

**CHALLENGES AND BENEFITS OF EDUCATIONAL ADMINISTRATION ON THE
FUTURE EDUCATION OF PUBLIC SECONDARY SCHOOLS IN WAMBA LGA,
NASARAWA STATE**

BY:

WANG MARY AYUBA
DEPARTMENT OF INTEGRATED SCIENCE,
COLLEGE OF EDUCATION, AKWANGA,
NASARAWA STATE
wangmaryayuba@gmail.com
08104792784

AND

YASHI MANGUT DAUDA
DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
COLLEGE OF EDUCATION AKWANGA,
NASARAWA STATE
yashimangutdauda7@gmail.com
08065937608

Abstract

This paper investigated the benefits and challenges of educational administration and planning to the future education of public secondary schools in Wamba Local Government Area of Nasarawa State. The study was guided by two research objectives and corresponding research questions. It adopted a survey research design; public secondary school teachers were the targeted population with a sample of 65 respondents selected using simple random sampling. The

instrument titled Challenges and Benefits of Educational Administration and Planning in Public Secondary Schools (CBEAPPSS) was validated by experts for content, relevance, and adequacy, and the reliability coefficient of the instrument yielded 0.70 using Cronbach Alpha. Data collected were analyzed using the arithmetic mean, with a decision benchmark of 2.50 and above indicating agreement. Findings revealed that educational administration and planning play significant roles in shaping the future of

education by providing clear strategic direction, fostering innovation, promoting professional development, and enhancing collaboration among educational institutions. Conversely, challenges identified include limited involvement of educational administrators in policymaking, recruitment of unqualified teachers, lack of collaboration, ineffective communication among stakeholders, and rigid policy frameworks. Based on these findings, it was recommended that trained educationists, administrators, and stakeholders should be actively involved in educational planning and policy formulation. Additionally, continuous professional development and technology-driven reforms should be prioritized to ensure sustainable growth in the education sector.

Keywords: Education, Educational Administration and Planning, Benefits, Challenges, Future Education

Background to the Study

The rational and systematic process of designing appropriate courses of actions means or strategies of accomplishing present and future educational needs and programmes within available resources. To achieve this, the planning and administration of any institution of learning and future must be coordinated by educational administrators and planners. Unfortunately, the activeness in

the planning and implementation of educational activities are neglected. Education is designed purposely to have a productive and satisfying life. In the preliterate society's education focused on hunting, cooking, practical farming, fishing, weaving, carving, knitting and so on. Their recreational subject included: wrestling, dancing, drumming, acrobatic display, and racing. Intellectual training included the study of local history, legends, the environment (local geography plants and animal) poetry reasoning, riddles, proverbs, storytelling, and story – relays. The education at that time was an integrated experience. It combined physical training with character – building, and manual activity with intellectual training following status, and obeying the gods. The power to teach rested on parents, elders, or priest. At that stage illiterate adults learnt from folklore, the unwritten literature (stories and proverbs, and riddles and songs) of a culture, ballad (a popular kind of narrative poem, adapted for recitation), and sermons. Education at that time depends on the orally preserved tradition of the tribe or community. Teaching and learning were not a specialist function until the early civilization in which educational process was accompanied with more complex and regular social

organization involves dealing on aims and objectives selecting current strategies and programmes to achieve the aims determining and allocating the resources required and ensuring that plans are communicated to all concerned.

Unfortunately, policy makers on educational system have aggravated fear and distrust in education sectors by introducing policy that is born out of the need to bring about equalization and equity in ethnic ration in the education sector, crippling the educational processes which eventually leads to half-baked graduates that cannot positively contribute to the future of education that could leads to economy growth for national development. These among many issues manifesting in every sector including education sector have prompted the present researchers to investigate benefits and challenges of educational administration and planning for future public education public secondary school in Nasarawa State by identifying challenges and planning of public secondary schools and to find out benefits of educational administration and planning through the following research questions.

