

UNIVERSITY OF ILORIN



THE ONE HUNDRED AND FORTIETH (140th) INAUGURAL LECTURE

**“EDUCATION ANOMALY AND THE
EDUCATIONAL ADMINISTRATOR”**

BY

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Other members of the Academic Staff,
Members of the Administrative and Technical Staff,
My Lords Spiritual and Temporal,
Members of my Family, nuclear and extended,
Royal fathers, particularly the Onigosun of Igosun ably represented by Chief Esa of Igosun,
Distinguished invited guests,
Gentlemen of the Print and Electronic Media,
Great Unilorin Students,
Ladies and Gentlemen.

Preamble

I am highly delighted, honoured and privileged to stand before this august audience to deliver my inaugural lecture, the 140th in the series and the 6th in the Department of Educational Management of this great University, as indicated in Table 1.

Table 1: Inaugural Lectures in the Department of Educational Management.

S/n	Lecture No	Date	Name	Title
1.	9 th	17th Jan. 1983	Prof. Aderemi Dada Olutola	“Cosmetic Politics and the Challenge of Education for National Development”
2.	14 th	22nd Mar. 1984	Prof. Segun Adesina	"Growth Without Development"
3	48 th	25th Jan. 1996	Prof. Segun Ogunsaju	“Supervision Without Effectiveness: Dilemma of a Developing Nation”
4.	103 rd	26th Mar. 2012	Prof. David Olufemi Durosaro	“Where the Shoe Pinches: The Cost of Education”
5.	113th	13th Sept. 2012	Prof. (Mrs.) N.Y. S. Ijaiya	“Management That Matters: Key to Sustainable Education”
6.	140 th	5 th Dec. 2013	Prof. N. B. Oyedeji	“Education Anomaly and the Educational Administrator”

I thank the Almighty God for allowing me to see this important event of my life. I must not forget my late father, Pa Jacob Oyedeji, who died when I was six months old in my mother’s womb, and my dear mother, Madam Elizabeth Gboyinde, who left for the great beyond also when I was at the juvenile age of sixteen, exactly when I

was in Form Three of those good old days. She was the third wife of my father, and I was her only son, the fifth and last child of the family. With all these, who am I to dream of this exalted position of a professor if not for the Mercy of the Almighty God?

The Almighty God raised a passionate and caring mother from one of my step mothers in the person of Chief Mrs. (Princess) Rachael Bimpe Adeniji who took over from my late mother the responsibility of taking care of me. She trained me morally, academically and religiously. The result is what you are witnessing today.

Introduction

An examination of the inaugural lectures already delivered in the department (see Table 1.), would show some interrelationships because most of them addressed *anomalies in education*. However mine not only deals with such *anomalies* but also attempts to proffer solutions to them using the *educational administrative functions and principles*.

The source of inspiration for the theme and content of this Inaugural lecture was the general indignation of Nigerians about the education system, rising youth unemployment, leadership deficiency, political, social, economic, and physical insecurity – in a nutshell, the general unease in a country that is yearning for rapid development and one that is naturally endowed.

Education is central to all human endeavours and it is the bedrock of transformation and development. Therefore anomalies arising from it have no doubt contributed to this general unease e.g. lack of adequate planning resulting into over-production of experts in some

professions, such as lawyers, medical doctors, engineers, etc.; unqualified teachers who impart wrong knowledge (mortgaging the future of our nation); staff and students' indiscipline; poor supervision and control; inadequate funding and instructional facilities; inconsistent educational policies; erratic power supply, just to mention a few. “*Education anomaly*” which I may also call “*systemic virus*” should not be allowed to thrive in Nigeria, by all stakeholders particularly educational administrators.

What is Anomaly?

The Advanced Oxford English Dictionary (2000) defines anomaly as something that is different from what is usual or expected. Anomaly may also refer to something *abnormal*.

What is Education?

Education has been variously defined by different authors. Goodlad (1960) sees education as a social process through which one achieves an all-round individual development carried out in a selected and controlled environment which can be institutionalised as a school or college.

According to Parankimalil (2012), education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilised, refined and cultured. In the same vein (Ijaiya, 2012) remarked that education can open limitless doors: self-awareness, knowledge of self-worth, potentials, talents, rights, capabilities and productivity just as lack of it can lead to obnoxious traditions, ignorance, superstitions, enslavement, injustice, etc.

The goal of education is to make an individual perfect, and every society attaches importance to education because it is a panacea for all evils and the solution to various problems of life.

What is Education Anomaly?

Education anomaly refers to abnormalities taking place in an education system which distort education inputs and activities thereby preventing the total achievement of educational goals. Such anomalies include students' indiscipline, ill-prepared teachers, low access to higher education, inadequate physical/instructional facilities and infrastructures, inadequate school planning, inadequate school record keeping, poor maintenance of facilities, ineffective leadership, poor teaching, wrong recruitment, poor attitude to work, overpopulated class/school, poor supervision, poor organisation and control, etc.

The aforementioned anomalies are not limited to education. They permeate most professions in Nigeria including engineering, law, pharmacy, business, aviation, medicine and police. For instance, in *engineering* - collapsed buildings are now rampant, and in *medicine*, - apart from inborn anomalies such as *Neurofibromatosis*, *Hydrocephalus* and *Siamese twins*, there are other anomalies caused by human errors peculiar to Nigeria. For example a nurse could misinterpret a doctor's prescription of 2.5 mg of a sedative drug for a patient as 25mg which may result to unwarranted, protracted sleep which can be very fatal.

Let us look at the flipside of these anomalies. A visit to other countries particularly some of the third world countries such as Nigeria for further education or medical

care would show a different story as many things are right, from sufficient water, electricity, equipment, facilities and infrastructures, correct attitude to work, workers dedication to duty, to efficient and effective administration. In order to reduce the anomalies in education in Nigeria it is the responsibilities of education stakeholders such as parents, students, members of the public and particularly the educational administrators in person or agencies.

