

IMPEDIMENTS TO DEVELOPMENT ADMINISTRATION PROCESS IN NIGERIA

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Abstract

Development administration is an integral part of a system that facilitates the wellbeing and smooth operation of that system to achieve desired result. Development administration helps in strengthening the administrative processes and structures in an organization for effective and efficient service delivery. The main thrust of the research is to examine the factors impeding development administration process in Nigeria with particular reference to the education sector in Nigeria. The research adopted a purposive sampling technique where thirty (30) respondents were purposively selected from the Federal Education Quality Assurance Service (FEQAS), while twenty eight (28) copies of questionnaire were returned. The result from the analysis revealed that there is infrastructural decay in the educational sector, as such it affects the smooth implementation of development administration process in Nigeria; the following factors impede development administration process in Nigeria - corruption, low budgetary allocation, lack of accountability/greed and weak/lack of adequate manpower; and, that Federal Education Quality Assurance Services is currently applying the tools of development administration in the areas of evaluation, coordination and monitoring. The study recommended adequate provision of infrastructure; elimination of corruption; increase in budgetary allocation to 26% as prescribed by UNESCO; elimination of greed and enthronement of accountability and sufficient manpower; and, continued utilization of development administration tools by Federal Education Quality Assurance Service and other relevant agencies.

Keywords: Development, Administration, Development administration, Impediments, Nigeria.

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1.1. Background to the Study

Development administration is a buzzword among development administrators and experts as it assists practitioners in executing developmental objectives. Development administration is an aspect of public administration aided by several factors to its emergence and growth as a concept cum course of study after the Second World War (WW II). These factors include the activities of the Comparative Public Administration Group (CAG) in the 1950s and 1960s chaired by Fred Riggs, American effort to enhance her expansionist interests, the developed world's efforts to realize and enhance their collective self interest amongst others.

According to Weiden (1994), development administration can be conceived as a process of guiding public organizations towards the attainment of government development objectives. This implies that development administration is a compass that guides and directs practitioners in the execution of government developmental plans. Okoli and Onah (2002) see it as ‘involving the development of the administrative capacity in terms of improving the structures and processes of public administration in order for them to administer development more effectively’. This entails that development administration helps in strengthening the administrative processes and structures in an organization for effective and efficient service delivery. Ugwuanyi (2016) observed that it is concerned with how to manage public sector of a nation in order to accelerate national development and developing the capacity of the public administration system to effectively do so.

From the views of various scholars x-rayed above, it is suspected therefore that there are numerous factors impeding against development administration process in Nigeria; these may include corruption, lack of participation, ethnicity, lack of coordination and harmonization, low budgetary allocation amongst others. According to Ibietan and Ekhosuehi (2013), the lack of coordination and harmonization of programmes/policies both with tenure of administration and those succeeding it has been the impediment to development. Makinde (2005) maintains that ‘the imposition of policies on citizens of a nation, lack of adequate human resources or capital to implement these plans/policies, corruption and lack of credible leadership are the major challenges to Nigeria's development’. Citizens most often than not are not involved in the decision making process when new policies or programmes are introduced, as their involvement makes for ownership of the ideas by the beneficiaries. Makinde (2005) further stresses that ‘most policies of developing nations are imposed on the masses. The policies are made by the government without considering the target population, as such the masses are not given the opportunity to contribute in the formulation of policies that concern their wellbeing’. Stakeholders' analysis is crucial to the workability of any policy or programme as they play crucial part in the formulation and implementation of such policy or programme. Benyin and Ugochukwu (2015) are of the view that there are no human resources or capital to implement these plans as a result of the low quality of human development in the country. Records from United Nations Development Programme report (2014) reveal that Nigeria ranked number 152 out of 187 countries in Human Development, which is average quality of life and standard of living. The report puts Nigeria's Human Development Index (HDI) at 0.381 which is below the prescribed level. Bailey (2020) further stated that Africa's biggest economy dropped three spots to 161 in 2019 from 158 in 2018 among 189 countries in the

2020 Human Development Index (HDI) report. Leadership quality has also affected the smooth development of development administration process in Nigeria. Agreeing to this assertion, Dike (2010) stated that leadership has become a bane to development in Nigeria. To him, most of the so called leaders do not actually understand that leadership entails assuming responsibilities for certain important issues. Poor governance on the part of the leaders has also resulted to inappropriate check and balances and mechanisms to regulate the affairs of government officials and institutions.

