

CHALLENGES FACING THE ADMINISTRATION OF HIGHER INSTITUTIONS IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA

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Abstract

The study investigated the challenges facing the administration of higher institutions in Federal Capital Territory, Abuja, Nigeria. The descriptive survey design was used and the study was guided by six hypotheses. The population of the study comprised of [90] schools administrators (HOD'S academic and Head of department of Non-academic units and department) in three sampled public higher institutions in Federal Capital Territory, Abuja, Nigeria. Purposive sampling method was used to select the sample for the study. The instrument used for data collection was a structured questionnaire which was developed by the researcher and the questionnaire was titled the 'Challenges Facing Administration of Higher institutions Questionnaire' (CFAHIQ). The questionnaire was validated by two experts in Educational Management in University of Abuja. The reliability of the instrument was ascertained using the test-retest method and the Pearson Product Moment Correlation analysis which yielded a co-efficient of 0.78. Data collected by the questionnaire were analyzed using simple percentage and Chi-square. Result collected and analyzed in this study established that inadequate fund, inadequate infrastructural facilities, shortage of staff, high student enrollment is strike action is a challenge facing the administration of higher institutions in Federal Capital Territory, Abuja, Nigeria and political influence are the challenge facing the administration of higher institutions in Federal Capital Territory, Abuja, Nigeria.

Keywords: Challenges, Administration, Higher institutions

Introduction

The National Policy on Education (2004) defines tertiary education as the education given after secondary education in Universities, Colleges of Education, Polytechnics, Monotechnics, as well as those institutions offering correspondence courses. Higher education can be define as the post-secondary school education. Higher education is an organized education for the production of manpower. It is education foe career specialization. Higher education is the highest education designed for researching and providing quality teaching.

Adeyemi (2001), views Higher Education as a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market while Obanya (1999) Higher Education is taken to embody

all organized learning and training activities at the tertiary level. This includes conventional universities, those with the conventional arts, humanities and science faculties as well as specialized universities like institutions specializing in agriculture, engineering, science, and technology. It also includes post-secondary institutions such as the polytechnics and colleges of education. “

Higher Education” includes all forms of professional institutions drawing from the available pool of persons who have completed a various forms of secondary school education: Institution of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programmes. Even this wide spectrum does not exhaust the possibilities of forms of Higher Education.. such as non formal higher education. Indeed, any situations in which mature persons are organized for building up their knowledge and skills, to apply knowledge to the analysis and search for solutions to life problems.” Nigeria’s higher education is the largest in Africa with millions of students.

The goals of tertiary education, according to the National Policy on Education (2004) are to:

- (a) contribute to national development through high level relevant manpower training.
- (b) develop and inculcate proper values for the survival of the individual and society.
- (c) develop the intellectual capability of individuals to understand and appreciate their local and external environments.
- (d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- (e) promote and encourage scholarship and community service.
- (f) forge and cement national unity, and to
- (g) promote national and international understanding and interaction.

The policy document added that, tertiary institutions shall pursue these goals through:

- i. Teaching;
- ii. Research and development;
- iii. Virile staff development programmes
- iv. A variety of modes of programmes including full-time, block-release, deny release, sandwich etc.
- v. Access to training funds such as those provided by the Industrial Training Fund (ITF)
- vi. Students Industrial Work Experience Scheme (SIWES).
- vii. Maintenance of minimum educational standards through appropriate agencies.

Others objectives of higher education include the following:

- (1) to ensure the production of manpower for the country
- (2) to provide career education for the citizens

- (3) to provide post-education education for the people that passed out from the secondary education
- (4) to carry out research to solve society challenges and problems
- (5) to provide quality teaching services for the people.
- (6) to provide communities services to the host communities and the society at large
- (7) to encourage innovation and creativity.

The administration of higher education in Nigeria is the handle by the both the federal and states government. The Federal government through the federal ministry of education direct the affairs of all higher institutions in the country.

The Nigerian government established some agencies in the country to help to manage and monitor the various higher institutions in the country. The agencies includes: National Universities commission established in the year 1962. The objective of establishing is to be in charge of university development and management in the country. The cardinal functions of the National Universities commission includes; giving approval for academic programme in the universities in Nigeria, approve new higher institutions offering degree programmes, ensure quality assurance in all the universities through effective regular accreditation of academic programmes(Ogunode,2020).

The National Commission for Colleges of Education is an agency of the federal government under the ministry of education established by Degree 13 of 1989. The commission is in charge of colleges of education in Nigeria. The Commission is saddled with the responsibilities of approving the establishment of new colleges of education in Nigeria. It' approved the academic programme for the colleges of education, it conducts regular accreditation exercise for all the colleges of education in Nigeria. They handles curriculum development and review it regularly (NEEDS,2014).

