Challenges Facing Administrators of Public Higher Institutions in Nigeria and the Ways Forward

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Abstract: *The mission, vision, philosophy and achievement of set goals for any higher institution depends on the effectiveness and efficiency of the administrator. More so, the growth and development of the institution depends on the administrator. The success of any administrator is largely a function that is dependent on the availability of right quality and quantity of human and materials resources. Providing administrators of higher institutions with qualitative and quantitative human and adequate equipment and materials is necessary. This article discusses the challenges facing higher institutions' administrators in Nigeria. The identified challenges include the following; inadequate funding, inadequate infrastructural facilities, inadequate personnel, corruption, strike actions, political influence, insecurity, lack of motivation, institutional autonomy. The paper recommends that government should put in more effort towards ensuring that the identified factors hindering the effectiveness of Nigerian higher institutions' administrators are addressed and resolved accordingly for desired growth and development to be made possible in public higher institutions*

Keyword: Administrators, Higher institutions and Challenges

Introduction

The National Policy on Education (FGN, 2013), defined Higher Education as the Post - Secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such Institutions as may be allied to them. The objectives of higher education in Nigeria includes: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the

development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FGN, 2004). The National Policy on Education again stated that higher educational institutions should pursue these goals through: Teaching, Research, the dissemination of existing and new information, the pursuit of service to the community; and by being a store- house knowledge (FGN, 2013).

Higher education is under the supervision of commissions set up by law and which operate as parastatals of the Federal Ministry of Education. For instance, universities are supervised by the National Universities Commission [NUC], while colleges of education are supervised by the National Commission for Colleges of Education [NCCE]. The National Board for Technical Education [NBTE] oversees polytechnic education. These commissions are responsible for policy decisions affecting institutions under their supervision, maintenance of standards through a system of periodic accreditation of courses, distribution and monitoring of government funding, appointment of members of governing councils, and the day-to-day running of the institutions.

The achievement of the higher institutions goals depends largely on the effectiveness of the entire administration and management team of the institutions, and the effectiveness of the entire administration and management team of the institutions depends largely on the effectiveness of the institutions administrators. The effectiveness of the institutions administrators depends on the level of human and materials resources available to administer the institution. Research has it that higher institutions administrators in Nigeria are facing many

challenges coming from both external and internal environment. These challenges are frustrating their efforts for the higher institutions under their care.

2.0 Concept of School Administrator

School administrator means different thing to different people. School administrator can be referred to as school leader, school head, head-master, head-mistress, principal. School administrators at the higher institutions include; Provosts for colleges of education, Rectors for the Polytechnics, and Vice-Chancellors for universities. School leader is a trained and professional person appointed to head the school for the purpose of executing the following functions: planning, organizing, controlling, coordinating and supervising the human and materials resources in order to achieve the general objectives of the schools. Obemeata (1984) states that a school head is an administrator who is responsible for day-to-day running of a school and also responsible for policy decisions and implementation, as well as strategizing on how best the objectives of the school would be achieved. The functions of a school head, according to Obemeata, is more than mere controlling of the school staff, its finances and curriculum. It also includes the management of resources towards the achievement of educational goals. Ogunode (2019 p-13) defined school administrator as the leaders that leads the school community to the direction of realizing the set goals and objectives of the institutions within a time frame. Cranston (2002) identified the duties of the school administrators to include: the demonstration of a variety of management and leadership abilities and, making complex decisions in collaboration with other staff in the school while Fadipe (1990) listed the major functions of the school head to include: interpretation of policy, execution of instructional programmes and the selection, induction and retention of personnel. National Open University of

Nigeria (NOUN 2008p-14) outlined the functions of the school administrators as follows:

(i) Production and management of resources (human and materials) needed to support organizations and its programme;

(ii) Supervision of instructional activities in the school system;

(iii) Obtaining and training personnel;

(iv) Providing leadership for curriculum

(v) Maintaining peaceful co-existence between the school, the community and the external agencies;

(vi) Influencing staff behavior;

(vii) Discerning and influencing the development of goals and policies;

(viii) Evaluating the effectiveness and efficiency or otherwise of the school;

(ix) Initiating work activities;

(x) Grouping the tasks into activities;

(xi) Defining the task to be done; and

(xii) Taking remedial action if the objectives are not being met.