It is against this backdrop that this research seeks to examine the factors impeding development administration process in Nigeria with particular reference to the education sector in Nigeria from 1960-2021.

1.2. Statement of the Problem

The education sector in Nigeria has suffered some set back which have affected the sector negatively in delivering its core mandate. According to Ibietan and Ekhosuehi (2013), the lack of coordination and harmonization of programmes/policies both with tenure of administration and those succeeding it has been the impediment to development. Makinde (2005) maintains that “the imposition of policies on citizens of a nation, lack of adequate human resources or capital to implement these plans/policies, corruption and lack of credible leadership are the major challenges to Nigeria’s development”. Citizens most often than not are not involved in the decision making process when new policies or programmes are introduced, as their involvement makes for ownership of the ideas by the beneficiaries. Makinde (2005) further stresses that “most policies of developing nations are imposed on the masses. The policies are made by the government without considering the target population, as such the masses are not given the opportunity to contribute in the formulation of policies that concern their wellbeing”. Stakeholders’ analysis is crucial to the workability of any policy or programme as they play crucial part in the formulation and implementation of such policy or programme. Benyin and Ugochukwu (2015) are of the view that there are no human resources or capital to implement these plans as a result of the low quality of human development in the country. Records from United Nations Development Programme report (2014) reveal that Nigeria ranked number 152 out of 187 countries in Human Development, which is average quality of life and standard of living. The report puts Nigeria’s Human Development Index (HDI) at 0.381 which is below the prescribed level. Bailey (2020) further stated that Africa’s biggest economy dropped three spots to 161 in 2019 from 158 in 2018 among 189 countries in the 2020 Human Development Index (HDI) report. Leadership quality has also affected the smooth development of development administration process in Nigeria. Dike (2010) stated that leadership has become a bane to development in Nigeria. To him, most of the so called leaders do not actually understand that leadership entails assuming responsibilities for certain important issues. Poor governance on the part of the leaders has also resulted to inappropriate check and balances and mechanisms to regulate the affairs of government officials and institutions. It could be inferred from the above that issues such as, corruption, lack of participation, ethnicity, lack of coordination

and harmonization, low budgetary allocation etc. are suspected as impediments to development administration process, especially in Nigeria.

1.3. Research Questions

- a. What are the factors impeding development administration process in Nigeria?
- b. What are the factors militating against education development in Nigeria?
- c. What are the various ways of ameliorating the factors impeding development administration process in Nigeria?

1.4. Objectives of the Study

The general objective of this study is to examine the factors impeding development administration process in Nigeria with particular reference to the education sector in Nigeria. The specific objectives are

- i. To examine the factors impeding development administration process in Nigeria
- ii. To investigate the factors militating against education development in Nigeria
- iii. To ascertain the various ways of ameliorating the factors impeding development administration process, especially in the education sector in Nigeria

2.0 Review of Related Literature

2.1 Concept of Development Administration

The term, “development administration”, was first coined in 1955 by an Indian scholar, U. L. Goswami, in “The Structure of Development Administration in India”. Edward Weidner is the first scholar who gave a proper systematic explanation of development administration. According to him, development administration is an action-oriented, goal-oriented administrative system ... guiding an organization towards the achievement of progressive political, economic and social objectives”. Other contributors to development administration are George F. Gant, F.W. Riggs, Han Bee Lee, John D. Montgomery, and Alfred Diamant. Chakrabarty and Chand (2012) have identified three major factors for the emergence and growth of development administration.