National Board for Technical Education Established by Act No. 9 of 1977, the NBTE is a parastatal of the FME specifically created to handle all aspects of technical and vocational education falling outside university education. The Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post-secondary school levels. It is also involved in funding of polytechnics owned by the Government of Nigeria (NEEDS,2014).

The contribution of higher education to the social, economic .political and technological advancement of the country cannot be underestimated because higher education deals with production of manpower for the country and those who graduated from the higher

institutions bags degrees in higher qualifications. The contribution of Higher education to the Nigerian economy cannot be qualified.

The Nigerian higher institutions are the largest in Africa. The Nigerian higher institutions have been described as the bedrock of development in Nigeria. The coming of higher education into Nigeria since 1932 when the Yaba Higher College was established as the first higher institutions in Lagos have brought more achievement to the country in all areas of the sector. The technological revolution and the industrial development are all the benefits of higher education in Nigeria. The cardinal programme of Nigerian higher institutions especially the universities are to teach, research and provide community services. The teaching programme of higher institutions in Nigeria have contributed positively to the development of the country through the production of qualified manpower to handle every aspects of the Nigerian economy. The research programme of higher institutions is also helping to develop new product and innovation in the industrial sector. The community services is contributing extensively to the community development of the host communities.

The higher education in Nigeria is plagued with many challenges. These challenges are negatively affecting the quality. Noun (2012) observed that the delivery of education in Nigeria has suffered from frequent strikes staged by students, faculty and teachers. Much of the difficulty lies in the fact that the sector is poorly funded by the Federal, State and Local Governments. These results in shortages of materials and human resources for education: lack of qualified teachers; a brain drain; few instructional inputs; and libraries. The physical conditions of most schools are pathetic.

Higher institutions administration is done in two ways in Nigeria. The internal administration and the external administration. The external is handled by the various agencies that the Federal government established like National Universities commission, National Commission for Colleges of Education and National Board for Technical Education while the internal administration is handled by the institutions' administrators with other management team within the higher institutions.

The effectiveness of educational institutions depends on the quality of administration. School administration plays great role in the attainment of higher institutions objectives. To realize the goals of higher institutions in Nigeria, there is need for effective administration in place

Noun (2012) opines that administration is very germane to the realization of the school's objectives. The teachers, students, non-teaching staff must be efficiently harnessed, and managed for optimum output.

Abuja the capital of Nigeria is host to many higher institutions. Some of these higher institutions are owned by private sector while others are public institutions. The higher institutions in Abuja are spread across the six area council of Federal Capital Territory.

No doubt, there are many challenges facing higher institutions in Abuja, Nigeria. The aim of this study is to investigate the challenges facing the administration of higher institutions in Federal Capital Territory, Abuja, Nigeria and possible proffer solutions.

Statement of Problem

Concerned have been raised concerning quality of higher education in Nigeria. The objective of higher education from the onset are expected to provide quality teaching, research and community services that contributes to the social, political and economic development of the society in general. It is unfortunate that today, in the process of implementing or executing their cardinal programme, these higher institutions are facing many problems. The challenges facing the higher institutions are preventing the institutions from delivering their objectives as states. The aim of this study is to investigate the challenges facing the administration of higher institutions in FCT, Abuja, Nigeria.

Research Objectives

The aim of this study is to investigate the challenges facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria. Specific objectives are to:

1. To determine if inadequate fund is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria
2. To determine if inadequate infrastructural facilities is a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria
3. To determine if shortage of staff is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria
4. To determine if high student enrollment is a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria
5. To determine if strike action is a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria

6. To determine if political influence is a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria

Research Hypotheses

The following research question were generated to guide this study:

1. Inadequate fund is not a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria
2. Inadequate infrastructural facilities is not a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria
3. Shortage of staff is not a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria
4. High student enrollment is not a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria
5. Strike action is not a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria
6. Political influence is not a challenge facing the administration of higher institutions in Federal Capital Territory (FCT), Abuja, Nigeria

Literature Review

Concept of Educational Administration

Educational administration is the application of educational resources to achieve educational goals. Educational administration is the act and process of using resources in an effective and efficiency ways to attain the various objectives of educational institutions. Educational administration deals with the planning and organizing human and materials resources to realize the goals of educational institutions. Educational administration is the systematic arrangement of educational input in an operational means to achieve the set goals of educational institution.