(xiii) Supplying incentives to stimulate productivity.

Noun (2008 p-15) outlines the qualities of a School Administrator as follows:

 (i) *Tactical:* the school administrator needs some tactics to deal with the subordinates under his direct control. He must be tactical in dealing with the political office holders; he must not be confrontational in his approach at any time.

(ii) Ability to make decisions quickly: School administrators are confronted with many issues to decide on, some or many of which require urgent actions. He ensures that the right caliber of personnel are employed, circulars and memos are done by him, students admissions and co-curricular matters are within his schedule. He must be able to make projections, interpolations and extrapolations on figures relating to school enrolment, student teacher ratio, drop-out rate, school facilities etc., and must also be able to cope with the daily tasks as the head of the school**.**

(iii) Delegation of responsibilities and authorities: The school head has so many functions and as such, cannot single-handedly do everything alone. To avoid a vacuum, there is need to adequately involve every member of staff in the administrative machinery of the school by delegating various responsibilities backed by authorities to avoid unnecessary problems and avoidable delays. As a matter of fact, democratization of school administration should be encouraged as this is an avenue for training future leaders/heads of school*s***.**

(iv) *Resourcefulness:* The school head must at all times be looking for better way(s) of doing jobs. She/he must be looking for new ways of working, initiating new ideas, suggestions and

must be willing to assist others with his/her wealth of experience.

(v) *Good human relations:* there is need for school head to maintain peace and good relationship between the school and various groups in the school as well as between the school and the host community. Other qualities expected of a school administrator are: high degree of enthusiasm, and ability to command respect and confidence.

The responsibilities and functions of the school administrators in the higher institutions is quite different from that of the basic and secondary schools because the administration of higher institutions are more demanding because they are ivory towers and citadels for capacity building . In the higher institutions, it is the duty of the administrators to see that he/she manages the institution while at the same time keeping the subordinate/followership happy, satisfied and motivated. It is therefore imperative for educational administrators to equip themselves with leadership skills in preparation to assume positions of

leadership to enable them fashion out their own styles or models of leadership.

Administrative competence in terms of availability of skills and knowledge are necessary in realizing organizational goals but in addition to those are the rights to exercise leadership powers and authority on school governance. The school administrator therefore, is often charged with the responsibility of being able to harness the available human and material resources within the organization in such a way that desired school organizational goals can be achieved (Uzoma Aja-2010). Specifically, the basic requirement for effective school administration is inherent in the ability of the principal to positively influence teachers, students and other members in the society in the realization of educational goals. The role of the administrator (who is often referred to as the principal in Nigeria secondary school system) equally includes being able to translate educational policies into programmes and actions in the school. The success or failure of the school depends to a large extent in his ability and capacity to affect desired educational goals. Thus, his role as an executive head of the school is enormous and therefore brings a lot of challenges in terms of being able to manage not only instructional programmes but also teachers and students of the school to bring about positive change. The principal serves as a motivator whose effectiveness in school business requires focus and commitment. Getting things done in a manner that would produce desired result is always a challenge to every administrator (Okoafor, 1980, Uzoma Aja-2010).

According to Noun (2009 p-22) the Vice-Chancellor is the Chief Executive and Academic Head of the university. He is vested by law with the general function of directing the activities of the university for which purpose he is advised and assisted by the Deputy Vice- Chancellors, Registrar, Bursar, University Librarian, the Provost, Deans and Heads of Department. Unlike the President of a country, whose and the members are only in an advisory capacity, the Vice-Chancellor is an ordinary member of Council with the Pro- Chancellor as Chairman. Admittedly, since the Pro-Chancellor is on a part-time appointment, most of the policies of council are normally carried out by the Vice-Chancellor and his staff. Moreover in all his dealings with outside bodies, organizations and individuals, the Vice- Chancellors are the university representatives.