- a. The emergence of newly decolonized nations after the Second World War.
- b. The emergence of international and the US economic and technical plans for assistance to developing nations.
- c. The establishment of the Comparative Administrative Group and the interest shown by its members in developing nations and their administrative systems.

After World War II, most of the countries in Asia and Africa gained independence from colonial rule. As a result of the long period of colonial rule, the newly independent states faced many problems. Economic problems cover a large part of their miscellaneous problems. Poverty, malnutrition, starvation, and lack of housing were the burning problems of these states. Sharma, Sadana and Harpreet (2012) noted that there are other related developments to the emergency of development administration, namely:

- a. European reconstruction programme under the Marshall plan undertaken to rebuild the war-divested economies of West European countries which became the prevailing model of western development through aid
- b. The bi-polar division of the post-war world into two hostile and ideological blocs, reliance on mechanisms of collective defence and the cold war
- c. The U.N. sponsored international corporation and development through multilateral technical aid and finance
- d. Emergence of the countries of Asia and Africa from the colonial bondage into sovereign states as new members of the international community.

Sharma, Sadana and Harpreet (2012) further noted that all these developments posed new challenges to the administration of the states. The countries of Asia, Africa and Latin America, called the 'Third World' were facing many serious problems like under-developed economies, social stagnation, parochial loyalties to caste, tribal or ethnic groups, illiteracy, poor health, weak or underdeveloped political and administrative institutions, lack of technical and managerial skills etc. Therefore, the main tasks before them were accelerated economic, social and political development and national consolidation. By the beginning of 1960s, development had become the dominant issue in the Third World. The western countries responded to the development challenge in a number of ways. The first was to conceptualise the notion of development administration.

According to Avijit (2020), development administration is the process of executing developmental programmes and projects in the direction of nation-building and socio-economic progress through public administration. From his definition above, two important concepts or issues are identified namely: Nation-building and Socio-economic development. The two concepts go hand in hand as the strengthening of institutions and building capacity of citizenry bring about socio-economic development. Avijit (2020) went further to highlight the following goals of development administration.

Action and Goal Orientation

Development administration is action- as well as goal-oriented. This means that it is related to achieving certain programmatic results. Developing countries need to address socio-economic problems, and this is exactly why development goals are set and development administrations take action towards those goals.

Socio-economic change

Development administration is also change-oriented. Here change means the socio-economic change of underdeveloped or developing countries. So, development administration is concerned with bringing socio-economic development.

Client Orientation

This has to do with satisfying the needs of its clients. The need for clients means the need of citizens. It is concerned with the uplift of the poorer section of the society. Almost every country

announces various schemes for the betterment of the lower class or community in the society and all those schemes are managed by the public administration and this kind of administration is called client-based development administration.

Commitment Orientation

The development administration is committed to its goals and responsibilities. It has high morale and motivation in working conditions to achieve developmental goals.

Time Orientation

It is time-oriented. The development administration has to perform all its developmental tasks within a time frame. All development projects have to be implemented within the time frame prescribed by the government.

Ecological Orientation

It is an open system. It continuously interacts with every element of its environment (Social, economic, and political system). It is influenced by every social, political, and economic environment and influences them as well. F.W Rigg's ecological perspective of public administration is a great example of this (Avijit, 2020)

Participation Oriented

The Development administration adopts the policy of administrative, collaborative and participatory systems for its purpose. Here, people are not just considered passive recipients of services. The active participation of the people in the formulation and implementation of developmental policies is given priority.

The expansion of the decentralized administrative system is recognized in the development administration. Local self-government ensures people's participation in their grassroots administrative system.

Responsiveness

It is very responsive. That means it is responsive in terms of its service. The administration implements every public welfare project of the government. So the more responsive it is the more development extends.

Innovativeness

Development administration is innovative as it relates to social change in achieving developmental objectives. It is dynamic and progressive in thought and action.