There are many studies on the higher education in Nigeria especially on the universities. Some of the studies include that of Charles, Ijeoma & John (201) they did study that investigated the sources of research funding available to lecturers in Nigerian Universities, the challenges faced by lecturers in accessing them and possible strategies for improvement. Five research questions were posed to guide the study. A survey

design was adopted and the study sample comprised 310 lecturers selected from 3 Nigerian Universities using purposive sampling technique. Data were collected using a researcher designed questionnaire called “Lecturers’ Access to Research Funding Questionnaire (LARFQ)”. Data were analyzed using descriptive statistics-means, standard deviations and simple percentages. Result of the study revealed self-funding as major source of research funding in Nigerian Universities, followed by government sector and foreign agencies. Self-funding was also identified as the most potent source of research funding accessed by University lecturers. The study showed that a greater percentage of lecturers, 246 (76.35%), had not benefited from research grants for many years. Inadequate funding of research and stringent conditions attached to research grants were identified as two major constraints to accessing research funds by lecturers. Based on these findings, it was recommended among other things that government should increase the funding of universities and research substantially and management of universities should develop modalities for identifying and disseminating information to lecturers on research funding opportunities and the requirements for accessing them.

Christiana (2013) conducted a research that examined the role committees play in the decision-making process in Nigerian universities. It also ascertained the extent to which decisions made maintain a democratic process for the representation of views. This was done with a view to assess the extent to which the Committee System affects the effective and efficient management of Nigerian universities. Data for the study were solicited from both primary and secondary sources. Primary data was derived from the administration of questionnaires on 474 randomly selected members of committees from six Federal universities located in the six geo-political zones of Nigeria. This was done to ensure that one university from each zone had the chance of being represented in the sample. The study revealed that committees are vital institutional arrangements that facilitate and improve internal decision-making in Nigerian universities. They serve as an avenue for expressing, communicating and recommending policies and curriculum changes to the Faculty, Dean, Provost, Vice- Chancellor and other Heads of Units of the universities. Results of the study further revealed that the use of committees enhance university governance and management because the decisions made guide the judgment of university administrators. The study however found that although the decisions made by the various committees are derived from a democratic process, the committees’ recommendations do not sometimes influence the final decisions made by the University Council and Senate, particularly if they are in conflict with those of the university administration. The study concluded that committees are vital tools for university administration, although the decisions made by them are sometimes not implemented because of the overbearing structure of university management.

Doye & Koroye (2019) did a study that examined issues and challenges faced by tertiary institutions in Bayelsa state, as a result of the „new direction“ funding introduced by the state government. Two research questions and two hypotheses guided the study. A

sample size of 892 was drawn from six (6) state-owned tertiary institutions and the Ministry of Education using a convenient sampling technique. Pearson Product Moment Correlation Coefficient was used for the reliability test which yielded 0.85. Research questions were answered using the mean while the hypotheses were tested using one way ANOVA. Findings revealed arising issues as grossly decreased cash inflow, embargo on employment, face-off between management and staff, difficulty in building more infrastructure, difficulty in maintaining senior faculty members, brain drain, amongst others. Based on the findings, it was recommended that institutions be merged to bridge funding gaps, institutions access Tertiary Education Trust Fund and efficiently utilize such funds, increase IGR, attract private investors and also urged the state government to objectively fund schools by analyzing their needs.

Chukwuma & Japo (2015) carried out a study that examined staff development and the output of academic staff in the state universities in South-South Nigeria. An ex-post-facto survey design was used to conduct the research in three state universities in the area. Three research hypotheses were formulated to guide the study. Data were collected from a sample of 402 academic staff. This was done using a questionnaire entitled “Academic Staff Development and Academic Staff Output Questionnaire”. One way Analysis of Variance (ANOVA) was used to analyse the data. The findings were that significant relationship exists between staff development and the productivity of academic staff in terms of research, teaching and community service. Therefore, the study concluded that in-service training and attendance of conferences and workshops influence the output of academic staff. Accordingly, it is recommended that adequate funding towards staff development and policies that support staff development are imperative for improved performance.

Subair, Okotoni, & Adebakin, (2012) did a study that investigated the place of infrastructure in maintaining quality in Nigerian universities. Using a 20-item self designed questionnaire and Available Infrastructure Checklist (AIC), data were collected from a random sample of 800 final year students drawn from federal (300) and state (500) universities in the country. The data were analysed using the t-test statistic and descriptive statistics. It was found that there is no significant difference in infrastructural development between the state and federal universities. Thus, it is recommended that government increases funding towards development of the infrastructure. It is also recommended that universities adhere to appropriate standards of infrastructure maintenance and enrol only those students for whom they have adequate facilities.