The Vice-Chancellor is the Senate chairman and all statutory committees in the university. However because of his involvement in numerous committees, he can delegate duties yo his Deputy Vice- Chancellors, the Deans, the heads of departments and at times his personal representative. The Vice-Chancellor could remove a person appointed as external examiner for any examination organized by senate if proved wanting and appoint another examiner in his place. If any decision involves waiving rules, the Vice-Chancellor has to approve this on behalf of Senate and later seek Senate ratification for the measure. Where it appears to the Vice-Chancellor that any student has been guilty of misconduct, the Vice-Chancellor may, without prejudice to any other disciplinary powers conferred on him by regulations direct that the student shall not participate in the activities of the University; make use of the University Facilities; be rusticated; or be expelled from the University (Noun, 2009 p-22). The position of the Vice-Chancellor of the universities is very important because to some extent he/she determines the level the university system attains in terms of achievement.

Hunt (2004) believes that leadership is not merely a top-down process, but it can be exercised sideways, and down-up throughout an organizational hierarchy. This means that leaders and followers can change roles, depending on the direction of the

influencing process. In other words, followers are not static, but play an important role in the leadership process. According to Ukeje and Ethiametalor (1998) leadership has been identified by researchers as a crucial factor in institutional effectiveness. It is a major factor in the determination of the success and progress not only of an institution, but also of a nation.

There are many studies and articles on higher institutions in Nigeria especially on the University education system. Ekundayo & Ajayi, (2009) examined the effective ways of managing university education in Nigeria. Okoli, Ogbondah,& Ewor (2016) discussed the History and Development of Public Universities in Nigeria Since 1914, Oyeneye (2006) considered the current issues in the administration of university education in Nigeria, Ajayi & Ekundayo (2006) look at the funding initiatives in university education in Nigeria and Ojedele & Ilusanya (2006) focused on planning and policy of higher education in Nigeria but none of the researchers did any work on the challenges facing administrators of higher institutions in Nigeria. Discovering this research gap, this article is aimed at filling the gap hence this article titled "challenges facing administrators of higher institutions in Nigeria".

3.0 Challenges facing Higher Institutions Administrators in Nigeria

There are many challenges facing higher institutions administrators in Nigeria and some of the challenges include: inadequate funding, inadequate infrastructural facilities, inadequate personnel, brain-drain, corruption, incessant strike actions, political influence and insecurity.

3.1. Inadequate Funding

Inadequate funding is one of the greatest problems facing the administrators of higher institutions in Nigeria. Higher institutions administrators do not have access to adequate funding for effective running

and administration of the institutions under their care. Government funding of higher education in the country have been inadequate for decades. The funding of education is shared among different levels of government and supplemented by funds from other sources such as business, community organizations and levies charged. The revenue collected through fees constitutes an insignificant proportion of the revenue of the institution. Fund allocation has not been much during the last decade. The poor funding of higher educational system in the country has rendered the higher education system incapacitated. The higher education system has not had the financial resources necessary to maintain educational quality in the midst of significant enrolment explosion. A breakdown of budgetary allocation for the ministry of education for one decade shows that the budgetary allocation for the entire ministry of education has been below the recommended UNESCO 26% of the total annual budget for a year. A break-down of Nigerian education budget for decade revealed the following:

Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	8.43 N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion

| 2019 | N620.5bn | 7.05 | 8.83 trillion- |
| 2S020 | N652.94bn | 6.9 | N10.50 trillion. |

Sources: Ogunode & Adah (2020)

Many factors have been identified to be responsible for low education budgetary allocation. According to Noun (2009) the financial resources allocated to the education sector in Nigeria depends on a number of factors namely: the rate of growth of the national economy; the condition of the world market; the competition of others sectors of the economy; and the nature of the sources of revenue for education. If economic growth decreases, obviously the annual increment to the educational budget is likely to decrease, leaving little or no room for new targets or any expansion. Educational expenditures are therefore often expressed in relation to economic growth. It is important to note that an increase in the national income determines what increases in educational revenue are feasible. The implication of under-funding on the higher institutions is dangerous. According to Noun (2008p-145) the financial crisis in Nigerian tertiary institutions has implications and may result into the following:

(a) Continuing decline in quality of infrastructure: The continuous decline in educational budget has spillover effects on infrastructural facilities.