Research Questions

1. What are the benefits of educational administration and planning for the future education of public

secondary schools in Wamba Local Government Area of Nasarawa State?

2. What are the challenges of educational administration and planning in public secondary schools in Wamba Local Government Area of Nasarawa State?

Literature Review

Theoretical Framework

This study is anchored on Strategic Planning Theory, which provide the foundation for understanding the impact of educational administration and planning on the development of secondary education.

- **Strategic Planning Theory:** Strategic Planning Theory, as articulated by Bryson (2011), emphasized the importance of deliberate, goal-oriented planning in organizational success. It involves identifying objectives, assessing internal and external environments, formulating policies, and implementing strategies for sustained development. Applied to the field of education, this theory supports the idea that well-conceived administrative plans significantly determine the quality and direction of education in public secondary schools. In the case of Wamba

LGA, strategic planning by educational authorities can address specific local challenges such as teacher efficiency, implementation, deficits, and curriculum relevance, ultimately shaping the future of education in the region.

Education

Education as defined by Aristotle: education is the creation of a sound mind in a sound body; Herbert Spencer (1859): said education is complete living, and Pestlizz (1801) defined education as the natural, harmonious and progressive increase of man's innate power. Education is variously defined by different scholars even though there is no definite definition of education. The concept entails a lifelong process capable of changing behavior in a desired way. Tyokyaa (2016) rightly defined education as a power of preserving the positive cultural norms, skills and competence with a view to experience desirable change to be able to confront both natural and societal challenges. The future of education requires effective mobilization, arrangement, and efficient allocation of resource. Human resources are easily recognized as the most efficient resources required for the future of education at every level of education. Personnel administration in school is concerned with the recruitment, training, promotion, motivating, encouraging

for efficient future education. Personnel in school are the school planners, organizers, coordinators, supervisors and evaluators. They should be protected through regular training, and retraining where seminars, workshop, and ref come arranged for their development as they in turn aid in the future educational processes. The essence of education is to develop individuals so they became effective and efficient in what they do and contribute to the development of society where they live.

In Nigeria context, experts here and abroad have expressed grave concerns about the in coherence of Nigeria's education system, especially at the secondary level which is the preparatory phase for useful life.

Secondary education is the form of education children received after primary education and before the tertiary education. At this stage, preparation of school child for useful living for themselves and the society at large is the broad aim. It caters for children with differences in talent and competent to equip them to live effectively in the modern age of global information and communication technology to develop and project the world cultural heritage raise a generation of people who can think for themselves respect the views and feelings of others, respect the dignity of labour and appreciate the values

specified under the broad national aims and lies as good citizens. Secondary education take place at secondary schools to provide the optimum setting to prepare young people for healthy and production at secondary schools geared toward this.

Educational Administration is the process whereby the school personnel coordinate the effort and activities of teaching and non – teaching towards the achievement of the goals of the school system. Educational Administration refers to the individual that plan, control, organize, supervise, direct and coordinate human and material resources of the school to develop and execute the best and most beneficial programmes and courses for the students while overseeing the operation of the school system (Godwin 2012).

Essentially planning has to do with examination of the past and present conditions and preparing sets of decisions for future actions. This is why Crombs in Tyokyaa (2014) conceives planning to mean the application of rational, systematic analysis to the process of educational development with the aim of making educational more effective and efficient in responding to the needs and goals of its students and society. To this end Tyokyaa (2016) safely defined educational planning to

mean, the intelligent, rational and systematics process of designing appropriate course of action, strategies of accomplishing present and future educational needs and programmes of an institution or society within available resources.