Who is an Educational Administrator?

Thierauf, Klecamp and Geeding (1977) defined administration as the process of allocating an organisation's inputs (human and material resources) by planning, organising, directing and controlling, for the purpose of producing goods and services (outputs) desired by its customers so that organisational objectives are accomplished. Therefore an educational administrator is that person who plans, organises, directs and controls men and materials in order to attain effective teaching and learning in an educational institution (Oyedeji, 2012). See figure 1.

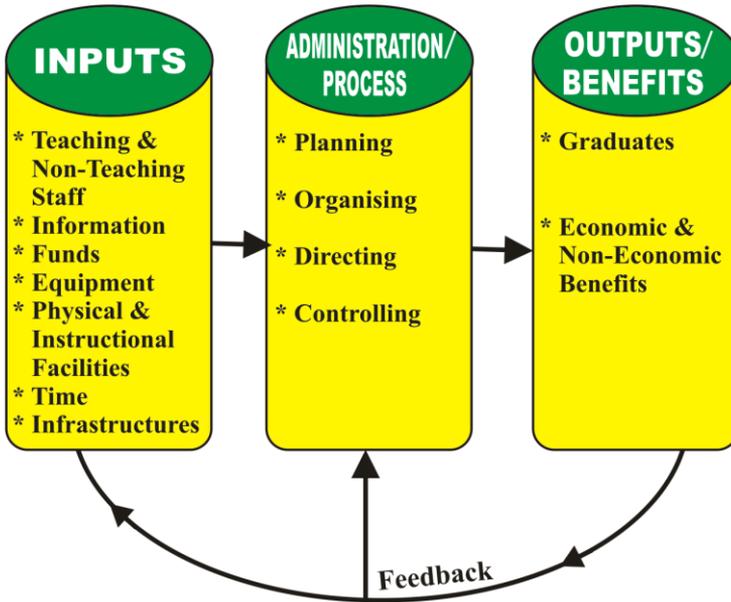


Fig. 1. A systemic Model of Educational Administration
Source: Oyediji (2012) Revised Edition, Management in Education: Principles and Practice

There are two types of administrators: the first is the *person* such as the Head teacher, Principal, Provost, Rector and Vice Chancellor, and the second is the *agency* such as Ministry of Education (MOE), National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE), and National Teachers Institute (NTI).

Educational Administration (as a System)

The Educational administration is a system which consists of the following:

Input

Input includes men, information, funds, equipment, physical and instructional facilities, time and infrastructures. These are the resources needed for the effective functioning of educational systems.

Internal Process

Internal Process includes the appropriate ways of performing educational activities by the educational administrator, in order to achieve the self-educational goals. The activities include: planning, organising, directing, controlling, staffing, budgeting, motivating, evaluating, delegating, and so on.

Outputs/Benefits

The attainment of objective is the major reason for the existence of any formal organisation. When the input has been processed, the result is the output. In this case, students graduate and begin to derive economic and non-economic benefits for themselves from which the nation also benefits.

The Structure of the Nigerian Educational System:

The Federal Republic of Nigeria (2004), *National Policy on Education* spells out the following levels of education:

1. Pre-basic Level

Pre-primary (also known as nursery School) level is meant for children of ages 3 to 5+ and they are expected to attend this before going into basic school. Most of our

nursery schools are owned by private individuals, but their operations are to be regulated by the Government.

2. **Basic Level**

The Basic level is meant to provide education for children of ages 6 to 14+. It provides the foundation upon which the subsequent education of the child is built. The basic education is for nine years.

The objectives of basic education are to:

- i. inculcate permanent literacy and numeracy;
- ii. lay a sound basis for scientific and reflective thinking;
- iii. give citizenship education ;
- iv. give character and moral training;
- v. adapting the child to his changing environment;
- vi. develop the child's manipulative skills;
- vii. provide basic tools for further educational advancement; and
- viii. provide pre-vocational and general education.

3. **Secondary Level**

The secondary level is meant for children who are through with the basic level. The students will learn vocational and academic subjects prior to their admission into higher institutions. The duration of the secondary education is three years.

The secondary education objectives are to:

- i. provide to pupils, opportunity for education of a higher quality;
- ii. diversify its curriculum to cater for the differences;
- iii. equip students to live effectively in our modern age of science and technology; and

- iv. develop and project Nigerian culture, arts, and world's cultural heritages.

4. **Tertiary Level** – (of 2, 3, 4 and 5 years as the case apply.)

The tertiary stage includes professional education i.e. post-secondary. The institution could be a university, polytechnic or advanced teachers colleges/colleges of education. The objectives of this level of education are to:

- i. assist in the acquisition, development and inculcation of the proper value-orientation;
- ii. help develop the intellectual capacities of individual;
- iii. assist in the acquisition of both physical and intellectual skills; and
- iv. help the acquisition of an objective view of the local and external environments.

Principles and Theories of Educational Administration which Educational Administrators should follow

Harris (2006) identified as many as one hundred and two Management Theorists. If the theories and principles of administration advocated by them are followed by the Educational administrators, *anomaly* in education is not likely to arise. I quickly want to examine the work of few of them with a view to seeing how and in what ways they contribute to the attainment of educational objectives.

Henry Fayol (1841-1950) – The founding father of the “administration school”

In his writing, Fayol (1950) attempted to construct a theory of management that could be used as a basis for

formal management education and training. First, he divided all organisational activities into six functions:

- **technical**: engineering, production, manufacture, and adaptation;
- **commercial**: buying, selling, exchange;
- **financial**: the search for optimum use of capital;
- **security**: protecting assets and personnel;
- **accounting**: stocktaking, balance sheets, costs, statistics; and
- **managerial**: planning, organising, commanding, coordinating and controlling.