In a nutshell, it can be said that there are a number of indicators that can be used to understand the administration of development, such as

- Increasing budget allocations,
- Specializing administrative staff,

- Increasing diversity, efficiency and capabilities.
- Professionalization and specialization of its personnel,
- Administrative reorganization and rationalization

2.2. Empirical Review

In a study on ‘financial allocation to education: trends, issues and way forward in Nigeria’ using a secondary source of data collection, Ige (2016) observed that ‘in spite of the importance of education in national development, education has not been enjoying commensurate financing in Nigeria’. The study further reveals that, ‘this trend even fell short of the recommendation of the United Nations Educational Scientific and Cultural Organization (UNESCO) that the developing countries should allocate at least 26 percent of their total annual budgets to the education sector’. In another study, Onichakwe (2016) postulated that ‘emerging trends point to good governance as a panacea towards accelerated development in economic, political and social sectors of nations. As such, states (Nigeria inclusive), wishing to realize, promote or maintain economic, political and social strides should strive to embrace good governance. The study pointed out the elements and criteria for good governance and development administration, advocating that Nigerian government and the civil society should embrace good governance if our development administration is to create the impact it desired.

Adam (2016) in his research titled ‘Development administration and the challenges of privatization programmes in Nigeria’ observed that development administration was adopted by Nigerian government right from independence in 1960. However, privatization programme was adopted in the country in the 1980s to promote competition, effectiveness, job creation, and revenue generation. The policy has challenged the existing practice of development administration as a system of action. The study further revealed that, development administration is still relevant in Nigeria only the method of operation may change. Ibietan (2014) conducted a research titled ‘Conceptual Issues in Development Administration’. The study made use of secondary data in his analysis. The study reveals that the constraints to development in Third World countries as underscored by factors or issues bothering on the environment of development administration. The study failed to proffer recommendation to the identified problem revealed by the study.

Benyin and Ugochikwu (2015) in another study on ‘Development and its challenges in Nigeria: A Theoretical Discourse’ using a qualitative method through textual analysis, noted that ‘a country’s attempt to advance development faces several challenges that have posed a great threat to her progress. These setbacks range from imposition of policies on her citizens, lack of adequate human resources or capital to implement development plans/policies, corruption and lack of credible leadership among others’. They recommended that government should put in more efforts in involving the masses in the formulation and implementation of policies. Onichakwe (2016) conducted a research on ‘The Role of Good Governance and Development Administration in National Development’. The methodology adopted by the author is collection of data using secondary data from library research, review of literature such as text books and journal publications. The work pointed out the elements and criteria for good governance for development

administration, advocating that Nigerian government and civil societies should embrace good governance. He further recommended that good governance in development administration is showcased in government ability to design, formulate and implement policies and programmes which are development oriented and committed to the improvement of the quality of life of citizens

Adam (2016) on 'Development Administration and the Challenges of Privatization Programme in Nigeria' reveals that development administration is still relevant in Nigeria only the method of operation may change. He recommended that government needs to cut on frivolous spending, and what was more important was that government needed to be made efficient, facilitative and appropriate to its circumstances. The research was done using secondary source of data as against primary source of data. Emordi and Onyegbu (2020) studied 'Development Administration and the Challenges of Neo-liberal Reforms in the Expansion of Nigerian Education System', utilizing the documentary method and found out that the experimentation of western development ideologies in Nigeria actually aided the expansion of the universities but undermined the realization of free education for all and sundry. The study recommended among others: the applications of the action plan of professor Okonjo as regards creating a universal tertiary education for all Nigerians and sustainably finance it and that ASUU and NUC should be free of political manipulations and both should work in synergy with the mandate of professionalizing the teaching profession at the university level.

Okeke and Aduma (2020) on study on 'Critical issues in Development Administration in Nigeria: Administration of Development or the Development of Administration' using logical argumentation method in their research revealed that very weak administrative structures have led to dysfunctions in the attempts at development administration in the Nigerian nation. They went further to recommend for the Nigerian political authorities the adoption of a lean administrative set up that is technologically driven. The country cannot afford to continue to maintain people in administration whose role is to carry manual files up and down the offices, and inflate the cost of all governance processes in the name of administration.