Nwachukwu ,Stella & Obaoda (2018) Institutional leaders value functions was used to determine effective management of universities in Nigeria because values are central to institutional leadership and when institutional leaders catch a vision of probable values, they begin to change their values and their conducts, which will influence their values and subsequently values become their policies. In line with this study’s objectives, a

correlational and sectional study was carried out in six public universities in the South-South geo-political zone of Nigeria. The target population of this study were faculty members of all Nigerian public universities, while the accessible population are faculty of the selected public universities. The instrument used for data collection was designed and validated by experts in the department of educational management Ignatius Ajuru University of Education. The questionnaire was structured along 7-Point Likert scale. The statistical analyses in this study were carried out using SPSS version "22": Descriptive statistics (percentage, mean and standard deviation); linear regression was used to determine the relationship between variables and Cronbach alpha analysis was used to test the reliability of the instrument. The results for this study revealed that the lack of institutional leaders' values like integrity, effectiveness, competence, honesty, accountability and fairness explains the unsuccessful and ineffective management of universities in Nigeria. This study recommends that institutional leaders need to have integrity, effectiveness, competence, honesty, accountability and fairness for effective management of universities in Nigeria.

From the above literature review, it is obvious that research on the higher institutions administration is lacking. Based on this research gap, this study is aimed to investigate the challenges facing the administration of higher institutions in FCT, Abuja, Nigeria.

Methodology

The questionnaire used for this study was administered through research assistant to the 90 sampled respondent selected with purposive sampling method from the entire population of the three public higher institutions sampled for the study. The respondent comprised head of establishment and head of department of higher institutions. Survey research design was adopted for this study and the research work was carried out in FCT, Abuja. Structured questionnaire was developed by the researcher and the questionnaire was titled the 'Challenges Facing Administration of Higher institutions Questionnaire' (CFAHIQ). It is an open item questionnaire and is made up of two sections 'A and B'. Section A explained the rating scale and instructions to the respondents on how to fill the questionnaire, while section B was organised in clusters based on the three research questions of the study. It contains 30 questionnaire items, and the response options with values assigned to them are: Strongly agree, Agree, Strongly disagree and disagree likert scale rating options. To ensure the face and content validity of the instrument, copies of the research questionnaire were sent along with copies of the research questions and the purpose of the study to two experts in the Department of Educational Management in University of Abuja. They checked the items in terms one after the other to ensure it suit its purpose. The reliability of the instrument was determined through the test re-test method. Twenty (20) copies of the instrument were administered to ten supervisors in a quality assurance unit in Kogi State universities and after an interval of two weeks, the questionnaire was re-administered to

the same administrators. The scores of the first and second administrations were correlated using Pearson Product moment Correlation Co-efficient statistic and the correlation co-efficient value stood at 0.77 which was considered high enough to confirm the instrument reliable. Copies of the questionnaire were then administered by the researchers directly. Data collected by the questionnaire were analyzed using simple percentage and Chi-square.

Result Analysis

H0: Inadequate fund is not a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H1: Inadequate fund is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Table one

| Variables | N | Df | r-cal | r-table | Result |
|-----------|----|----|-------|---------|-------------|
| X | 90 | 88 | 0.976 | 0.195 | Significant |
| Y | 90 | | | | |

The table above showed that the r calculated is 0.976 which is greater than the t calculated of value 0.195. This means that inadequate fund is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H0: Inadequate infrastructural facilities is not a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H1: Inadequate infrastructural facilities is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Table two

| Variables | N | Df | r-cal | r-table | Result |
|-----------|----|----|-------|---------|-------------|
| X | 90 | 88 | 0.963 | 0.195 | Significant |
| Y | 90 | | | | |

The table above showed that the r calculated is 0.963 which is greater than the t calculated of value 0.195. This means that inadequate infrastructural facilities is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H0: Shortage of staff is not a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H1: Shortage of staff is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Table three

| Variables | N | Df | r-cal | r-table | Result |
|-----------|----|----|-------|---------|-------------|
| X | 90 | 88 | 0.948 | 0.195 | Significant |
| Y | 90 | | | | |

The table above showed that the r calculated is 0.948 which is greater than the t calculated of value 0.195. This means that shortage of staff is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H0: High student enrollment is not a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H1: High student enrollment is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Table four

| Variables | N | Df | r-cal | r-table | Result |
|-----------|----|----|-------|---------|-------------|
| X | 90 | 88 | 0.922 | 0.195 | Significant |
| Y | 90 | | | | |