Frederick Winslow Taylor (1856-1915) - Father of Scientific Management.

Frederick Taylor was an engineer and private businessman who was mainly concerned with factory management. His emphasis was on how to get more out of workers because he saw man as naturally *lazy*. He saw administration as a way of increasing workers' productivity. And he tried to improve the workers' productivity through improved tools and more efficient use of the tools (this is why there is the need for adequate facilities in education).

He observed the movement of workers' body in his department and with the use of stopwatch and carefully prepared *forms*, he analysed the physical motion of the performance of a specific task at a given time. He suggested that workers should be rewarded according to their output, i.e. *piece rate* and they should be given the best tools for their task, and such workers should be trained to use a set of prescribed motions.

Mary Parker Follet (1868-1933)

The chief executive's role lies in coordinating the scattered authorities and varied responsibilities that make up the organisation into group action and ideas, and also in foreseeing and meeting the next situation.

Follet's concept of leadership has the ability to develop and integrate group ideas, using *power with*, rather than *power over*, people. She understood that the crude exercise of authority based on subordination is hurtful to people and cannot be the basis of effective, motivational management control. Her major concern about organisation is effective control.

Elton Mayo (1880-1949)

Mayo and his group tried to solve an industrial problem that led to high labour turnover in a department of a textile mill in Philadelphia. Before then, the efficiency engineer - (Scientific manager) - had worked on the problem and recommended financial incentive based on the idea that man is an economic animal and therefore will respond positively to such incentive. But, to their observation, people did not respond to produce enough. They were working 8-10 hours daily. Therefore, they were really feeling depressed as a result of fatigue. Mayo's experiment introduced the period of rest in the spinning section, their problems were discussed with them and members felt much more at home and worked more happily. This is why there are short and long breaks for pupils and students in schools.

Abraham Maslow (1908-1970)

Maslow was one of the first people to be associated with the humanistic - as opposed to task-based approach to management. Maslow's model has remained a valuable motivational concept. When one set of needs is satisfied, it ceases to be a motivator. Motivation is then generated by the unsatisfied needs further up the hierarchy.

Maslow's theory of human motivation is based on the idea that needs form a hierarchy and that as a need is satisfied; the need at the next higher level emerges.

Maslow (1970), identified five levels within the hierarchy as follows:

- Physiological needs - They include need for food, water, shelter, warmth, and sleep.
- Security needs - Job and physical securities.
- Social needs - Need to belong to social or work groups.
- Ego-status needs - Most people wish to be held in esteem, and
- Self-actualisation needs - Self-actualisation is the desire to maximise one's skills and talents.

My Work in the Area of Educational Administration

My specialisation in the area of educational management is *educational administration*. Since joining the University of Ilorin thirty-two years ago I have been working on how our educational institutions could be best administered in order to achieve their goals. If any goal must be achieved *anomalies* in the system must be removed. Below are my contributions.

(1) Leadership In An Educational Institution

One of the central functions of an Educational administrator is to show direction through leadership which must be by example. This will bring growth and development to education and by extension national growth and development. Obasanjo (2013) corroborated this when he noted that Africa must resolve the crisis of leadership in order to achieve noticeable and sustainable development. Have we been appointing the right people and to the right position? Is the appointment of educational administrators and even teachers not based on favouritism and ethnicity? Like Ijaiya, (2012) observed, the appointment of teachers and head teachers is politicised while merit suffers.

When leaders are appointed, do they do the right things at the right time through their behaviour to move the organisation forward? This brings me to the issue of leadership style(s) required of an educational administrator for meaningful organisational development. According to Oyediji (2012), leadership style is a factor that determines the effectiveness of an organization. This refers to the underlying need structure for the individual which motivates his/her behaviour in the area of planning, organizing, directing, and controlling men and materials as well as his/her interpersonal relationship with the workers. In the same vein, Ijaiya (2012) observed that the ultimate aim of educational management is to promote and ensure that effective learning is taking place in schools and educational goals and objectives are being achieved.

Oyediji (2012) discussed the four styles of leadership as distinguished by Style of Leadership Film using the Tennenbaum-Schmidt continuum. These include:

(a) The Tells Style

The manager who employs this style habitually makes his/her own decisions and announces them to his subordinates, and expects them to carry out the decisions without questions.

(b) The Sells Style

The manager who uses this approach also makes his/her own decisions but rather than announcing them to his/her subordinates, he/she tries to persuade them to accept the decisions. Recognising the possibility of resistance from those who will be faced with the decisions, he/she seeks to reduce this by *selling* the decisions.

(c) The Consult Style

Where the manager uses this style, he/she does not make his/her decision until he/she has presented the problem to his/her sub-ordinates and listened to their advice and suggestions. The decisions are still his/her, although he/she does not take them alone.

(d) The Joins Style

This approach to leadership involves delegating to a group the right to make decisions in which *ad hoc* committees may be appointed. The manager's function is to define the problem and to indicate the limits within which the decision must be made. Normally, the decisions will reflect the majority's opinion once the problem has been freely discussed. This brings me to the issue of *Delegation of duty* which I consider very important to educational administrator. The Power Bible CD (New King James

Version, 2000), Exodus, chapter 18 verses 21 and 22 testifies to this. Moses In-Law said onto him:

21. Moreover, you shall select from all the people able men, such as fear God, men of truth, hating covetousness; and place such over them to be rulers of thousands, rulers of hundreds, rulers of fifties, and rulers of tens.

22. And let them judge the people at all times. Then, it will be that every great matter they shall bring to you, but every small matter they themselves shall judge. So, it will be easier for you, for they will bear the burden with you.