(b) Brain drain: Most of the renowned lecturers and experts are leaving the country in search of greener pastures outside the country's shores.

(c) Limiting access to tertiary education: As the infrastructure declines without replacement, the resultant effect is reduction in spaces in the institutions.

(d) Graduation of incompetent graduates: Inadequate facilities due to inadequate funding affect the quality of instruction. The products from such system will eventually be half-baked.

(e) Congested classrooms;

(f) Poor quality research. The implication of poor funding of higher institutions in Nigeria affects the administrators because it will be very difficult in realizing laudable goals of Nigerian tertiary institutions and the development of the nation is at stake. The graduates turned out by the institutions become objects of ridicule. Higher institutions in Nigeria especially the universities are underfunded according to (Ibukun 1997, Oyeneye 2006, Adegbite 2007, Ajayi and Ayodele 2002, Ajayi and Ekundayo 2006, Aina 2007, Udida, Bassey, & Udofia, 2009).

3.2. Inadequate Infrastructural facilities

Inadequate infrastructural facilities is another major challenge facing administrators of higher institutions in Nigeria. Higher institutions across the country do not have adequate infrastructural facilities to use for teaching and learning in their schools. According to Gometi (2011) school facilities include the school buildings, classrooms, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. Availability and adequacy of all these essentials are key to academic achievement. The lack of modern infrastructural facilities in the Nigerian higher institutions is another challenge that is preventing effective research and may likely prevent effective research on covid-19 vaccine production in Nigerian higher institutions. This day newspapers (2020) also reported that most university laboratories in Nigerian today are bereft of facilities and equipment for cutting edge research. How many of our first and second generation universities have functional molecular laboratories? Not to talk of the third generation universities and those established in the last eight years or so! You need to see the report of the Federal Government-sponsored Needs Assessment Report of 2012. Can you imagine university chemistry laboratories without running water and kerosene stoves were being used in place of Bunsen burners? Besides, many of the campuses

visited were without power for more than three-quarters of the day! Not much has changed since then. In fact it was the 2012 report that gave rise to the 2013 Memorandum of Understanding (MoU) in which government agreed to inject a total of N1.3 trillion revitalization fund into public universities over a period of six years. The fund was to come in six tranches beginning with N200 billion in 2013, and N225 annually in the five subsequent years. We were gravely disappointed to learn later that what was released as the first tranche for 2013 was actually taken from the Tertiary Education Trust Fund (TETFund). According to Noun (p-147) it is worrisome to note that higher educational institutions are fast decaying. All the required resources for education production process are in short supply. Lecture halls, laboratories, students' hostels, library space, books and journals, official spaces are all seriously inadequate. The equipment for teaching and learning are either lacking or very inadequate and in a bad shape to permit the higher educational systems the freedom to carry out the basic functions of academics. The physical plants host both teacher and students in institutions of higher learning. This status and quality of physical plant have implications on the quality of instruction and graduates of these institutions. The poor state of infrastructural facilities in the Nigerian higher institutions is affecting the performance of many administrators because it is difficult for the administrators to effectively implement the teaching and research programme of the school without adequate infrastructural facilities available. There are inadequate infrastructural facilities in the Nigerian higher institutions especially the universities (Ochuba, 2001, NUC 2004, World Bank, 1994, Udida, Bassey, & Udofia, 2009).

