

A Reflection of Localism in the Administration of Primary Education in Nigeria

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ABSTRACT The article reviewed how, why and who is in charge of administering schools in Nigeria. The author utilized the conceptual approach of understanding the government's method of administration in education, examined and discussed various political and historical trends affecting education. Besides this, relevant documented statistical data were used to both buttress and substantiate related school records to make the paper clearer. The paper focused on whether or not the presence of federal government spending on education in the states and local governments results in dominant control. Although the administrative control of education falls on the three tiers of government, yet the financial burden falls mostly on the federal government. Hence it can be established that whoever controls the purse has direct control over the schools. The author concluded the paper that there is need for a shift in the style of administration. This is in compliance with Nigeria's recent democratic administrative principles which should reflect democratic values. Consequently, taxpayers would have more involvement in the schools and it can also encourage the decentralization of the school system. Finally, it can help remove the financial burden borne by the federal government while the burden shifts to the local government level. This means that the payment of education, which lies on the people at the "grassroots", also grants more powers to the people.

INTRODUCTION

This paper examined the how, who and methods employed in the administration of schools in Nigeria. Education that is a viable instrument of growth in any society is acquired through schools either formally or informally. In the attempt to strengthen how administration of schools can be carried out, the issues of finance cannot be underestimated. Therefore, the financing of education either rests with government, communities, organizations, individuals or on each of the above working together.

The responsibility of providing education for the citizenry falls on the shoulders of the states and federal government. Primary education for children at age six and continues for another six years before the child eventually proceeds for secondary education. A child can continue education at this level for another six years making it a three-year cycle. Children also attend both junior and senior secondary education until these children turn 15/16 years. Therefore, available statistics reveals that, in 1994, enrolment in Nigeria at the primary level was 98%, though boys were mainly 109% while girls were 87%. According to Europa World yearbook (2002/3028), 30% of those in the secondary level were girls while boys were the rest this same source pointed out that Nigerian federal government increased her total budget expenditure on

education to 5.3% in 1999. It should be noted that prior to now, Nigeria's total budget expenditure on education stayed within 5% and under 5%: Yoloye (1994)

Despite the involvement of the federal government, Yoloye states that there has been a long duration when population figures were uncertain as a source of planning for education. To this extent, education indicators such as enrolment ratio could not be considered as very accurate.

CONCEPT OF GOVERNMENT'S ADMINISTRATION IN EDUCATION

Nigeria operated according to three regions as a federation in 1960. However, in 1963, another region was created, therefore making it four regions. In 1967, Nigeria was transformed from four regions into twelve states by Col. Yakubu Gowon. As a result of the differences that existed in government at this time, the Eastern Region under the leadership of Col. C. O. Ojukwu attempted to secede from the Federation of Nigeria. The efforts made to break away by the Eastern Region did not succeed. In subsequent administrations, Nigeria became transformed from nineteen, thirty and thirty-six states respectively and a Federal Capital Territory. It was also during this transformation era that the three tiers of government – the federal, state and

local government levels – became more practicable.

At this juncture, it should be recognized that there were five hundred and eighty-nine local governments present in the Federation. The main concern of government is to ensure that decentralization and development not only starts from the grassroots, but also allows direct participation of different levels in government. In attempt to accomplish the services at each level, Yoloye explained that both the Federal and State governments utilized the ministries while supervisory councilors attended to educational demands at the local level.

The involvement of human beings in an organization warrants daily administration and decision making to allow effectiveness. It is significantly noted that decisions are made for the smooth running of daily events within an organization. Therefore, both the objectives and goals are set by such an organization. Hence planning, implementing policies and appraisal do require a course of action to assure success, i.e. the building of a school facility, admission of students, teaching and graduating such students to reflect the image of the school's name demonstrates such an action. However, both Simon (1947) and Griffiths (1959) views on decisions may differ. The former is of the opinion that decisions transcend from top to bottom, which is superordinate-subordinate relation. This makes it possible for an effective organization to function undermining the people involved. The latter is of the opinion that decision-making does not necessarily involve superordinates. Instead, it allows element of participation, which gives room for both policy-making and administration.

The constant daily work and practice lead to perfection, although some authorities do not see the need for a formal training to become perfect on the job because of the daily approach. However, this writer is of the opinion that the initial formal training gives an employee the confidence and the edge to start on the job over somebody who does not have the credentials. It goes further to portray that the acquisition of skills comes with a price tag. This may be during training or a duration of an orientation before such an employee begins the job.