How many of our educational administrators follow this principle? Don't they want to do everything all alone like Moses did in the Bible?

Mr. Vice Chancellor Sir, I wish to submit that there is no ideal leadership style (be it autocratic, democratic or committee system), because a particular style does not work all the times. It all depends on the situation (time, place, mood, available resources, and kind of people being addressed, and so on). The leadership style to be used by an Educational administrator should be the one that is effective and able to achieve the goals and objectives of the organisation. (Oyedeji, 2012)

(2) Imbalance between Education and Employment Rate – a case of *poor planning*

The rate of unemployment is rising year in year out as our educational institutions churn out graduates in high numbers. Most tertiary institutions happily celebrate the number they graduate each year rather than reflect on how

many of the graduates would be gainfully employed. People that are highly placed in government, such as ministers, blame the problem of unemployment on the universities claiming that the universities are not giving the right type of education to the graduates; thus making them unemployable. Mr. Vice Chancellor Sir, to me, in addition to the right type of education, the rate at which our educational institutions and industries expand can be compared to the Malthusian theory in which Thomas Malthus (an economist) postulated in the 17th century that the rate of population growth will be geometrical while that of means of subsistence will be arithmetical (Oyedeji, 1992). As at now, the rate of growth in the production of graduates is tremendous while that of industries is declining.

In those days, primary school leavers easily obtained jobs in industries, even when they were not specifically trained for a particular job. National Youth Service Corps members had job fixed for them before they embarked on the mandatory national service. Today, that is not the case. Instead of establishing more industries, the existing ones are dying one after the other and many have moved to Ghana due to lack of dependable power supply. There is no more problem of raw materials as witnessed in the 80's but that of inadequate and erratic supply of power.

The unemployment rate is rising in Nigeria while that of United States of America is falling. *The Punch* (2012), reported that the rate of unemployment in America dropped to 7.8 per cent in September, 2012. The report further quoted President Obama as saying that “*after losing about 800,000 jobs they now added 5.2 million new jobs, over the past 2¹/₂ years*”. Until the issue of power supply is

resolved, unemployment rate is not likely to come down in Nigeria.

Oyedeji (2006a) maintained that manpower planning in Nigeria is inadequate and it may also be considered as one of the factors responsible for the imbalance between education and employment rate. For example, where are those 5-year development plans of post-independence period? Today it is vision this or vision that without seeing anything!

Adesina (1984) also noted that one of the hindrances to development is unemployment in which:

(a) Those seeking jobs exceed the number of jobs available. (b) Jobs are available but people are irrelevantly trained for them. (c) People are over qualified for the kind of jobs that are readily available.

It is wrong to produce graduates in the quantity which is more than what the nation's economy can absorb, and it is also wrong when industries do not grow at the rate at which education is growing, due to lack of adequate planning (Oyedeji, 2012). At present, unemployment stands at about 40% of employable young graduates in Nigeria. (World Bank Report, 2013).

(3) Sources of Finance to Educational Institutions:

The following are sources of finance to Nigeria's educational institutions.

1. Budgetary allocation from governments,
2. Households,
3. Commerce and Industries,
4. Community/private hands
5. Missions,
6. Foreign aids.

7. Internally Generated Revenue (IGR), (Oyedeki, 2003)

The funds flow into educational institutions as illustrated in fig. 2.

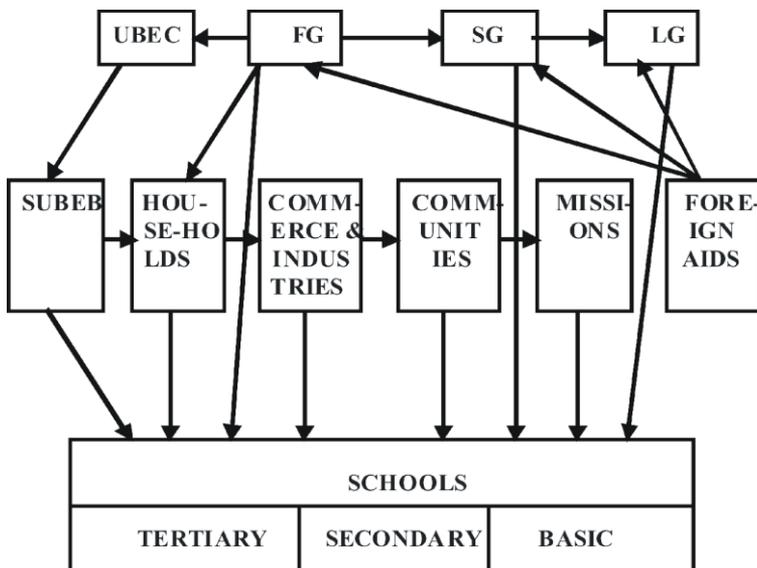


Fig.2. Flow of Funds to Schools

Source: Oyedeki (2003)

An examination of figure 2 shows many sources of funds to schools but the level of contribution is not defined by the Government which may create a lukewarm attitude from the contributors. In spite of the many sources, there is clear evidence of underfunding. Oyedeki (2006b) supported joint responsibility in funding education but with specific ratios. The Government has abandoned its traditional role

of substantially funding education which is a social institution. The Government directs the institutions to source funds through Internally Generated Revenue (IGR) to the extent that many tertiary institutions abandoned their major role of human capital development (training) to the establishment of organs for the production of goods that can be sold to generate funds for sustenance. Such products include bread, *gari* (cassava flour), sachet and bottled water, Moringa (leaves, powder and seedling), and so on. We must commend the institutions because the productions of these goods in themselves can be used as models for others to follow and for training students. They also provide employments for school leavers.