3.3 Inadequate Lecturers

Another major challenge facing the administrators of higher institutions in Nigeria is the problem of shortage of academic and non-academic staff. Many administrators of higher institutions in Nigeria don't have enough manpower to deploy for teaching in their respective schools. According to NEEDS (2014 p-33) the most recent assessment of manpower needs of Nigerian public universities was conducted in 2012 by an inter-ministerial committee set up by the Federal Government. The purpose of the assessment was to elicit information on issues of concern to university education in order to formulate policies and take decisions for addressing such issues. The exercise was conducted to determine, among other issues, the quantity and quality of academic staff required for effective teaching and learning in Nigerian universities. It was intended to be an appraisal of the existing situation in the university subsector with a view to determining what was needed for revitalization and transformation. The needs assessment summary report was presented to the Federal Government in November 2012. The report identified manpower shortage as one of the reasons why Nigerian universities have been unable to compete favourably with universities in many other parts of the world. According to the report, a combination of infrastructural and manpower challenges is responsible for the sharp decline in scholarship in Nigerian universities. On manpower challenges, the report indicated that as at November 2012, there were 37,504 academic staff in 74 public universities in Nigeria. Considering the number of staff vis-à-vis the student population, the report revealed an unmanageable lecturer-to-student ratio. For example, at the National Open University f Nigeria (NOUN), the academic staff-to-student ratio was 1:363, at Lagos State University the ratio was 1:144, and at the University of Abuja the ratio was 1:122. Kano State University, which was 11 years old at the time of the needs assessment period, had one professor and 25 lecturers with PhD degrees, while Kebbi State University had two professors and five lecturers with doctorate degrees. These statistics

revealed wide disparities between Nigerian universities and their counterparts in other parts of the world. For instance, the staff-to-student ratio in Harvard University is 1:4, Massachusetts Institute of Technology has 1:9 ratio and the University of Cambridge has 1:3. Ogunode & Musa, A (2020), NEEDS, (2014) observed that inadequate lecturers is 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 lecturer is responsible for the poor quality of teaching and learning in most Nigerian higher institutions.

3.4 Brain Drain

Administrators of higher institutions in Nigeria are also struggling with the issue of brain-drain in their respective institutions. Many academic staff in Nigeria higher institutions are moving out of the institutions frustrating the efforts of the administrators and managers to provide quality education. According to Noun (2009p-142) brain drain refers to migration of academic staff from the institutions in the country to overseas institutions or equivalent institutions where their services are better rewarded. Institutional deterioration and salary erosion during the past decade have prompted substantial brain drain of academic staff and impeded new recruitment. The causes of these brain-drains can be attributed to: low level of academic salaries during the past decade; the declining financial attractions of higher education employment in comparison to other job;□and the rising workloads associated with deteriorating staff/student□□ratio. Odetunde (2004) stated, "There was mass exodus of many brilliant lecturers that could not compete on political campus arenas from the university campus. Some left to join the rat race in the business world and others left Nigeria for better services" (p.3). He further said, "Experienced and seasoned professors were sidelined. The political professors often silenced the lone voices of active and academic professors" (p.4). Ali (1999) also stated, that " many experienced and young lecturers are fleeing from the frustration of university life into more rewarding and more challenging sectors of the economy and even to overseas countries" (p-3). The result of the faculty exodus is seen in the quality of graduates that our higher institutions produce. Smah (2007) reports Professor Joseph Stilglitz, 2001 Nobel Prize winner in Economics, who, while delivering a lecture at the first Dr. Pius Okadigbo memorial lecture series in Enugu said that there is a particular university in the U.S. that has over 25 Nigerian professors. He submitted that the above pointer is instructive for any serious-minded government that wants to address the issue of brain-drain. Bangura (1994) found out that between 1988 and 1990, over 1000 lecturers left the Federal University system in Nigeria. It must be emphasized that while the best brains are leaving the university system, the broad aim of producing high level manpower from the system for national development cannot be achieved.

3.5 Corruption

Administrators of Higher institutions in Nigeria are also facing the problem of how to tackle all forms of academic corruptions in their individual institutions. Godwin (2018 p-1) submitted that today, our tertiary institutions which include Universities, Polytechnics, Monotechnics, Schools of Nursing and Health Technologies, Nigerian Defence Academy, and Colleges of Education appear not to be functioning effectively. There are cases of students being exploited by staff; recruitment and promotion of staff being based on political patronage instead of merit. There are cases of abuse of office by those in authority. Other vices include: admission racketeering, hostel profiteering, sorting, examination malpractice, sexual harassment, etc. All these social vices are signs of a big rot in our tertiary institutions and they portend danger for the entire