Both effective decisions and perfection enhance problem solving within an organization. In most cases, problems that are caused in

organizations whether by individuals, group or both are bound to be solved. This can be done through effective working together of all sub-units present in the organization. Accomplishments of goals are ultimate but can be done with the cooperation of members. This can be fulfilled by the elements of proper system's approach, through harnessing of both human and material resources to all come into play. The focus is to encourage the provision of human needs that are either within or outside an organization since every body has a need. Rosenbloom through an assertion sees federalism as a system which involves both coordination and cooperation. Rosenbloom (1993) is of the opinion that coordination is seen as the relationship between the federal and state governments while cooperation involves the direct relationship between the national and local government units and that of the state. For example, money given by the federal government to the state does account for most of the salaries paid monthly to the employees in the public institutions. The federal government also gives money directly to the local government to accomplish problems that exist at the grassroot level. The money may come in form of bimonthly allocations, subventions and grants.

Finally, the system concept also examines the need for self-maintenance. This process entails all the different sub-units, which are individually assessed for their contributions on the entire success in the organization. Thus, the organization as a system has the different parts such as; input, conversion process and output jointly contributing to the smooth running of the school system. A good example to illustrate this portion of maintenance is the improvement of students' entrance examination scores. In case, School 'A' has poor performance in the last few years it is now the responsibility of the Board of Governance to set a committee to evaluate what is the cause, who is responsible, and how can it be corrected. The treatment is introduced such that; the cause is identified as lack of coaching the students and giving of homework to them as to be properly informed. The assignments are done and thorough corrections that are given showing effectiveness on the part of the instructors. Therefore, the period of accountability comes when measurement is done through evaluation of students' scores in subsequent similar examinations. Overall, such improving

stimuli can be applied until comfortable successful zones are attained by school management and each employee is praised on a job well done.

Education is recognized to be a tripod responsibility of government in Nigeria. This can be seen as a process which encourages intergovernmental relations that was defined by Benton and Morgan as cited by Dodge (1997) whereby there is dynamic interaction among governmental units when developing policy. Furthermore, it is characterized as an "overlapping authority model of intergovernmental relations which notably non-centralized, non-hierarchical as with subgovernments that share authority with the federal government a large degree of interdependence, simultaneous cooperation and competition, bargaining-exchanging and negotiation as a way out in resolving problems" according to Wright (1988). Dodge again stated that the overlapping authority focuses on sharing interests, power and authority. Therefore, it provides a framework that can be used for investigative work involving agencies and enforcement body. Hence the overseeing of Primary education is that of local government while Secondary education responsibility though of the States but the Federal government still responds to this need. This is done by establishing a "Unity School" in each of the States to reflect the federal character by admitting pupils from every section of the society.

At higher education level, the Federal and State governments are responsible for providing institutions where students learn. There are State Universities, Polytechnic, College of Education, Teacher's Training as well as Technical and Vocational Colleges present. It is also interesting to indicate that the federal government is equally responsible for providing the same type of institutions in some states.

SCHOOLADMINISTRATIONAND OBJECTIVES

School as a unit is regarded as an organization. It is considered that as a unit, there are several interrelated sub-units that are working harmoniously to achieve a common goal as stated by Getzels and Guba (1955). Hence, in the school setting, all personnel concerned, which include pupils, teachers, school administrators ultimately work towards the success of the school system.

The tendency seems to demonstrate how well the schools are run and the reflection on students' performance in examinations.

Nwagwu (1980) states that Griffiths made the following theoretical assumptions on administration. These include; pattern of behaviour found in people present in organizations, element of directing and controlling persons in an environment, developing and regulating of decision as well as, the effects on the outcomes and ability to work with individuals and teams. In the process of examining the different school of thoughts on administration and its application to schools, the objectives have stayed much the same but the approaches are different. The approaches in the views of Saxe (1980) include those of Frederick Taylor; Scientific Management, Henri Fayol, Elements of Management (Planning, Organizing, Commanding, Co-ordinating and Controlling), Mary P. Follett; Human Relations and Chester Bernard; Behavioural Scientist. As nature will have it, both the administrators and those administered are guided by approaches identified by these pioneers.