The government should go back to the good old days when institutions obtained substantial finance from government subventions while their IGR should be pegged to 20 % of their budget in order not to abandon their major role, to the pursuit of Internally Generated Revenue. The United Nation's (1976) recommendation of 26% budgetary allocation to education may be difficult to achieve due to the economic meltdown and other competing sectors. However, allocations of 8.43% and 8.7% in the past two years are grossly inadequate. See Table 2.

Table 2: Federal Government Budgetary Allocation to Education (2004-2012).

Year	Recurrent Expenditure (Nm)	%
2004	76,527.65	10.5
2005	82,797.11	11.0
2006	119,017.97	13.6
2007	150,779.27	11.5
2008	163,977.47	10.46
2009	137,156.62	06.25
2010	170,770.56	9.67
2011	335,837.89	10.13
2012	345,091.00	8.43
2013	426,530.00	8.7

Source: <http://www.budgetoffice.gov.ng>

I wish to suggest at least 20% of Federal government budgetary allocation for the present situation.

(4) **Record Keeping in Schools**

It is the duty of Educational administrator to keep adequate school records so that education activities can run smoothly.

Oyedeki (2012) showed the importance of readily available information from school records to include the:

- a. provision of useful information to an employer of labour who may want to recruit pupils for jobs such as Testimonials, Transcripts, Certificates and Reference Letters;
- b. supply of the necessary information to inspectors of education who may visit the school on general or routine inspection;
- c. provision of information for career guidance; and

- d. provision of useful information to the Educational planners and administrators.

Records are not kept adequately in most educational institutions in Nigeria. Educational data particularly those of finance cannot be easily obtained in schools, Ministry of Education inclusive. Teachers in secondary and basic schools keep students' attendance register haphazardly. They mark morning and afternoon attendances at the same time. Accounts and other records are falsified resulting into ghost students, academic and non-academic workers. Recently, President Jonathan ordered a census of all schools to know how many schools we have in the country because there are no proper records. Oyedeji (2004a) found significant relationship between record keeping and efficiency and effectiveness in schools, therefore educational administrators need to take the issue of record keeping seriously.

(5) School Plant Planning and the Educational Administrator

According to Adeogun (1999), planning (plant planning inclusive) is supposed to be the main responsibility of the school administrator, especially the Head-teacher, Principal, Rector, Provost or Vice-Chancellor. According to Elsboree, Menally and Wynn (1967), teachers, students, parents, architects, proprietors (e.g. Ministry of Education), technical specialists and school custodians should also be part of school plant planning.

(i) Factors for Site Selection

Oyededeji (2012) identified the following factors as necessary for site selection:

1. The school should be readily accessible to school children and the community at large.
2. It is not convenient to site a school very far away from students, teachers and other office staff when adequate means of transportation are lacking.
3. The site should be within the proprietor's financial capability.
4. The site should be attractive, i.e. it should be sited in a pleasing and likeable environment.
5. The site should never be too close to a busy street, factory, railway line and market so as to prevent the noise that may disturb school work.
6. There should be a source of water supply close to the site, because water is one of the basic needs of both staff and students.

Many schools are sited in an area not conducive especially privately owned ones, one wonders if the proprietors are aware of the afore-mentioned requirements or not.

(ii) Plant Repairs/Maintenance

Oyededeji (2012) considered plant repairs/maintenance as an attempt to bring back a school plant to its original state. Nigeria lacks maintenance culture and it is not good for the educational system. The educational administrator should take the issue of maintenance seriously. The buildings, machines, and equipment, should be well maintained for longer life.



Fig. 3. Damaged classroom windows, not repaired but still in use.

(5) Insurance of school plant

According to Oyedeji (2004b), insurance refers to the provision of cover for loss as a result of fire, burglary, accident, etc. which may never occur.

Despite the importance of insurance of properties to schools, Adeogun (1985), found that only one, out of thirty-five secondary schools insured its physical plant, whereas (Oyedeji, 1985) asserted that insured schools stand the chance to enjoy quick regains whenever there is any damage to buildings by storm, fire, or any other disaster.

(6) Indiscipline in educational institutions

Discipline is defined by *Advanced Oxford English Dictionary* (2000) as the practice of making people obey rules and punishing them when they do not.

Adesina (1981) identified two major kinds of discipline. The first is that which is imposed by an external authority or laws in which case, sense of discipline is demonstrated because of the fear of punishment.

The second type of discipline is intrinsic discipline, i.e. discipline that comes from within oneself. In this case, the person studies the rules and regulations, recognises their importance, and respects the value of the society and behaves accordingly without the fear of any punishment attached. The more people embrace intrinsic discipline, the less the effort the educational administrator requires attaining greater success.

The causes of indiscipline have been enumerated above. However, according to Oyedeji (1989a) the day-system of schooling whereby the majority of the students come from home has increased the wave of indiscipline in the secondary schools system. The day students feel that the school cannot have absolute control over them; hence they break school rules and regulations at will such as insubordination, absenteeism, truancy, drug abuse etc. There is, therefore, the need to go back to the old system of boarding school for both secondary and tertiary institutions and the enrolments per secondary school should be pegged to a manageable size of 1000 students.

Oyedeji (2012) recommended that the enforcement of discipline in schools should be a joint responsibility of government, parents, the society at large and especially the educational administrator. According to Adesina (1981), lack of facilities and motivation of staff, among others, are responsible for indiscipline in schools.

Indecent dressing also constitutes indiscipline. Recognising this, the authority of the University of Ilorin

spelt out certain ways of dressing as unacceptable in the University environment (including lecture Halls, Library, Laboratories, as well as in university vehicles).

The campaign against inappropriate dressing by the Administration of the University is working as the majority of students are now decently dressed. This tends to confirm the notion that the school administrator has a great role to play in the discipline of students and staff.