Nigerian nation. It shows absolute lack of credibility in our tertiary institutions' service delivery (Godwin,2018, Okobi, 1997). This is worrisome and it is only when credibility is restored in the tertiary education sector that the tertiary institutions will stop turning out clever devils who are corrupt and moving about in society as educated elites (Godwin, 2018, Ezeani, 2005). There are different forms of academic corruption in the Nigerian higher institutions. According to (Okobi, 1997) the following forms of corruption are common in most tertiary institutions in Nigeria: examination malpractice, admission racketeering, hostel profiteering, extortion of the students, abuse of office, sorting, forgery of certificates and statements of results, sexual harassment and immorality, embezzlement of funds, godfatherism, corruption in recruitment and promotion of staff, placing government's or management's machinery at the disposal of a particular student to win election during students' politics in the campus. Oghondah (2010) asserts that in spite of the inadequacy of allocations to the public university system, any fund made available often go down the drain through the corrupt practices of those entrusted with the implementation of university programmes due to inadequate monitoring of university income and expenditure, such is the grim state of affairs, thus the future will need a paradigm shift. There are negative effects of academic corruption on the higher institutions in the country. According to Acho, (2017) corruption is capable of sapping the development potentials of not only the institutions but the entire nation. Specifically, corruption in the education sector has the potential of eclipsing any meaningful educational policies and programmes. Corruption stunts pertinent variables necessary for educational development, including multiplier effects, by rendering impotent the very structures, institutions and human resources that are designed to facilitate National growth. Institutions

corruption is preventing the development of higher institutions in Nigeria, Ogunode & Musa, 2020, Chinyere, & Chukwuma, 2017),

3.6 Strike Actions

Another problem facing the administrators of higher institutions in Nigeria is the issues of incessant strike action by different unions in higher institutions. Labour unrests by different unions in the Nigeria higher institutions is slowing down the realization of the goals of the higher institutions as well as growth anad development. Administrators in Nigerian higher institutions cannot boast of stable academic calendar for a year without strike by one union or the other. Many school administrators have ideas for transformation and innovation for their schools but the strike actions are not allowing them to fully apply the plans and programmes they have for their respective institutions. Okoli, Oghondah, & Ewor (2016 p-69) submitted that it has become a known fact that students across various universities in Nigeria are constantly faced with industrial actions embarked upon by the Academic and Non-Academic Staff Unions of various institutions. The disagreement or lack of understanding between government and unions arising from non-implementation of agreement reached, often results in deadlock that usually disrupts academic calendar. As academic activities are suspended for a long period, the students reading abilities fail. Even the previous knowledge acquired is even forgotten by some students. This scenario most times turns some students into certificate seekers than knowledge seekers. The situation was more vividly captured by Ahunanya and Ubabudu (2006 p135) while citing Ayo-Shobowale when they noted that: the perception of falling standards coupled with the escalating incidence of examination malpractices, low rate of completion of university programmes at the required time due to closures and strikes all confirm and provide bases for the fear of the public regarding the

outputs of higher education and has cast serious doubts on the credibility of Nigeria's degrees and certificates both within and outside the country. Some eminent education researchers also agreed that strike actions have hampered the development of higher institutions in Nigeria. Ogunode, Yiolokun, & Akeredolu, 2019)

3.7 Insecurity

Nigerian higher institutions administrators are also battling with the challenges of insecurity in their various institutions. Nigeria is facing numerous securities challenges since the return of democracy in 1999. These securities challenges are directly or indirectly affecting the administration of higher education in the country. For instance, many students and academic staff of higher institutions have been attacked at different times resulting into their death within the campus. The higher institutions environment is not safe for students and lectures. The entire Nigerian university community is engulfed by fear and panic following an email allegedly sent by Islamic extremist group the "Boko Haram" to the 15 universities in southern Nigeria. Public relations officer at the University of Benin, Harrison Osarenren, explained that the message was sent through an email address, bokoharamewe@yahoo.com, to the registrar. "They said that their aim was to eradicate Western education in Nigeria. This university has been shortlisted among 19 other universities. They warned that these universities will soon experience a series of bomb blasts," Osarenren reported in (Okafor and Okafor, 2011). Insecurity on campus negatively affects the learning processes. It breeds fear and feelings of insecurity amongst students and staff of tertiary institutions and sometimes leads to disruption of the academic calendar. The disruption of learning on the campus threatens the development of the nation because no nation can rise beyond the capacities of her tertiary institutions. Moreover, cult