ORIGIN, GROWTH AND DEVELOPMENT OF SCHOOL ADMINISTRATION

As much as education is very valuable to the society so much can be stated on the early origin, growth and development of the machinery that runs it. However, school administration is also inseparable from administration whether in business or in the public sectors. The only difference is that the services provided by governmental agencies are non-profitable. This is because education has to do with social services that mainly focus on teaching and learning. Hence the end-result of education makes the following possible; assisting the society's literacy and enlightening subsequent generations, assists in peoples' performances and responds to societal needs, enables socialization to take place, promotes teaching and learning, encourages being a hub for all people within the school system and the immediate environment.

Early theorists mentioned in this paper, reflected on different areas of management and agreed on people's involvement in society will need treatment of good human relation, effective motivating factors and participation that can allow commitment. Therefore, such government's

commitment in education will equally need an apparatus of manning it.

The origin of school administration cannot be traced without the mention of the advent of the Europeans to coastal towns of Nigeria. Both Ogunsola (1984) and Crowther (1968) agree that the coming of the Europeans provided education after Christianity was established. Consequently, it was necessary to put in place machinery to oversee the building and running of schools either already established or to be set up by the missionaries. These included Church Missionary Society (C.M.S.), Roman Catholic, Baptist and Methodist to mention a few. In this vein, Taiwo (1980) asserted that as part of administering the schools that were already established by missionaries it necessitated adequate arrangement be made with government. The arrangements can make it possible to get full maintenance from the individual affiliating colonial government, missions' and community support that came from non-christian groups and individuals. This was because none of these missions' harbingers refused to see their cause defeated; instead, they did anything possible ranging from high diplomacy to conquering souls.

Yoloye's view compliments Adesina's (1982) assertion which stated that prior to 1882, missionaries solely had control to education until a new constituted body was put in place. This body henceforth, made it possible for decisions affecting education to be directly taken decisions affecting education.

Akiri (1988) had opined that provision was forcefully in place for all government schools to be funded by taxpayers' money. The sources of funding by government included levies, taxes on imports, and exports, exercise duty on luxury goods. Therefore, it is justified to that government responsibility for education is not just a social service but a constitutional matter. This can be achieved by the utility of the Constitution in case of a democratic government, decrees and edicts when military governments were in power. However, both ordinances and codes were explicitly useful in the regions and states during the 1960s and part of the 1990s.

Thakur (1980) indicated possible pressure was on government to get involved in the administration of schools during the 1950s beyond the scope of ordinary financing at the regional levels. The attempts failed between 1887 and 1952, because of the following reasons:

- a) Lack of interest by managers.
- b) Inability to provide competent teachers to schools.
- c) Inability to provide attractive salaries to qualified teachers.
- d) A defective curricula that was to be revitalized

The Education Law that was enacted in 1954 by the then Western Region eventually became operational in 1955. This made it possible for government to directly make input through taxpayer's money for the provision of free primary education. This was in line with the United Nation (1948) resolution which emphasized that everyone has the right to education. Western Nigeria's lead in free education in 1954 not only set the pace for other regional governments in Nigeria but also on the continent of Africa. This stride also extended to the provision of textbooks and transportation for the mentally challenged as well as handicapped pupils. No sooner, the free education influence spread into Lagos territory in 1955. This was based on nearness and the sharing of goodwill that would be good for children in Lagos territory schools.

THE STRUCTURAL PATTERN OF SCHOOL ADMINISTRATION

It is natural that a structural pattern of administration should emerge where both human and material resources are present. The regions of the West, East and Lagos territory that became involved in the implementation of free primary education required of the regional government introducing it to be a policy. To make the policy effective, government needed both the hierarchical and horizontal forms of school administration. It is also necessary to mention that after the fall of the First Republic in 1966, noticeable changes occurred in the North. Therefore, all states created in the North according to Thakur became directly responsible in funding their students, providing facilities and equipment in both primary and secondary schools. It needs to be mentioned that since most primary and secondary schools were owned by voluntary organizations, control was also necessary to be instituted by them. Hence, government gradually waded in through the local authority councils in grant-aided assistance before eventually paying salaries of all teachers (Yoloye, 1994: 4129). The records indicated that

this was when government took over all schools and paid compensations only to owners who agreed to accept to relinquish their schools. On the other hand, there were several court litigations such as Bishop Olubunmi Okojie vs. Lagos State, Garrick vs. Midwestern Government, Sam Warri Essi vs. Midwestern Government and Chief Vincent Uvieghara vs. Midwestern Government in attempt to disagree with government take over of the schools. There were some settlements reached while others could not be resolved.