Problem in Planning and Administration of Public Schools

Problem is a state of difficulty that needs to be resolved. Planning and Administration for future education of public secondary school, inclusion of educational administration and planners as they can develop a clear vision aligned with institution mission, and values, that could foster a culture of innovation and experimentation; environment should be free of threat for effective collaboration and growth. There should be identification and specification for professional development and competencies needed to implement and leverage technology for sustainability principles. Those process among other are difficult to achieve and are regarded as problem thus: Lack of inclusion of educational administration and planning into the policy making and taking in planning and administration of public schools, Unconducive environment for efficient recruitment of qualified and competence public schools' personnel, Lack of collaboration with other educational

institutions, Poor communication skills by the employer (Political Policy Making in Education). Inefficient enrolment of students into schools, and a stereotyped and rigid plan, which cannot be modified to fit unique situation.

Benefits of Educational Administration and Planning for the Future of Education

Educational administration and planning remain essential instruments for promoting sustainable and future-oriented educational development. They ensure that educational goals, policies, and practices are effectively aligned with national development objectives and global educational priorities. One of the major benefits is the development of a clear vision and strategic direction for educational institutions. Through comprehensive planning, administrators formulate achievable objectives that guide schools toward continuous improvement, innovation, and sustainability (Ofangbonmu, Okosun, & Isabu, 2024). Another significant benefit is the promotion of efficiency and effective resource utilization. Educational administrators ensure that human, material, and financial resources are properly allocated and managed to achieve maximum productivity. Ogunode and Mohammed (2024) emphasize that well-coordinated administrative structures and adequate

funding mechanisms contribute to improved institutional performance and resource optimization within the educational system. Furthermore, educational administration and planning foster innovation and adaptability in the teaching and learning process. Administrators encourage educators and learners to experiment with new instructional strategies and integrate technology in classroom activities. According to Chukwuemeka-Nworu, Chukwuji, and Thompson (2024), the adoption of digital systems and the digitalization of school management enhance communication, transparency, and innovation in the education sector.

Additionally, educational planning promotes continuous professional development among teachers and administrators. Regular training and retraining programs equip educators with modern pedagogical competencies and technological skills needed to drive innovation and sustainability in future education (Osei & Boateng, 2019). This ensures that the workforce remains competent and responsive to emerging global trends in education.

Another benefit lies in enhancing collaboration and partnerships among educational institutions and key stakeholders. Through strategic alliances, administrators

promote knowledge sharing, joint research, and industry linkages that provide learners with practical and real-world learning experiences. Edo and Nwonkwo (2025) highlight that the establishment of triple helix partnerships among academia, government, and industry fosters innovation and institutional growth in educational planning and management.

The Role of Educational Administration and Planning for the Future of Education

To effectively implement future education, educational administrators and planners have to work on the following:

1. Develop a clear vision and strategy that are aligned with the institution's mission, values and strategic goals including specific goals related to learners' outcomes pedagogical innovation, technology integration and sustainability through willingness to challenge the status quo, question established norms and embraces change as a constant process.
2. Foster a culture of innovation and experimentation by creating environment that encourage educators and learners to try new approaches, take calculated risks, and learn from both success and failures.
3. Invest in technology infrastructure and digital learning resources which are essential enablers of future education when aligned with curriculum goals, considering long term maintenance and upgrades.
4. Prioritize professional development and educator empowerment that equip educators with the skills and competencies needed to implement and leverage technology effectively and integrated sustainability principles aligned with institutional goals and individual educator needs.
5. Establish partnerships and collaboration with other educational institutions, industry, community organizations and government agencies to leverage expertise share resources, and create synergistic learning environment. This facilitate curriculum development provide learners with real – world learning experience create pathway to employment and advance research in education.

Methodology

Design

The study employed descriptive survey design to obtain data. According to Emaikwu (2018), a survey research design is one in

which group of people are studied being representative of the entire group.

The target population for this study consist of all public secondary school teachers in Wamba LGA of Nasarawa State. The researchers selected a sample of 65 teachers using sample random sampling. The researchers drew 65 respondents as the sample size through simple random sampling.