The table above showed that the r calculated is 0.922 which is greater than the t calculated of value 0.195. This means that high student enrollment is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H0: Strike action is not a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H1: Strike action is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Table five

| Variables | N | Df | r-cal | r-table | Result |
|-----------|----|----|-------|---------|-------------|
| X | 90 | 88 | 0.941 | 0.195 | Significant |
| Y | 90 | | | | |

The table above showed that the r calculated is 0.941 which is greater than the t calculated of value 0.195. This means that strike action is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H0: Political influence is not a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

H1: Political influence is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Table six

| Variables | N | Df | r-cal | r-table | Result |
|-----------|----|----|-------|---------|-------------|
| X | 90 | 88 | 0.954 | 0.195 | Significant |
| Y | 90 | | | | |

The table above showed that the r calculated is 0.954 which is greater than the t calculated of value 0.195. This means that political influence is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Result Discussion

The result collected on if inadequate fund is a challenge facing the administration of higher institutions revealed that the r calculated is 0.976 and is greater than the t calculated of value 0.195 meaning that inadequate fund is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria. Inadequate fund have been one of the issues affecting the development of higher institutions in Nigeria. This result is in agreement with the findings of Ojo (2014) that submits that one of the major challenges facing the higher institutions in Nigeria is inadequate funding. Inadequate

funding of higher institutions in Nigeria have resulted to the poor quality of education in the country.

To find out if inadequate infrastructural facilities is a challenge facing the administration of higher institutions in Abuja. The table two above showed that the r calculated is 0.963 and is greater than the t calculated of value 0.195 implying that inadequate infrastructural facilities is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria. This result confirms with the submission of Ojo (2014) who observes that inadequate infrastructural facilities is a challenge facing all educational institutions in the country specially the universities system.

Regarding if shortage of staff is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria, The result obtained from the study disclosed that the r calculated is 0.948 and is greater than the t calculated of value 0.195. The implication of this is that shortage of staff is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria. This result supports the submission of NEEDS (2014) report that was presented to the Federal Government in November 2012. It 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.

To find out if high student enrollment is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria. The result obtained from the research revealed that the r calculated is 0.922 and is greater than the t calculated of value 0.195 implying that high student enrollment is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria. This result collaborate the finding of

Concerning if strike action is a challenge facing the administration of higher institutions in FCT, Abuja. The result collected on the table five showed that the r calculated is 0.948 is greater than the t calculated of value 0.195. This result means that strike action is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria. Ogunode (2020) submits that one of the challenges facing the development of higher institutions in Nigeria is the continuous strike actions institutions in the country are always facing from the different unions groups within the institutions' communities.

Reaction to weather political influence is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria, the table above showed that the r calculated is 0.954 is greater than the t calculated of value 0.195 meaning that political influence is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria. This result is in agreement with the submission of Ojo (2014) that submits that since returned to civil government in 1999, the higher institutions have been hacked by the political

actors in the country. They decided who emerge as the vice chancellor, they decide where to site institutions and control the councils of the various higher institutions in the country.

Conclusion and Recommendation

Administration is the systematic arrangement of human and materials resources in a way that it will be easy to be used to achieve the aims and objectives of the institutions. Schools administration deals with the systematic application of the educational resources to attain the educational goals. In Nigeria, schools administrators are not performing as they ought to perform due to administrative challenges. Based on this problem, the study was designed to investigate the challenges facing the administration of higher institutions in Abuja, Nigeria.

The result collected from the study led to the following conclusion:

1. Inadequate fund is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria
2. Inadequate infrastructural facilities is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria
3. Shortage of staff is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria
4. High student enrollment is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria
5. Strike action is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria
6. Political influence is a challenge facing the administration of higher institutions in FCT, Abuja, Nigeria

Recommendations

Based on the finding of this study, the following recommendations were put forward:

The government should increase the funding of higher institutions in FCT. This will enable schools administrators have adequate funds to use for effective administration of the institutions.

The government should provide more infrastructural facilities in all the public higher institutions in Federal Capital Territory, Abuja, Nigeria to enhance delivering of quality teaching in all the public higher institutions

The government should direct all the higher institutions in FCT to employ more academic and non-academic staff

The government should establish more higher institutions and expand the infrastructural facilities of the existing ones to reduce the high enrolment in one single school

The government should stop interference with the administration of the higher institutions and grant the universities their full autonomy.

Government should honour all the agreement reached with the different union groups in higher institution to avoid the continuous strike actions and ensure stable academic programme

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