

Administration of Educational Psychology Programme in Nigerian Higher Institutions: Problems and the Way Forward

Funmilola Nelly, Akinjobi¹, Olanrewaju Musa Murtala²

Abstract: Educational Psychology is one of the core course in faculty of education in Nigerian higher institutions especially in the universities. Educational Psychology is also studied as a discipline on its own at first degree level, master level and at PhD level in most universities in Nigeria and across the world. Educational Psychology programme is one designed to inculcate in the students skills of understanding the science of individual in the society. Educational Psychology programme in the Nigerian higher institutions faces a number of administrative challenges. This article is aimed to examine the problems facing the administration of Educational Psychology programme in Nigerian higher institutions. Secondary data and primary data were used to provide empirical support for the points raised in the article. The secondary data were sourced from online publication and print materials. Inadequate funding, inadequate lecturers, inadequate infrastructural facilities, brain-drain, corruption, strike actions and insecurity were identified as the problem facing the administration of educational psychology programme in the Nigerian higher institutions. To address the problems, the following were recommended: increase in the funding of educational psychology programme, employment of more lecturers, provision of more infrastructural facilities, provision of effective staff development programme, fight all forms of corruption, increase the salaries of academic staff and provide adequate security in all higher institutions across the country.

Keyword: Academic, Higher Education, Psychology, Programme.

Introduction

The first higher educational institution, the Yaba Higher College, was established in 1932. The agitation of Nigerians for a more comprehensive higher education provision led to the constitution of Asquith and Elliot Commissions on Higher Education. Their reports in 1943 favoured the establishment of universities in Nigeria. Consequently, in 1948, the University College Ibadan was founded as an affiliate of the University of London. University College continued as the only University Institution in Nigeria until 1960 (Noun, 2009, Jubril, 2003). Higher education from 1932 till date have increased tremendously.

Higher education (tertiary education) can be defined as the education after secondary school. This education is for the production of manpower aimed at social, economic, political and technological advancement of the country. It is also an organized education system that deal with provisions of teaching services, research services and community services. Higher education is the education for the development of the country. In fact, it is an expensive educational system and a final level of education that gives certificate after completion of the programme like any other programme.

According to National policy on Education (2004), higher education is the post-secondary section of the National education system, which is run by Universities, Polytechnics and Colleges of technology including courses accredited by the Colleges of Education, Advanced teachers training colleges, correspondence Colleges and such institutions as may be affiliated to them. The Nigerian higher education includes the universities, Colleges of education, polytechnic and mono-technique. The Nigerian higher education is the largest in Africa. According to (FGN, 2004) the objectives of Higher education includes: the acquisition of skills, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments. Other objective of higher education includes: to provide post-secondary school education, to inculcate national values and aspiration in the people that pass through the system, to empower the people with skills and knowledge, to contribute to the development of the country and the world at large and to provide teaching and research services.

The supervision of higher institutions in Nigeria are done by the government through established agencies that handle the external administration of all higher institutions in Nigeria.

¹ Department of Education, University of Abuja

² Department of Education, University of Abuja

According to (Ogunode, & Agwor, 2020) higher institutions administration in Nigeria are viewed in two dimension. The external and internal administration. The external administration deals with supervision of the institutions through the agencies of government. These agencies are National Universities Commission (NUC), National commission for colleges of education (NCCE) and National Board for Technical Education for the polytechnic (NBTE).

These agencies ensure quality, standard, effective programme accreditation and supervision in all the higher institutions across the country. For the purpose of this paper, the universities will be used as higher institutions in specific term.

The National Universities Commission (NUC) (2007) which is in charge of the universities in Nigeria listed the following programmes under Benchmark Minimum Academic Standards (BMAS) document as programmes or academic disciplines offered in Nigerian universities: Administration; Management and Management Technology; Agriculture, Forestry, Fisheries and Home Economics; Arts; Basic Medical and Health Science; Education; Engineering and Technology; Environmental Sciences; Law; Pharmaceutical Sciences; Medicine and Dentistry; Science; Social Sciences; and Veterinary Medicine. Education is among the programme listed for higher institutions especially the universities to offer.