The University management has not only worked hard to tackle indecent dressing but also to eradicate cultism in the university. Cultism has become a thing of the past largely due to the efforts of the immediate past Vice Chancellor, Professor Is-haq Olanrewaju Oloyede and the current Vice Chancellor, Professor Abdul Ganiyu Ambali and other key members of their Management Team.

Another case of indiscipline is *examination malpractice* which reduces the progress made in education. Nureni (2012) defined examination malpractice as an illegal behaviour by a candidate before, during or after the examination so that he or she can attain success cheaply. According to Nureni, the following are some of the causes of examination malpractices:

1. Large population in most schools especially in urban centres;
2. Wide syllabus in some subjects difficult for students and teachers to cover;
3. Inadequate teachers in terms of number and quality; and
4. Corrupt invigilators and supervisors,

The above corroborated Oyedeji, (2012) who discovered that large student populations can cause ineffective supervision which may in turn enhance examination malpractices.

Nigeria recorded five per cent rise in examination malpractices in 2011 (86 index declined to 82) (Nigeria National *Examinations Ethics Index* Rating, 2012).

The Examinations Ethics Index (EEI) is calculated based on the composite numbers of candidates, principals, teachers, supervisors, invigilators and schools sanctioned per malpractices by public examination bodies for the period and geo-political unit under consideration.

The following States were adjudged as worse states in examination malpractice records.

**Table 2: Examination Malpractices Ranking by States.
(Top Four)**

State	%	Rank
Bayelsa	28.2	34
Ekiti	26.69	36
Imo	24.0	37
Sokoto	27.9	35

Source: Nigeria National *Examinations Ethics Index* Rating (2012).

As part of punishments for examination malpractices, the following percentages of schools were de-registered by WAEC in 2012 to serve as deterrent.

Table 3: De-registered schools in Nigeria – 2012 WAEC Examinations

Geo-political zone	%	Rank
North Central	15.7	3
North East	1.7	6
North West	15	5
South East	15.5	4
South South	35.1	1
South West	19.3	2

Source: <http://www.examsmalpractices.ng>

(7) Availability of Instructional Facilities

(i) Textbooks

The importance of textbooks to the acquisition of knowledge cannot be over-emphasised. The teacher cannot give everything, and the students themselves cannot assimilate all that the teacher says. A student needs to further examine what has been taught at his/her private time.

During my university days, in the 70's, we were made to buy textbooks by our lecturers and even hand-outs where textbooks were not available, but we were not exploited. Today any attempt by lecturers to sell textbooks to students is seen by students as an *anomaly*. It is true that if students are required to buy this resource compulsorily, some lecturers may abuse it by selling at exorbitant prices. But I think the appropriate thing to do is to set up a committee (the Library and Publication Committee of the University can accomplish the assignment) to determine the quality and prices with a view to selling at moderate prices to students. By this, the students, lecturers and the system

would gain because quality textbooks would be available at cheaper prices.

In a study I conducted in June 2013 on the use of textbooks in the University of Ilorin in which male and female students randomly selected across all levels were involved, the results are contained in Table 4.

Table 4: Students opinion on the use of textbooks in University of Ilorin

Question	Response	%
1. Textbook is essential to my studies.	Strongly agree	87
2. Textbook is the last thing I will ever buy.	Strongly disagree	17
3. Cost of a textbook does not matter once it is of good quality.	Strongly agree	87
4. Textbooks should be made compulsory in the University just as it is done in secondary schools.	Strongly disagree	70
5. Textbooks should be supplied to university students by the Federal Government free of charge.	Strongly agree	93
6. Where there are no textbooks, I am ready to buy handout.	Strongly agree	83
7. Even it there are textbooks, I still prefer handouts.	Strongly agree	37

From Table 4, 87% of the students strongly agreed that textbooks were essential to their study, yet 70% of them strongly disagreed that textbooks should be made compulsory to them. What a contrast! And as rational

human beings 93 % strongly agreed that Federal Government should supply free textbooks to university students. Bearing in mind the importance of textbook to students as agreed upon by the majority of the students sampled (87%), it will not be out of place if textbooks are made compulsory at all levels of education, provided the quality and costs are adjudged to be appropriate.

(ii) Writing Materials and other instructional facilities

Chalk, board marker and duster must be readily available for teachers'. They are important materials and there is no reason why they should not be adequately supplied, but they are not. There are instances where dusters are not readily available and students have to improvise using local materials. Even in a Nigeria Police College, where one thinks things should be better, student cadets improvised *Police Baton (Kondo Olopa)* using *Cachia Ceinen (dongo yaro tree)*. Does this situation not qualify as an anomaly in security and peace education in Nigeria? See figs. 4(a) and 4(b).



Fig. 4(a) Improvised duster produced by students for use in many classrooms in Nigeria in the 21st Century.



Fig. 4(b) Police Baton (*Kondo Olopa*) improvised by Police Cadets in a Nigeria Police College.

The level of education in Nigeria and other parts of the world today has risen beyond the use of these kinds of local materials. The University of Ilorin Administration, for instance, reported during 2013 convocation ceremony that all classrooms would be equipped with the latest *smart and clever boards* in line with global best practices to ensure effective learning and teaching. The gesture is a welcome development.

Departmental vehicles are necessary for running vital errands, such as moderation of examination questions, movement of answer scripts, conference attendance and social functions as well as SIWES, sports and performing arts engagements. They should be provided by the educational administrator, especially in tertiary institutions.

There should be adequate water in the hostels and school premises, as well as lights and toilet facilities in the hostels and classroom area. The absence of these facilities constitutes an *education anomaly*.

**(ii) School Size and Students' Supervision/Discipline/
Morale and Students' Academic Performance**

The concern over the growth of school and class sizes as a result of student population explosion is directly linked with its possible influence on supervision, discipline and students' academic performance.