Questionnaire was the instrument constructed and structured on modify four-point rating scale with the response mode of Strongly Agreed (SA₄), Agreed (A₃), Disagreed (D₂), and Strongly Disagreed (SD₁). The instrument was validated by experts and their suggestions regards the content, relevance and adequacy were used to modify the instrument thereby produced the final copy with ten (10) items. The validated

instrument was trial – tested in thirty (30) public secondary schools teachers who do not form part of the samples. The reliability coefficient of the instrument yielded 0.70 using cronbach alpha. The instrument were administered by direct contact approach for the collection of data from the respondents. The treated questionnaires were retrieved on same day to ensure efficient return rates. None was damaged. For data analysis, the Arithmetic Mean was employed

Results

Cluster A: Benefit of Educational Administrations and planning for future education of public secondary schools.

Research Question 1: What are the benefits of Educational Administration and Planning for the Future Education of Public Secondary Schools?

Table 1: Benefits of Educational Administration and Planning for the Future Education of Public Secondary Schools

S/N	Items Description	SA ₄	A ₃	D ₂	SD ₁	(\bar{X})	Decisio n
1.	Developed a clear vision and strategy that are aligned with the institution's mission	33	26	4	2	3.38	Agreed
2.	Foster a culture of innovation and experimentation that encourages educational learners to try new approaches	30	26	9	5	3.16	Agreed
3.	Invest in technology and digital learning resources which are essential to enables future	34	23	5	3	3.35	Agreed

	education								
4.	Priorities professional development and competencies needed to implement and leverage technology effectively to integrate sustainability principles	31	20	8	6	3.17	Agreed		
5.	Established partnership collaborations with other educational institution to provide learners with real – world learning experience in education	29	28	4	4	3.26	Agreed		

The data in Table 1 reveal that respondents generally agreed on all listed items as benefits of educational administration and planning for the future of public secondary schools, with all mean scores above the decision benchmark of 2.50. Findings show that educational administration and planning help in developing a clear vision and strategic direction aligned with institutional missions ($\bar{X} = 3.38$), and fostering innovation and experimentation in teaching and learning ($\bar{X} = 3.16$). Respondents also agreed that effective planning encourages investment in technology and digital learning resources necessary for future-oriented education ($\bar{X} = 3.35$), and prioritizes professional development to enhance teachers' competencies in integrating technology and sustainability principles ($\bar{X} = 3.17$).

Table 2: Problem of Educational Administration and Planning for Future Education of Public Secondary Schools.

Furthermore, the establishment of institutional partnerships and collaborations was recognized as another major benefit, providing learners with real-world educational experiences ($\bar{X} = 3.26$). In summary, the findings imply that educational administration and planning are crucial for promoting innovation, technological advancement, professional growth, and institutional collaboration, all of which are essential for achieving sustainable future education in public secondary schools.

Cluster B: Problem of Educational Administration and Planning for future education

Research Question 2: What are the challenges of Educational Administration and Planning for Future Education of Public Secondary Schools?

S/N	Items Description	SA ₄	A ₃	D ₂	SD ₁	(\bar{X})	Decision
1.	Lack of educational administrators and planning during policy making and public secondary schools are not considered.	26	30	5	4	3.0	Agreed
2.	Recruitment of unqualified competence teachers to teach in.	35	21	5	4	3.29	Agreed
3.	Lack of collaboration with other educational institutions	36	23	6	4	3.32	Agreed
4.	Ineffective communication skills by the employer (political policy maker in education)	28	30	6	4	3.21	Agreed
5.	Stereo typed and rigid plan which cannot be modified to fit unique situation	32	25	6	2	3.34	Agreed

Table 2 presents the respondents' opinions on the challenges confronting educational administration and planning in shaping the future of public secondary schools. The results show that all the listed items were agreed upon by the respondents as major challenges, with mean scores above the criterion mean of 2.50. The respondents agreed that a major challenge is the lack of involvement of educational administrators and planners during policy formulation, as public secondary schools are often not adequately considered in decision-making processes ($\bar{X} = 3.00$). Another significant problem identified is the recruitment of unqualified and incompetent teachers, which affects the effective implementation of

educational plans ($\bar{X} = 3.29$). Furthermore, respondents agreed that there is a lack of collaboration with other educational institutions, hindering the sharing of ideas, resources, and best practices necessary for future-oriented education ($\bar{X} = 3.32$). The study also found that ineffective communication by policymakers poses a challenge to the successful execution of educational plans ($\bar{X} = 3.21$).