clashes among rival groups, often lead to wanton destruction of infrastructure and waste of resources. (Opaluwa, 2000). Insecurity in the Nigerian higher institutions is affecting the development of the higher institutions in Nigeria (Obi 2015, Abubakar 2016, Ogunode & Musa, 2020, Ogunode, Ahmed, Deborah & Abubakar 2020).

3.8 Political Influence

Nigerian higher institutions administrators are also faced with the challenges of political influence in their various institutions. Ekundayo & Ajayi (2009) submitted that it has been observed that universities these days are not totally free from the hand of politicians outside the university system. Government of the day, most especially the state-owned universities, interfere a lot in terms of selection and choice of the chief executive, deans, departmental heads, directors of institutes and above all the selection of vice-chancellors. Okoli, Oghondah, & Ewor (2016 p-69) observed that there has been political interference in the establishment of universities in Nigeria. With the return of civil rule in 1999, the spate of government's establishment of Federal universities continued, beginning in 2002 when the Obasanjo administration resuscitated the National Open University Nigeria Lagos, which was suspended in 1984. Noun (2009 p-148) observed that the higher education system these days are not totally free from the hands of politicians.. Another area of political interference is constitution of visitation panel by the visitor at will, instead of the minimum five years intervals. There is the erosion of the statutory functions of the Vice-Chancellors/Provost by the chancellors and Pro-chancellors. Some of them decide to stay permanent in their offices on campuses seeing to the day-to-day administration of some higher institutions. Union officials meet with them on issues relating to the internal governance of the higher institutions rather than the Vice-Chancellor or designated officials. According to

Ajayi and Ayodele (2002), government involvement in university governance has been a point of strife between the government and the Academic Staff Union of Universities (ASUU) for some time now. Babalola et al. (2007), opined that university autonomy and academic freedom has over the years been a recurring issue in the ASUU's demand from the federal government.

4.0 Recommendations

The following recommendations are made as the way forward for higher institutions in Nigeria.

1. There should be committed effort by the governments (federal and states) to promote education through prompt financing in order to meet UNESCO's budgetary recmmendation of 26% of annual budget.

2. The federal and state governments should grant all the universities autonomy so as to be free from external control and political influence. Governments should discourage ideas of allowing politicians to determine higher institutions administration and management.

3. The federal government and state governments should provide adequate infrastructural facilities to all the higher institutions in the country especially the universities. There is need for adequate funding of the universities to provide and maintain infrastructural facilities in their respective institutions.

4. To address the problem of brain-drain in the higher institutions in Nigeria, there is need for the governments to improve the staff welfare and better working conditions of all personnel working in higher institutions in the country.

5. Government at all levels should intensify effort to fighting all forms of academic corruption in higher institutions in the country by ensuring that the school administrators and anti-corruption agencies are working in collaboration.

6. Federal and State Governments should embark on massive recruitment of academic staff in all the higher institutions in the country to cover up the gaps created in the teacher-students ratio.

7. Government should ensure that adequate security in all the higher institutions in the country to secure the lives of students, lecturers and non-academic staff working in the institutions as well as properties in the institutions. Also, the university authorities should explore technological devices in their security operations to arrest cult related matters on campuses.

Conclusion

The challenges facing the administrators of public higher institutions in Nigeria are quite enormous. However a few which include the following; inadequate fund, inadequate infrastructural facilities, inadequate personnel brain-drain, corruption, incessant strike actions, political influence and insecurity were raised and discussed. Recommendations on how the challenges could be resolved by the government at all levels are made to ensure effectiveness and efficiency of administrators in Nigerian higher institutions. If the Federal and State governments will see reasons to these recommendations and key into it, the aims and objectives for which the higher institutions were founded would be achieved.

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