It has been established earlier in this paper that as at 1992, all primary schools were directly controlled by local government though in theory. This was because the schools were directly financed by the states; so, local control became absent. However, secondary schools except Unity Schools were directly the states' responsibility both financially and administration-wise. The tertiary institutions were both owned by States and Federal Government in some cases.

The administration of schools was done through the Federal, State and Local Ministries of Education with the direct responsibility falling on the Inspectorate division. Both direct control and quality supervision of these primary and secondary institutions are thoroughly visible because of necessary bureaucratic accountability. Based on this, the Federal government has set an Inspectorate office in each of the States to oversee much of her educational concerns. These include free access to periodic inspections and necessary compilation of reports that are passed to the heads of such institutions.

Light (1993) applauded and complimented Mosher's (1982) view on accountability, which is not too common when it concerns evaluation. This is because conflict exists when one considers values focusing on accountability and originality. Light's idea leans on compliance monitoring which gives more credence to supervision that required improvement in case of deficiencies. Authorities such as Louis, Marks and Kruse (1996) have data which reveal that clinical supervision improves people's performance on the job. By clinical supervision, the supervisee is exposed to a post-supervision whereby the treatment provided is seen as only a corrective and not punitive measure in nature. Therefore, it leads to opportunities that teacher professionals utilize both in learning and improving their development possibly to

strengthen the community schools so represented. At this level of primary and secondary schools officers include: Inspectors, Local Inspectors of Education, Local Education Authority present in Local Government Areas, School administrators (Principals) and teachers. Though there is much of decentralization, and personnel present make the administration of schools much simpler and less cumbersome, and the effectiveness still exists when one considers how well the different organs are coordinated by the Ministries of Education and the Inspectorate of Education.

Administrative pattern at the tertiary level in the opinion of Yoloye can be split into three; these include: the National Universities Commission (NUC) strictly for the Universities, the National Board for Technical Education (NBTE) solely for the Polytechnic and Colleges of Technology while the National Commission for Colleges of Education (NCCE) sets the guideline for Colleges of Education. There is a commonality of functions for either the board or commissions, which is as follows:

- i) Setting of minimum standards for curricula and management of the institutions, within their jurisdiction and;
- ii) Organizing accreditation of the programmes present in the institutions. These organs do not have other respective state counterparts that they work with instead, reports are directly made to the Minister of Education. The other bodies that cannot be ignored during the focus on school administration include: the National Commission for Mass Literacy, Adult and Non-formal Education, Non-governmental Organizations Agencies (NGO), specific units designed within some ministries which include Health, Agriculture and Social Welfare.

Yoloye indicates that at the top of administration are the two powerful bodies, which include:

- a) The Joint Consultative Committee on Education (JCC).
- b) The National Council on Education (NCE).

The Joint Consultative Committee on Education (JCC) membership according to Yoloye include; all directors general of both Federal and State Ministries of Education, Faculties representatives of universities, Institutes of Education, representatives of the West African Examination Council, the Nigerian

Union of Teachers (NUT) and the National Manpower Board.

This body is charged with the responsibility of the different committees coming together for education purpose. It is also for examining proposals from several educational agencies where they are first presented to the proper reference committee before getting it to the main JCC body.

Finally, the National Council on Education (NCE) entails all State Commissioners of Education and the Federal Minister of Education presiding as Chairman. The function of the NCE is to take a closer look at the recommendations from the JCC and the other commissions. The final approval by this body becomes educational policies upon the rectification by the Federal Executive Council.

THE THEORETICAL FRAMEWORK OF ANALYSIS

Easton, a political scientist, relates the entire society or world to a system whereby there is a framework which involves interdependence in a political system and the existence of an environment. Therefore, such a political system receives inputs – demand and supports that may be processed and converted into outputs such as law, rules and actions (Saxe, 1980: 1448). Consequently, the output through a domino effect does affect the environment and as a feedback loop, seeks for another either as an input or demand into the system.

Hence Getzels and Guba's application of the social system approach does relate to the school environment. Both authors subdivided the system into "nomothetic and idiographic". First, the nomothetic dimension indicates that in each institution, specific roles are defined through a given set of expectations that are required. Furthermore, the institutions that are the agencies solely do the job of a social system. The ideas go on to show that institutions possess purposes, executes these purposes with norms, restrictions and roles assigned to accomplish each task required. Second, there is the idiographic dimension which includes the subunits of individual, personality and the need for dispositions. This is why Getzels and Guba identified personality in this context as "the dynamic organization within the individual of those need dispositions that govern his unique

reactions to the environment". The essence is that there are certain drives which exist within an individual acting as instincts to achieve goals and influence the way one sees and relates to the environment. Thirdly, Saxe is of the opinion that within the social system itself, there is the observation which is as a result of different interactions between the "role and personality factors.