Lastly, respondents noted that stereotyped and rigid planning structures that cannot be easily modified to suit changing educational needs remain a serious obstacle to progress ($\bar{X} = 3.34$). In summary, the findings suggest that ineffective policy inclusion, poor teacher quality, weak institutional collaboration,

inadequate communication, and rigid administrative planning collectively hinder the effective administration and planning of public secondary schools for future educational development

Discussion of Findings

The findings presented in Tables 1 and 2 highlight both the benefits and challenges of educational administration and planning for the future education of public secondary schools. Overall, the results reveal that while educational administration and planning contribute immensely to the advancement of secondary education, several obstacles continue to hinder their full realization.

From Table 1, respondents agreed that educational administration and planning aim at promoting the future of education by developing a clear vision and strategic direction aligned with the institution's mission ($\bar{X} = 3.32$). They also help to foster a culture of experimentation and innovation that encourages educators and learners to explore new approaches to teaching and learning ($\bar{X} = 3.16$). Similarly, educational administrators and planners play a key role in investing in technology and digital learning resources, which are essential enablers for future-oriented education ($\bar{X} = 3.35$).

Furthermore, the findings indicate that educational administrators and planners

prioritize professional development and build competencies needed to effectively implement and leverage technology while integrating sustainability principles ($\bar{X} = 3.16$). They also establish partnerships and collaborations with other educational institutions to provide learners with real-world learning experiences ($\bar{X} = 3.21$). These outcomes are in agreement with Ochai in Agbe et al. (2015), who asserted that educational administrators and planners coordinate the efforts and activities of school personnel towards achieving the goals and objectives of the school system. This underscores the significance of educational administration and planning as vital tools for ensuring innovation, professional growth, and institutional effectiveness in the future of education.

However, Table 2 reveals that several challenges still constrain the effectiveness of educational administration and planning in public secondary schools. The study found that the lack of involvement of educational administrators and planners during policy formulation and decision-making ($\bar{X} = 3.00$) undermines confidence in the educational process. This finding supports the National Policy on Education (NPE, 2008), which states that educational administrators and planners shall be charged with the

responsibility of coordinating activities related to planning and administration in education.

In addition, the recruitment of unqualified and incompetent teachers ($\bar{X} = 3.29$) and unconducive learning environments disrupt the educational process and negatively affect future educational development, as opined by Ojukwu et al. (2017). The study also established that the lack of collaboration among educational institutions ($\bar{X} = 3.32$) hinders effective progress in educational planning and administration. Moreover, ineffective communication skills among policymakers and administrators ($\bar{X} = 3.21$) impede the progressive growth of the education sector, a finding consistent with Idoko (2017).

This study critically investigated the benefits and challenges of educational administration and planning as they impact the future of public secondary education in Wamba Local Government Area of Nasarawa State. The findings revealed that despite the intended role of educational planning in fostering systematic development and reform, several persistent challenges hinder its effectiveness. These included inadequate involvement of education experts in policymaking, recruitment of unqualified personnel, rigid and outdated policy frameworks, ineffective

communication among stakeholders, and poor institutional collaboration.

However, the study also uncovered a strong consensus among teachers regarding the potential benefits of effective educational administration and planning. These benefits include the development of a clear vision and strategic goals for education, encouragement of innovation and experimentation, investment in digital and technological resources, prioritization of teacher professional development, and the creation of strong inter-institutional partnerships. When properly implemented, these strategies have the potential to significantly enhance the quality, equity, and sustainability of education in the region.