The secondary level of education in Nigeria witnessed an unprecedented expansion during the Shagari Administration (1979-1983). The assumption is that the consequence of an increase in school size may have some implications for students' supervision, morale and discipline. In turn, these factors may influence students' academic performance. Oyedeki (1994) was of the opinion

that the increase in class size may have some implications for students' supervision. This is particularly so when, as a result of school size, it becomes difficult for educational administrators to enforce discipline. Oyedeji (1989b) supported the Kwara State Ministry of Education's recommendation of class size of between 35 to 40 students, as opposed to the present overcrowded class of between 100 to 120 students especially in the urban centres.

Over the past years, the concept of supervision has been in a state of evolution. For example, in the 20's, supervision was seen as a process of directing. In the 30's, there was a gradual emphasis on democratic supervision. In the 40's, the concept of supervision was described as a co-operative enterprise, while in the 60's supervision was seen in terms of the people directing the process of change with emphasis on helping people to solve their problems and participating in the process of decision-making (Oyedeji, 1998b).

(iii) Educational Policy in Nigeria

Nigeria educational policy can be traced to the colonial period when we had education ordinances, one after the other up to independence (Fafunwa, 1974). By 1981, the first written National Policy on Education emerged. Right from the colonial period our educational policy has not been stable. Oyedeji (2012) was of the opinion that policy is never static, but when it changes too frequently it loses its essence. Political influence has played a major role instead of research, the economy and governance. Yesterday, 6-5-2-3 (Primary-Secondary-HSC-University); Today, 6-3-3-4 (Primary-JS-SS-University); next day, 9-3-4 (Basic-Secondary-University); and the

thinking now is 2-9-3-4 (Nursery I & II -Basic-Secondary-University). It seems there is confusion somewhere.

(iv) Teachers' Strike and Students' Protest

Collins dictionary (2000) defines *strike* as a solution in which workers stop doing their work for a period usually in order to try to secure better pay or conditions of service for themselves. The educational institutions programme their activities, putting time frames: terms for primary and secondary schools and semesters for tertiary institutions. When strike or students riot occurs, school activities are disturbed, leading to some other distortions, such as lowered students' academic performance, social menace by idle students, and National Youth Service Corps programme dislocation. To avoid this *anomaly*, there is the need for constant dialogues between government and teachers/students. If strike occurs in Government and teaching hospitals, the impact is immediately felt as dead bodies will multiply unlike the educational institutions where the effects of strike may not be felt immediately. Mr. Vice Chancellor Sir, there is the need for the educational administrators to work with Government to prevent strikes in institutions of learning because of the future consequences such strikes are most likely to have on the nation.

(v) Access to higher Education

The number of students seeking higher education outweighs the available space due to population explosion and inadequate number of higher institutions. The admission requirements are also too many. In those good olden days, O' level results could get someone admission

into a university, then came in UME (now UTME) and then Post-UTME while some applicants alleged a fourth requirement called “*eni a mo*” meaning “*who you know*”. JAMB should cease from conducting examinations in line with the National Assembly’s opinion but must be retained to serve as clearing house in order to prevent multiple admissions. But where it must continue to administer examinations, there is the need to bank 240 and 60 marks & above for UTME and Post-UTME respectively for candidates for future use. This will help to keep the size of applicants for examinations to a manageable size that will reduce examination malpractices and also reduce stress to applicants. Mr. Vice Chancellor Sir, the systems adopted by the JAMB whereby candidates take Pen and Paper (P&P) and Computer Based Test (CBT) at the same examination should be revisited, because the same group should not be exposed to different treatments as it will be difficult to compare their results. If Computer Based Test facilities are not ready for all candidates, Pen and paper should be continued.

Contributions from my Ph.D. Students

The following are selected contributions from Ph.D. Theses which I supervised.

1. Ogunniyi, M. O. (Mrs) - 86/11320

Topic: Job motivation and labour turnover among lecturers in Nigerian Universities.

The study concluded that there was significant relationship between job motivation, development opportunities and labour turnover among lecturers in Nigerian Universities.

2. Ogundele, M. O. - 91/029628

Topic: Funding, Teacher job satisfaction and students' academic performance in private secondary schools of Kwara State, Nigeria.

The study showed that funding and teachers job satisfaction had low significant relationship with the students' academic performance while autocratic supervisory strategy had greater influence in private secondary schools in Kwara State, Nigeria.

3. Salau, K. K. - 91/028434

Topic: Administrators' behaviour, quality of lecturers and students' academic achievement in Nigerian Colleges of Education.

The study concluded that Administrators' behaviour and quality of lecturers significantly influence students' academic achievement in Nigerian Colleges of Education.

4. Dare, N. O. (Mrs) – 91/026968

Topic: Organisational structure, quality assurance and administrative effectiveness of National Teachers' Institute Distance Education Programme in South-West, Nigeria.

The study showed that organisational structure and quality assurance positively influence administrative effectiveness of National Teachers Institute Education Programme in South-West Nigeria.

Implications for Nigerian Educational Administrators

According to Thierauf, Klecamp and Geeding (1977), an administrator makes decision concerning the planning, organising, directing and controlling of men and materials in order to achieve specific goals. He/she is vested with formal authority over his organisation unit. He/she also is responsible and accountable for final results (Chief Accounting Officer). Therefore, he is held responsible for any *anomaly* in the organisation but praised if the organisation succeeds. According to Oyedeji (2012), there are certain basic functions which an educational administrator must perform and if they are not or carried out carelessly, the institution faces some *anomalies*: The functions include:

(1) Planning - Line of action

Planning is the process of preparing set of decision for action which is directed towards some goals in the future. It entails the pre-thinking, and sometimes it refers to the thinking part of administration, hence, it involves forecasting, foresight, situational assessment and determination of future possibilities.