According to the National universities commission (2007) the core courses include the following: at first year, introduction to teaching profession foundation of education. At the Second year, educational administration, Educational Psychology Philosophy of Education. At the third year, curriculum and instruction I, educational technology, ICT in education , Methods courses I, Tests and Measurements and at the Four year, curriculum and instruction II ,Guidance & Counselling ,Method Courses II ,Research Methods and Statistics and Special Education. Educational Psychology is a programme offer as a core course in faculty of education and offer at the first degree level, master level and at PhD level. Educational Psychology programme.

Concept of Administration

Administration is the deployment of human and materials resources to realize the objectives of an organization. Administration is the systematic application of limited resources of an institutions to actualize the programme of the institutions. Administration is the coordination and arrangement of institutions resources in an orderly means for effective use for the realization of the institutions objectives. Administration takes place in all organization in the world. We have administration in financial institutions, health institutions, sport institutions, tourism institutions, agricultural institutions and educational institutions.

Administration in the educational institutions cover all the forms of educational institutions like the early child education, basic education, junior secondary school education, senior secondary school education and all higher institutions. Higher institution administration is one of the most complex because the degree of administration at every level of decision making process is vast.

Administration of higher institutions take both internal and external. The internal covers the entire internal structure of the higher institution. The administration starts from the top to the faculties, departments and units. At the department, the major administration is to ensure systematic arrangement of human and materials resources for the implementation of the department programmes such as educational psychology. The realization of the objectives of educational psychology depends on effective administration at every level of decision making.

Concept Educational Psychology.

Educational psychology is that branch of psychology that is concerned with the study of the mental processes and behaviors associated with human learning and instruction. Educational psychologists ask questions about the nature of learners and learning, the characteristics of effective teaching, and how the nature of classrooms affects learning (Thomas F & John M (2005). Educational psychologists study a wide range of phenomena associated with learning, both in the laboratory and in the classroom.

Educational psychology is one of the educational programme offered in institute of education, faculties of education and colleges of education. It is a programme designed to prepare the teachers on learning process of students and how students' information received are retained. How to improve students learning and how to ensure students retain the information. Kendra, & Amy (2021) observed that educational psychology involves the study of how people learn, including teaching methods, instructional processes, and individual differences in learning. The goal is to understand how people learn and retain new information. They went further and submitted that educational psychology is a branch of psychology involving not just the learning process of early childhood and adolescence but includes the social, emotional, and cognitive processes that are involved in learning throughout the entire lifespan. The field of educational psychology incorporates a number of other disciplines, including developmental psychology, behavioral psychology, and cognitive psychology.

People that specialized in educational psychology are refers to Psychologist. According to Kendra, & Amy (2021) educational psychologists work with educators, administrators, teachers, and students to learn more about how to help people learn best. This often involves finding ways to identify students who may need extra help, developing programs for students who are struggling, and even creating new learning methods. Aishwarya, S (undated) opined that many educational psychologists work with schools directly. Some are teachers or professors, while others work with teachers to try out new learning methods for their students and develop new course curricula. You may even become a counselor, helping students cope with learning barriers directly. Other educational psychologists work in research.

Problems facing Administration of Educational Psychology in Nigerian Higher Institutions

Inadequate funding, inadequate lecturers, inadequate infrastructural facilities, brain-drain corruption, strike actions and insecurity are the key points that will be discussed here as the problems facing the administration of educational psychology in Nigerian higher institutions.