Conclusion

Therefore, it is concluded that educational administration and planning play a dual role as both a possible constraint and a catalyst for educational transformation. Addressing the systemic weaknesses while reinforcing the recognized benefits is essential for improving public secondary school performance and preparing students for future societal demands. A more inclusive, flexible, and forward-looking approach to educational planning, grounded in local realities and global best practices, is imperative for the sustainable growth of the education sector in

Wamba LGA and beyond.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance the effectiveness of educational administration and planning in Wamba LGA and similar educational settings:

1. Educational planning and administrative policies should involve trained educationists, school administrators, and stakeholders at all levels to ensure relevance, effectiveness, and sustainability.
2. Continuous professional development programs should be instituted to update the skills and knowledge of school administrators and teachers, particularly in modern planning techniques, ICT integration, and leadership strategies.
3. Policies governing education should be flexible and responsive to emerging global educational trends and local community needs. This includes regular review and updates of existing plans to align with current realities.
4. Government agencies, non-governmental organizations, and local communities should be

encouraged to collaborate in planning and implementing educational programs. This will promote resource sharing, accountability, and inclusiveness.

References

- Aristotle. *Politics* (Book VIII). Translated from classical Greek philosophy.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (4th ed.). Jossey-Bass.
- Chukwuemeka-Nworu, I. J., Chukwuji, C. E., & Thompson, C. C. (2024). Digitalization of personnel management for effective administration of educational institutions in Nigeria. *UNIZIK Journal of Educational Management and Policy*, 2(1), 23–34. Retrieved from <https://journals.unizik.edu.ng/ujoemp/article/view/5447>
- Edo, B. L., & Nwonkwo, S. O. (2025). Triple helix partnership in educational

- administration and planning in tertiary institutions in Nigeria. *International Journal of Educational Development and Management*, 4(1), 45–59. Retrieved from <https://ijedm.com/index.php/ijedm/article/view/63>
- Godwin Ochai (2012). *The scope of educational administration*. Success World Publishers, Makurdi, Benue State.
- Idoko Alphonsus Alfa (2017). *Theories and practical management and other contemplating problems*. Printed and bind in Nigeria by Winifred Book Makurdi, Benue State.
- Ofangbonmu, U., Okosun, M., & Isabu, M. O. (2024). The role of educational management in shaping national education policies in Nigeria: A critical review. *UNIZIK Journal of Educational Management and Policy*, 2(2), 67–78. Retrieved from <https://journals.unizik.edu.ng/ujoeomp/article/view/4588>
- Ogunode, N. J., & Mohammed, Y. D. (2024). Adequate funding panacea for development of educational administration and planning programme in tertiary institutions in Nigeria. *International Journal of Advanced Innovation and Community Development*, 3(2), 15–24. Retrieved from <https://academicajournal.com/IJAICD/article/view/21>
- Ojukwu, M. O. & Nwanna, A. C. (2017). Influence of insecurity of school environment on the behaviour of secondary school students in Isiala – Ngwa North and South Local Government Area of Abia State. *Nigeria International Journal of Education and Literacy Studies* 3(4), 49 – 55.
- Osei, M., & Boateng, F. (2019). The role of educational planning in promoting sustainable educational development. *International Journal of Education and Practice*, 7(5), 242–251. <https://doi.org/10.18488/journal.61.2019.75.242.251>
- Pestalozzi, J. H. (1801). *How Gertrude Teaches Her Children: An Attempt to Help Mothers to Teach Their Own Children*. London: George Allen & Unwin.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1–17.
- Spencer, H. (1859). *Education: Intellectual, Moral, and Physical*. London:

- Williams and Norgate.
- Tyokyaa, C. I. (2016). Educational planning and management technique. Impact Communication Makurdi, Benue State.
- Von Bertalanffy, L. (1968). *General system theory: foundations, development, applications*. George Braziller.
- Weber, M. (1947). *The theory of social and economic organization*. Oxford University Press. (Original work published 1922).