FEDERAL, STATE AND LOCAL ADMINISTRATIVE FUNCTIONS

As an organizational unit, all the three bodies work together and cooperate but sometimes, overlap in their functions because of Intergovernmental Relation's nature present in federalism. Bolman and Deal (1991) researched and presented the following as main organizational functions that can be fully applicable to the Nigerian setting and as adopted in this paper.

The functions relate to the following; structures, people, politics and symbols. Hence, Hurrell and Evans (1996), stated that very many nations are moving in the direction of coordinating and integrating the human services mainly needed by children and families who are at risk. The authority outlined the following;

- a) The structure in place (such as cooperative agreement, coordinating bodies);
 - b) The mechanisms that operate (case conferences);
 - c) The physical location of the actors and structures (inside or outside, schools); and
 - d) The actors involved (education, health or social welfare professionals).
- Based on the above, Crowson and Boyd (1993), further collapsed the dimension into these:
- a) Locus of initiation (such as state-level or local government or private foundation).
 - b) Scope of involvement of agencies (multi-site or single site); and
 - c) Specificity of targeted services

The services provided include from state-level social services coordination to citywide, countrywide initiatives, neighborhood and school site experimentation. Furthermore, the authors specified that since, there is a comprehensive involvement of many agencies necessary changes need to be introduced to promote efficiency in the different localities within the system. However, the cumbersome, inflexible and less hierarchical nature that may have

promoted a more flexible existence of a deeply structured change.

The Pros and Cons of the Methods Applied by Federal, State and Local Governments in the Administration of Schools

It is recognized that Nigeria modeled her strong federal system of government after the Westminster model of government. Therefore, controlling both the administration and funding of schools is directed from the Federal Government and through the Federal Ministry of Education. This system has been much in place during the pre/post independence era and meeting needed challenges at both times. There was so much achieved at that time following the local authority administration though, funding and policies needed to start here.

Unfortunately, there is so much that has not been achieved in this modern day Nigeria. This is as a result of lack of the change in administrative style despite the size and growth of the different states and local governments created by the federal government. Though, states and local governments have been created since 1967, the method of administration still remains the same. Instead, there is a need to have a democratic grassroots type, instead of the method reflecting the old federalism which is still much alive and practised.

Nigeria deserves to move away from centralization towards decentralization based on the present democratic system of government she operates. Based on the present grassroots democracy, she ought to be operating on local control at the local government level, thereby disallowing strong funding from both Federal and State Governments. Jarolimek (1981: 251-257) states that; "Whoever controls the purse strings has control over schools". At this juncture, this paper needs to focus on the pros and cons stressing whether or not Federal and State direct intervention should give way to localism, which is an element of grassroots democracy.

The federal government controls the funds; hence she can disburse funds to the states and local governments. As a result of centralization, the Federal Government remains strong and can administer the educational machinery through the Inspector-ate Division in each State and Local Governments. Based on the above, the doctrine of centralization has remained strong despite, the need for localism to make an effective impact at the local government level during the present era.

The presence of the Federal Government makes it possible that the relationship exist between her and the State Governments. The relationship is allowed to continue because of the direct fiscal intervention. This dominance is reflected in both the State and Local Governments levels. Unfortunately, any money that is generated by both state and local government is paid into the Federal Treasury before it is disbursed back to the States and local governments. It is only then that each State and Local government can utilize the annual subventions given to them for educational purposes.

In recent times, the economic recession have made allocations given by Federal Government to State and Local Governments decline. Records by Yoloye indicate that the proportional distribution at the different levels of education has been reduced significantly except, at the Secondary and higher Institutions.

The Federal Government's spending on the State and Local Governments would ultimately result to more dominance in Federal control at the state and local levels. All money given by the federal government in form of direct subventions, grants and other funding come with guidelines. Therefore, the administrative machinery put in place needs to be properly accountable for taxpayers' money.

Alternatively, can it be seen that the Federal Government is handling more than she can chew?