- **Methods and Instruments**

- **Research Design and Instruments**

This research work adopted a survey design. Survey research design allows the researcher to collect answers regarding specific and essential questions with regard to the subject matter under investigation. According to Question pro (2021), the researcher can ask these questions in multiple formats as per the target audience and the intent of the survey.

The population of study is drawn from Thirty (30) personnel who are staff of Federal Ministry of Education through the department of Federal Education Quality Assurance Service, Enugu State office. The respondents selected are adjudged to have the experience and knowledge in relation to the subject matter under consideration.

Copies of questionnaire were used as research instrument to collect data from the respondents. The questionnaire contained structured questions based on the Likert Scale i.e.

Very High (VH) = 5
High (H) = 4

Don't know (DK)	=	3
Low (L)	=	2
Very Low (VL)	=	1

These questions were drawn from the research questions and research objectives of this study to elicit the views and opinions of the respondents on the topic of study.

3.2 Area of the study

The Federal Education Quality Assurance Service was established in 1973 in Nigeria, the Federal Education Quality Assurance Service existed as a semi-autonomous body until 1988 when, due to the Civil Service Reorganization Act No. 43, Federal Education Quality Assurance Service lost its autonomy.

Federal Education Quality Assurance Service is headed by a Director on GL 17 at the Headquarters Office, Federal Ministry of Education, Abuja, Nigeria. There are six (6) Zonal Offices in the six geo-political zones of the Federation and thirty-six (36) State Offices and FCT office. The Zonal Offices are headed by Directors but presently there are three substantive Directors heading South-West, North-East and North West Zones; while the state offices are headed by Coordinating Evaluators who are normally Deputy Directors. However, only 24 state offices in them are manned by Deputy Directors. The Department has Five (5) Divisions each headed by a Deputy Director, the Divisions are:

- i. Whole School Evaluation Division (WSE)
- ii. Human Resource Division (HR)
- iii. Planning & Policy Implementation Division (P & PI)
- iv. Curriculum and Pedagogy Division (C & P)
- v. General Service Division (GS)

