Nigerian higher institutions.

### **Provision of Adequate Instructional Materials**

Adequate funding of educational administration and planning programme in tertiary institutions will help to address the challenges of shortage of instructional materials in departments and faculties. Ogunode & Josiah (2023) viewed instructional materials as educational resources that are used in all forms of educational institutions. The resources are influencing the implementation of teaching, research and community service in the various tertiary institutions. In schools, instructional materials are supporting teaching and learning. Teachers in educational institutions teach well with the deployment of instructional materials. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. It is used to get the attention of the students and eliminate boredom. Ogunode, Ohibime, Nasir & Gregory, (2021); Philip, & Okoroafor, Iro, (2015); Otokunfer (2015) and Uzundu, (2012) maintained that adequate funding of tertiary education will guarantee the provision of adequate instructional materials in all the faculties and departments in Nigeria. Availability of adequate funds will help to ensure adequate provision of instructional and learning materials for both lecturers and students in department of educational administration and planning programme in tertiary institutions.

### **Development of Research in Educational Administration and Planning Programme**

Educational Administration and Planning programme lecturers and students are saddled with tasks of carrying out researchers. Ogunode, Jegede, Adah, Audu, Ajape (2020c) asserted that the three cardinal programmes of the universities are teaching programme, research programme and community services. Research programme is the second cardinal programme of the universities. It is among the criteria used for measuring the performance of the universities. The aim of research programme of the universities is to aid the social, economic and technological advancement of the country. Ogunode & Abubakar (2020) noted that research is the second cardinal programme of higher institutions. Research is very important to the development of the society. Research is conducted mostly in the higher institutions environment with the objectives to solve problems affecting the society. The academic staff is saddled with the responsibilities of carrying out researches in the universities. Conducting research is one criterion for measuring their performance. Paul (2015) submitted that the conduct of research is one of the basic functions of tertiary institutions, which comprised Universities, Polytechnics, Monothechnics and Colleges of Education. The academic staffs of these institutions are compulsorily required to carry out research activities as their promotions are primarily based on their research outputs. Apart from the academic staff being promoted through research publications, research activities enhance their credibility, status, and also add



value both to their immediate community and the larger global community. Omotor, (2017) and Yusuf (2012) opined that the role of higher education research in national development cannot be overemphasized. Research programme in most tertiary institutions and in many faculties and department like educational administration and planning is poor funded. There is poor access to grant for lecturers and students of educational administration and planning. There are inadequate research facilities and resources in most tertiary institutions. Only adequate funding of Educational Administration and planning programme in te tertiary institutions will ensure development of a meaningful research in Educational Administration and Planning programmes. Ohaeri, Olayinka, & Ogunode,(2023); Ogunode, & Ade (2023); Ogunode et al (2020c); Peter (2017); Paul, (2015) and Yusuf (2012) agreed that only adequate funding of tertiary institutions research programme can lead to development of research programme in various tertiary institutions.

## Conclusion and Recommendations

In conclusion, this paper explored the crucial importance of sufficient funding for educational administration and planning programs in Nigerian tertiary institutions. The conclusion drawn is that the adequate financial backing of these programs is essential for effective administration, ensuring availability of funds, employing an ample academic staff, providing modern infrastructure facilities, facilitating effective staff training, ensuring the availability of instructional materials, and fostering research development within the educational administration and planning domain.

Based on the identified significance, the following recommendations are put forth:

**Increase in Budgetary Allocation** Governments are urged to augment budgetary allocations specifically dedicated to tertiary institutions. This increased funding should be prioritized for educational administration and planning programs to ensure effective administration, sufficient academic staffing, and the provision of necessary infrastructure facilities and instructional resources.

**Preference for Educational Administration and Planning Programs:** A strategic approach involves giving preference to educational administration and planning programs in budgetary allocations. This targeted preference will guarantee the necessary funds required for effective administration, adequate staffing, and the development of infrastructure and research initiatives within these programs.

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