Planning deals with defining and preparing policies and procedures in advance. It is the laying out of administrative process and it often involves research because specific objectives are to be attained.

Planning could be at micro or macro levels. We could plan according to manpower requirement, social demand of the people or cost/benefits. Planning could be short, medium or long term range. The University Administration gave me nine months written notice for my

inaugural lecture, for example. The notice is a sign of good planning.

(2) **Organising**

Organising relates to the grouping of people and activities into units and trying to establish relationship among them. Therefore organising involves the establishment of formal structures through which work is sub-divided and coordinated to attain specific objectives. Here, organisational charts come in. Once the objectives have been identified, the Administrator will put in place all the conditions necessary to achieve the objectives. This requires establishing the appropriate procedures for requirements in terms of materials, manpower, funds, information and other resources and deploying them to where they are needed.

(3) **Directing**

Directing means to ensure employees do the job given to them at the right time. Adequate motivation is needed to encourage them to accomplish the tasks. In addition, clear and unambiguous communication is a necessary ingredient for direction. The educational administrator must lead and guide the organisation by serving as good example.

(4) **Controlling**

This is to ensure that the results are as planned. Therefore, it involves the setting of a standard which provides the basis for comparing the actual output against the intended output in order to take corrective measures.

The essence of this is to provide a feedback on which subsequent planning or decision will be based.

In addition to the foregoing functions, educational administrators should be familiar with the following principles identified by Henry Fayol and expanded for education by Oyedeji (2012). There should be:

1. Division of labour, i.e. work should be divided into its component processes and each component assigned to those who can perform them best. Work should be divided in a logical manner to eliminate duplication and wastes. For example, we have specialized subject teachers in the secondary schools unlike in the lower level of basic schools where a particular teacher handles all the class subjects.
2. Authority which should be maintained through good leadership and clear and fair attention should be given to students and staff members.
3. Discipline in order to be sure that students and staff members execute their work, and penalty for non-compliance should be fair.
4. Unity of command i.e. a subordinate is answerable to his/her superior at a time.
5. Unity of direction regarding objective i.e. all individuals and departments should contribute to the objectives of the organisation.
6. Sub-ordination of individual interests to the general interests.
7. A fair system of reward to students and staff members.

8. A good centralization and decentralization of authority where necessary.
9. A clear scalar (chain of command) and communication, i.e. authority should flow directly and clearly from the top executive to each sub-ordinate at succeeding levels.
10. Clear order to be sure that each objective is in its appropriate place and every individual concerned is in the right position.
11. Equity in terms of treatment to staff and students.
12. Stability of tenure of personnel.
13. Opportunities for members to initiate changes
14. *Esprit de corps*, i.e. spirit of co-operation at all levels.
15. Accountability - The principles of accountability for results do not relieve the sub-ordinate of his/her responsibilities. When the sub-ordinate accepts a plan from his/her superior, he/she is duty-bound to execute the plan.
16. Span of control - only the number of sub-ordinates that a superior officer can effectively control should be assigned to him/her. For examples, from 35 to 40 students are considered adequate for a teacher in a secondary school. This is called "*Students – Teacher ratio*". In technical institutions, 25 students are considered adequate for an instructor. In industries, 6 sub-ordinates are considered adequate for a supervisor.
17. Responsibility for results - if a superior officer delegates an adequate responsibility to the sub-

ordinate, and a good result is not achieved, the former officer should be held responsible.

18. Adequacy of authority - each Manager should be given sufficient authority to achieve a desired result.
19. Exception rule - only the most important matter needs to be taken to the top Manager, so that he will not be overworked.

Conclusion

Education anomalies are dysfunctions that take place in the education system. They distort education inputs and also prevent the achievement of educational goals. They are preventable by the education stakeholders such as governments, parents, students, and members of the public and, particularly, educational administrators who should apply relevant theories and principles.

One of the central functions of an educational administrator is to show direction through leadership by example. This will bring about growth and development in education and by extension national growth and development.

Frequent change and inconsistent educational policies, staff and students indiscipline, poor school supervision, poor planning, inadequate funding and instructional facilities, erratic power supply, and so on constitute “*education anomalies*” and should be addressed and re-dressed in Nigeria. All stakeholders, especially educational administrators, should bear in mind always that quality education is the bedrock of sustainable development.

Recommendations

Mr. Vice Chancellor Sir, I am optimistic that the educational administrator has key roles in reducing anomalies in Nigerian educational institutions. Therefore, I wish to recommend the following:

1. All educational administrators such as Head teachers, Principals, Provosts, Rectors and Vice Chancellors should acquire Post Graduate Diploma in Educational Management (PGDEM) which is available in University of Ilorin and some other universities so that they can be familiar with theories and principles guiding educational administration. It could be a condition or an added advantage for appointment into administrative post.
2. School discipline must be taken seriously by educational administrators and they should be given free hand to do that. Cane should be sparingly allowed at the basic level of education, because if *you spare the rod, you spoil the child*.
3. Educational administrators must embrace dialogue and also liaise with the government in order to avoid students' protests and Teachers' strike as they constitute education *anomaly*.
4. School records must be adequately kept by school administrator because of their usefulness to the students, school and external bodies.
5. At least three quarters of students in secondary school should be in the boarding system in order to enhance discipline.
6. Tertiary institutions should be declared industrial areas and supplied with adequate electricity for effective teaching and learning.

7. The Federal Government should move closer to the UNESCO (1976) recommendation for funding education (26% of Gross Domestic Product) in order to accelerate the development of education. Our educational policies should be consistent and devoid of frequent change.
8. The glory of the Technical colleges of the old days should be brought back and the appropriate place where the newly introduced twenty-six *trade subjects* should be is in the Technical and Commercial Colleges and not in the Basic schools. Discrimination against Polytechnics should be checked in order to reduce the rush for university education.

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