As for example, Yoloye states that the Federal Government has been involved in the funding of the National Primary Education Commission (NPEC), and undertaking up to the tune of 65% of both teaching and non-teaching salaries paid to primary schools. The end- result of the Commission's excess involvement was failure and it led to dissolution of the body in 1991.

Generally, the present writer now poses a question: Is it proper that the financial burden be shifted from the Federal Government to both the State and Local Government levels? The assumption may be that the financial burden of education may systematically shift from the State to the parents. It may also be as a result of too much financial burden that the Federal Government is relinquishing all subsidies for accommodation, meals and textbooks. However, at the Secondary level, students were required to pay school fees while government resorted to granting bursaries and scholarships. Prior to this

time, the Action Group and Unity Party of Nigeria in 1957 and 1976 respectively enforced the issue of free education in Western Region and all states such as Bendel, Ogun, Ondo, Lagos and Oyo, to mention a few, controlled by UPN. Furthermore, in the 1990s, the Alliance for Democracy Party was born and one of their cardinal programmes is free education in all states controlled by AD. These include Ondo, Lagos, Oyo, Ogun and more. There are also indications that government intends to reinstate the students' loan plan and a better management style.

Based on the above, the following issues raised regarding financial control and administrative decentralization, the present writer wishes to ask: Can the direct link with the grassroots level provide permanent solutions to the financial and administrative problems? Localism rests on administrative decentralization. It needs to be encouraged that since there is decentralization within the Local Governments certain steps should be taken as to maintain the functions being carried out. This method can lead to maximum effectiveness, efficiency and promote the idea of democratic control. Besides the yielded results, it can also encourage and allow the following functions easily: purchasing, budgeting and personnel services. This is as opposed to all activities being handled at the State level and it can make it possible to have a more workable local government administration. Therefore, Local Government though now in practice can continue to improve by giving power to the people and who are more concerned with their children's education. The more power to the people can get the better practices which will include good bidding process for contracts, getting involved with interest in curriculum which will in turn promote good teaching and learning. Parents, guardians and their wards are more enlightened on what transpires in the school environment, though the level of involvement is still growing. In as much as peoples' awareness level increases, parents shall continue in activities such parents-teachers association, voluntary services in the school and assisting children more at home with assignment.

Hence, the administration of schools locally can lead to yielding better results when compared to the control Federal and State governments institute in the daily running of the schools. Therefore, the following areas can also amplify that the closeness of administration of schools

locally include; the control locally indicates how schools belong to the community, the local needs of the community can be solved, both the curriculum and decisions affecting the schools in the locality are closely watched by residents, both elite and otherwise.

On the other hand, though local control is good, opponents view it as too narrow in scope, especially dealing with only their immediate environment. Therefore, large societal needs can lead to ignoring and discouraging of community developments. Consequently, this can create the lack of integration of both the immediate and remote communities, which can disturb improvements. This could be the lack of siting of local industries, improvement of employment opportunities and roads expansion to mention a few. Lastly, the opponent's view identifies that only the elites shall control both the finances and administration of the schools. This now makes it difficult for the economic disadvantaged class to be fully involved thereby, defeating spirit of localism.

SUMMARY

The writer has reviewed relevant information on how schools are run, why the different levels of governments get involved and who is really responsible for the administration of schools. The administrations of schools in Nigeria rest on a tripod but responsibilities are mainly on both the Federal and State levels.

The beginning of school administration dates back to early times as soon as missionaries put schools in place. It became more pronounced when a body was constitutionally put in place to directly make decisions affecting education. Initially, the process to get government involved in school administration was difficult until 1954 when an enactment took place in Western Nigeria. This made government take direct control by using taxpayers' money to finance education.

The hierarchy of those responsible for running primary secondary and higher education were identified and how sharing responsibilities can be decentralized as well as, create cooperation among Federal, States and Local governments.

CONCLUSION

Although education is today administered by government at three levels, yet the burden falls more on the Federal and State. The writer notes

that though, Nigeria has been Independent since 1960, yet, her policies and administrative methods still reflect colonial times.

Nigeria, as at today, is democratic and is operating a presidential system of government, yet the administrative methods do not reflect enough nearness to the people. Instead, she continues to finance schools through subventions thereby making decisions for the local governments that ought to finance and run the schools through elected Councils and Boards of Governors. School administration can be better when localism can reflect broader base with each community likely to do these; encouraging finances from the community, active in participation, and employment of experts to run the schools though follow a common state guideline.

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