Inadequate Funding

Inadequate funding is one of the major problems facing the administration of educational psychology programme in the Nigerian higher institutions. The budgetary allocation released by the government for the internal administration of programme like educational psychology programme is not adequate. This makes many school administrators, Deans of faculties and head of departments incapable of procuring the necessary human and materials resources needed for effective administration of the faculties or departments. Nwankwoala, (2018); Ogunode, & Abubakar (2020); Ogunode, Jegede, Adah, Audu, Ajape (2020); Ahaotu & Ogunode (2021) and Ogunode, Ezema, & Olugbenga, (2022) observed that inadequate funding is one of the greatest problems facing the administrators of higher institutions in Nigeria. Higher institution administrators do not have access to adequate funding for effective running of the institutions under their care. Government funding of higher education in the country have been inadequate for decades Ogunode & Onyekachi (2021); and Ogunode, & Oluseun, (2020). The funding of education is shared among different levels of government and supplemented by funds from other sources such as business, community organizations and levies charged. The revenue collected through fees constitutes an insignificant proportion of the revenue of the institution. Fund allocation has not been much during the last decade. In a related development, The Federal Ministry of Finance, Budget, and National Planning (FMFBNP) has released the budget Call for the 2023 fiscal year the projected revenue the projected expenditure of Federal Government is more than twice the projected revenue suggesting that borrowing constitutes a substantial share of the 2023 budget funding like previous ones. In addition, the expenditure breakdown includes recurrent expenditure of N8.52 trillion, capital expenditure of N4.37 trillion, and debt service of N6.31 trillion. Debt service is higher than capital expenditure by about N1.94 trillion, and the size of recurrent expenditure is almost twice of capital expenditure. Hence, low budgetary allocation to capital expenditure suggest limited funds for critical infrastructural development. Thus, impacting on poor funding of higher educational system in the country which has rendered the higher education system incapacitated especially in the face the ongoing strike action by University lecturers. The higher education system has not had the financial resources necessary to maintain educational quality in the midst of significant enrolment explosion. Ogunode & Mcbrown, (2022); Ogunode, Chijindu, & Jegede (2022); Ogunode, Abubakar & Ajape (2021); Ogunode, Abubakar, & Ajape (2021); Ifeanyi, , Ogunode & Ajape (2021) and Ogunode (2020) opined that the factors responsible for inadequate funding of public universities in Nigeria include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of the public universities include; inadequate infrastructural facilities, shortage of academics staff, poor quality of education, brain-drain and strike action.

Inadequate lecturers

Inadequate lecturer is one of the major problem facing the administration of educational psychology in majority of faculties and department of educational psychology. There is shortage of lecturers with specialization in educational psychology. This is affecting the educational psychology programme administration. Ogunode, Jegede, Musa (2021) observed that academic staff also known as faculty members are key component of higher institutions especially the universities. Academic staff as the name implies are professionals that handle the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of the instruction in the educational institutions. Academic staff as a professional personnel in charge of teaching or lecturing in the higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching and researching and community services. Academic staff is important to the implementation of departmental programmes of the public universities in Nigeria. It is unfortunate that department such as educational psychology do not have adequate lecturers to handle the various courses in the department. In many faculties of education in public higher institutions, there are shortage of educational psychology lecturers. Many students in the faculty of education especially those admitted to educational psychology do not have adequate lecturers to handle them. And Ogunode, Audu, Ahaotu, (2020); Ogunode, & Audu (2022); Ogunode, Ndubuisi, Jegede (2022) and Ogunode, Akin-Ibidiran & Ibidiran (2022) submitted that shortage of lecturers is another challenges faced by students in public universities in Nigeria. Shortage of lecturers in the Nigerian public universities is responsible for high students-lecturers ratio in majorities of the universities. Eneh, Ngozi, (2009) argued that student enrolment grows with the National population, more staff are not recruited to match the rate of growth of the students enrolment. This leads to an unmanageable student-teacher ratio. At the University of Nigeria, Nsukka, for example, the Faculty of Law once recorded a 104:1 student-teacher ratio, as against the 29:1 student-teacher ratio recommended for the 2002/2003 session. Ogunode & Adamu (2021) observed that the shortage of the academic staff resulted to the high students-teacher ratio in most of the universities in the country. For instance, University of Abuja had staff to student ratio 1:122, Lagos state university had a ratio 1:144 and National Open University had a ratio 1:363. The report also showed that 43% of the lecturers in the Nigerian universities had PhD while others have less qualification. Ogunode (2020) and Ogunode & Adamu (2021) submitted that the problem of inadequate lecturers in public universities is caused by underfunding of the universities corruptions, brain-drain, poor motivation, unconducive working environment and lack of manpower planning and the implication of shortage of academic staff in the

Nigerian public universities include high student –teacher ratio, poor learning, poor delivery of teaching, low productivities and poor quality of education.

Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is another big problem facing the administration of educational psychology programme in higher institutions in Nigeria. The problem of inadequate facilities is affecting both the students and lecturers. For the students, Ogunode, Audu, Ahaotu, (2020) observed that inadequate infrastructural facilities is a major problem facing the students in Nigerian public universities. Infrastructural facilities include; electricity, internet services, water, hotels (boys and girls), lecture halls, libraries, laboratories, ICT facilities and examination halls. Many public universities do not have adequate infrastructural facilities to support their students learning. Many students in public universities stay off-campus or rent house outside the school environment and spend transport to come to school every day while for the lecturers Ogunode, Jegede, Musa (2021) submitted that inadequate infrastructural facilities is another fundamental challenge facing the academic staff of Nigerian universities. Infrastructural facilities refers to those social capital that aids delivering of teaching, researching and other academic services in the educational institutions. Infrastructural facilities includes classrooms, offices, lectures halls, sport ground, light, water, good roads, ICT facilities etc. Many academic and non-academic staff in the Nigerian universities do not have offices to discharge their academic services effectively due to inadequate infrastructural facilities in the country's universities. Many academic staff share offices and some do not even have. Many academic staff do not have constant light in their offices and internet services to support their online teaching programme. Ogunode, Akinlade & Abubakar (2021); Ogunode & Jegede (2021); Ogunode, Ogunode (2020); Yiolokun, & Akeredolu, (2019) identified factors responsible for inadequate infrastructural facilities in Nigerian public universities include; underfunding, increased in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation and the implication of inadequate infrastructural facilities in the Nigerian public universities include; poor quality of education, poor teaching and learning, low productivities, brain-drain and overcrowdings of lecture halls.

Brain-drain

Another problem facing the administration of educational psychology programme in the Nigerian higher institutions is the problem of brain-drain. Many educational psychology lecturers are leaving higher institutions in Nigeria. This is confirmed by Afolabi & Ogunode (2021) who concluded that the Nigerian higher institutions are also faced with rapid faculty exodus or brain drain. Many lecturers have abandoned higher institutions for other sectors of the economy where professionals and scientists receive higher salaries and greater social recognition. Smah (2007) observed in the reports of Professor Joseph Stiglitz, 2001 Nobel Prize winner in Economics, who, while delivering a lecture at the first Dr. Pius Okadigbo memorial lecture series in Enugu said that there is a particular university in the U.S. that has over 25 Nigerian professors. He submitted that the above pointer is instructive for any serious-minded government that wants to address the issue of brain-drain. Bangura (1994) discovered that between 1988 and 1990, over 1000 lecturers left the Federal University system in Nigeria. Ogunode (2020) and Ogunode & Atobauka, (2021a) outlined factors responsible for Brain-drain in the Nigerian public universities include; poor motivation, unconducive working environment, insecurity, underfunding and political interferences and the implication of brain-drain in the Nigerian public universities include; shortage of lecturers, poor quality of education and high student-teacher ratio.

Corruption

Corruption is a very big problem facing the administration of higher institutions in Nigeria. Corruption have penetrated the higher institutions frustrating the management of the system. Funds released for provision of materials and human resources for the development of programme like educational psychology is been mismanaged and misappropriated by some school administrators. The high rate of corruption in the faculties and departments is affecting development of programme like educational psychology. For example, the Budget and Monitoring Committee of the Academic Staff Union of Universities, Obafemi Awolowo University branch has accused the management of the institution of expending 3.5 billion Naira meant for hostel renovation and construction of new lecture theaters in breach of due process and transparency. The funds were part of the 100 billion Naira unrestricted funds of the federal government in 2013 for all universities in Nigeria. This fund was in response to the long drawn-out cry and agitation of ASUU against the government. The implementation and monitoring committee of the federal government spelt out guidelines for accessing the intervention funds by Nigerian public universities, but the management of Obafemi Awolowo University failed to abide by the guidelines (Ololube, 2016). The Budget and Monitoring Committee, (2016) related in Punch Newspaper (2020) opined that much of the little funds that go into the university's system are stolen. In the course of the face-off, the government claimed "the fraud in the universities is amazing and you will be shocked. ICPC did a system check recently, and it was so shocking. In fact, the worst two organizations they mentioned are the Teaching Hospitals and our universities." In 2018, the Socio-Economic Rights and Accountability Project claimed that there were allegations of corruption in several federal universities relating to the unfair allocation of grades; contract inflation; truncation of staff's salary on the payroll; employment of unqualified staff; certificate scandal; examination malpractice; sexual harassment; and issuance of results for expelled students to graduate (Punch 2020). Ogunode, Josiah, & Ajape (2021) concluded that the effects of corruption on the public university administration in Nigeria include the following: reduction of funds for administrative functions, shortage of infrastructural facilities, shortage of academic staff, poor quality of education, resources wastage, increase in

administrative cost, hampering development of public universities and resulting to poor image of public universities in international communities.

Strike action

In Nigeria, strike actions by different unions groups is a major problems facing the administration of higher institutions in the country. Many academic programme like educational psychology programme are always affected whenever these unions embarking on strike actions. The effects of the strike actions is both felt by the students and lecturers. Ogunode, Audu, Ahaotu, (2020) submitted that strike action by the different unions in the public universities is affecting the academic performance of students. Many students in public universities in Nigeria do not know when they will graduate due to strike action by different unions in the public universities. Strike action is one of the problems factors responsible for half -baked graduates. Disruptions in academic programs serve as non-motivational factor to the students. It discourages them from learning. It is not surprising therefore, that during strike actions, most students are seen involved in diverse immoral activities such as sexual immorality, cyber scam, pool betting, unnecessary gossips, watching of films and reading comic materials for entertainment purposes rather than reading their books. In the long run, they soon forget about academics and are no longer prepared for class activities which negatively affect their learning capability (Chijioke 2013 in Omotere 2014). Ogunode, Akinjobi, & Musa (2022); Ogunode, Ugochukwu & Jegede (2022) and Ogunode & Adanna (2022) and Ogunode, Jegede, Musa (2021) opined that as academic activities are suspended for a long period, the students reading abilities diminished. Even the previous knowledge acquired is forgotten by some students. This mostly turn some students into certificates seekers than knowledge seekers. During the strike action, both the students, academic staff and non-academics staff are displaced from carrying out their functions. Students will not be learning and lecturers will not teach and all academic services are put on hold. The reasons for the strike actions according to Ogunode (2020); Lawal & Ogunode (2021) and Ogunode, Ugochukwu & Jegede (2022) by different union groups include; underfunding of the public universities, inadequate infrastructural facilities, poor implementation of agreement reached with union groups and poor working condition. The implications of the continuous strike actions on the public universities include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria.

Insecurity

Insecurity problem is a very big challenge facing the administration of higher institutions in Nigeria. Due to insecurity programme like educational psychology programme are always been disrupted. Insecurity problem is affecting both the students and lecturers. Ogunode, Audu, Ahaotu, (2020) opined that insecurity is another problem facing the students in public universities in Nigeria and Ogunode, Olugbenga & Ezema, (2022) equally observed that insecurity problem is also faced by many academic staff and non-academic staff of Nigerian universities. Many academic and non-academic staff have been killed and kidnapped by criminals especially the activities of the Islamic sect (Boko Haram) within the educational institutions where they are working. Insecurity have affected the entire education system in some part of the country. Many universities have been shut down in North-Eastern part of Nigeria due to insecurity. Many higher institutions have also be closed down due to continuous attack on the school human and materials resources Ogunode (2020). The various attacks on the universities have resulted to school closure leading to unstable academic programme.

4. Ways Forward

The following have been recommended for the development of educational psychology programme in the Nigerian higher institutions:

- a) The government should increase the funding of higher institutions in the country and higher institution administrators should increase the funding of educational psychology programme in all the faculties and departments
- b) More lecturers with specialized training in educational psychology should be employed in all the higher institutions in the country
- c) More infrastructural facilities like libraries, lecture hall, hotels, ICT facilities, electricity, stable internet services, offices etc should be provided for both the students and lecturers in the faculties and departments of educational psychology
- d) The government should develop manpower planning programme for all higher institutions in the country that will ensure effective training and staff development for academic staff especially in the faculties and departments of education.
- e) All forms of corruption should be fought in the higher institutions through the use of ICT and anti-corruption agencies
- f) The government should increase the salaries of academic staff in the higher institutions and improve their welfare packages. This will help to stop brain-drain problems in the higher institutions across the country
- g) The government should provide adequate security in all the higher institutions. This will help to reduce attacks on the higher institutions across the country.

5. Conclusion

The administration of educational psychology must be given serious attention because the success and achievement of the aims and objectives depends on effective administration. In Nigeria there are many challenges facing the administration of

educational psychology in Nigerian higher institutions. They include: inadequate funding, inadequate lecturers, inadequate infrastructural facilities, brain-drain corruption, strike actions and insecurity. To address the problems facing the administration of educational psychology programme in the Nigerian higher institutions, the following were recommended: increase in the funding of educational psychology programme, employment of more lecturers, provision of more infrastructural facilities, provision of effective staff development programme, fight all forms of corruption, increase the salaries of academic staff and provide adequate security in all higher institutions across the country.

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