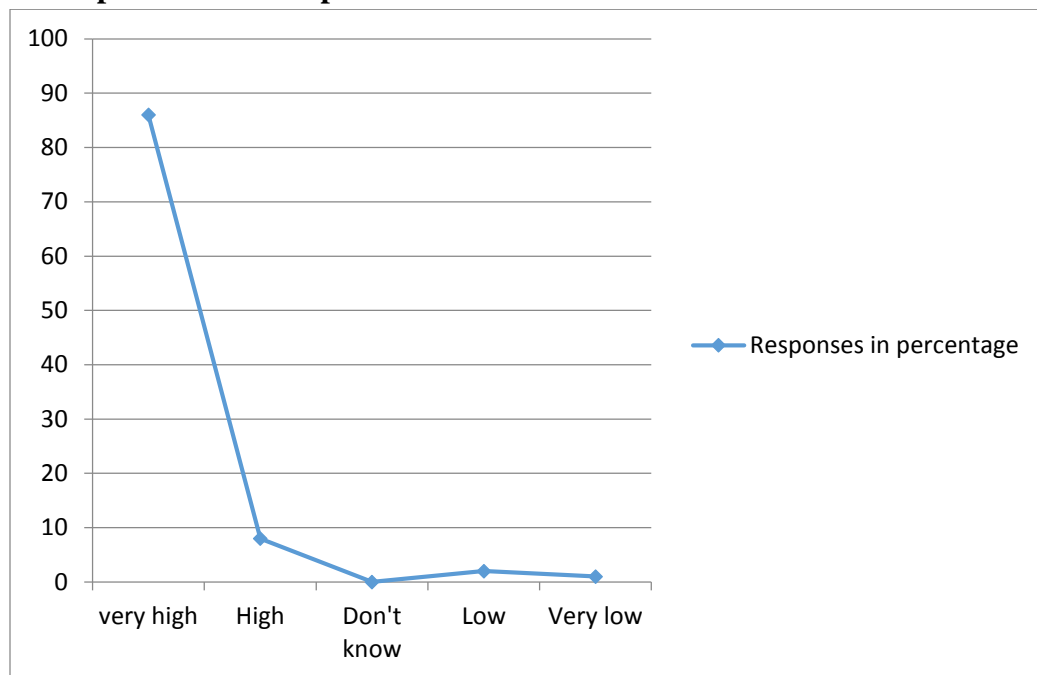
4.0 Data Presentation and Analysis

4.1 Discussion of Findings

Under this section, both analysis and discussion of findings are combined, using graphs.

Objective 1: To examine the factors impeding development administration process in Nigeria

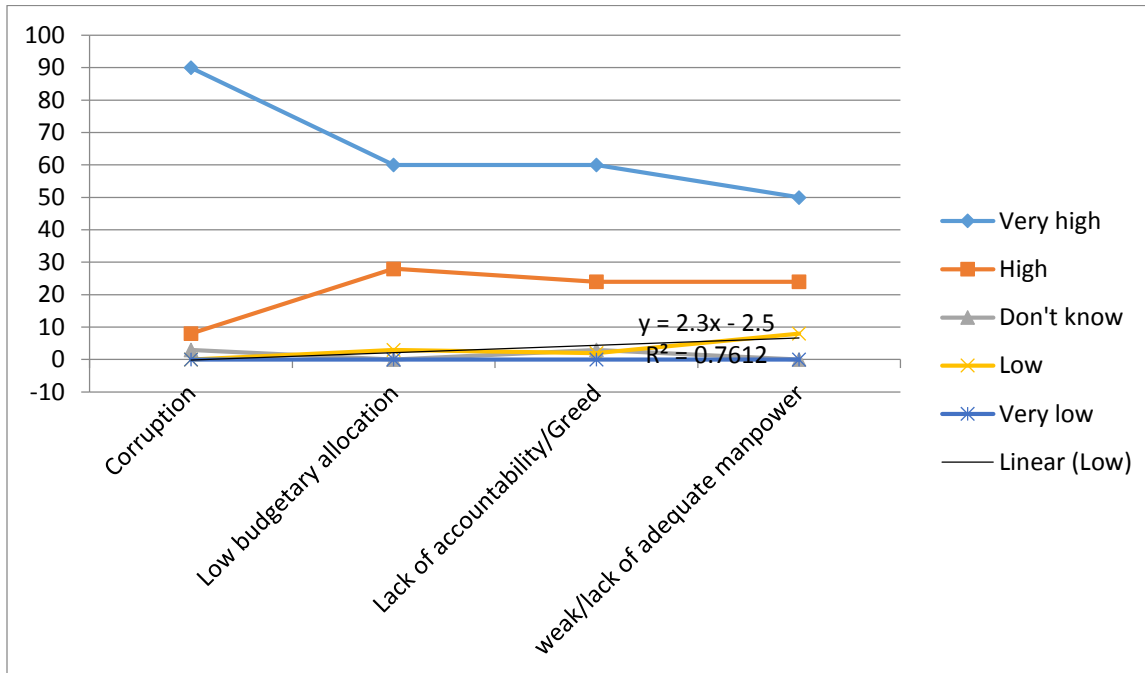
Graph 1: Responses from Respondents



From the responses above, 86% of the respondents observed that infrastructural decay have very high impact on the development of education in Nigeria. Since education is a by-product of development administration targeted at reorientation and equipping of practitioners of development administration, infrastructural decay has negatively impacted the process of education in Nigeria as infrastructures are poorly maintained. Students in some public schools sit on the floor to learn; staff rooms are not adequately made available; no laboratories for experiments; and as such theories are taught throughout. 8% of the respondents noted that infrastructural decay's impact on development of education in Nigeria is high while 2% said its impact is low. Lastly, 1% of the respondents is of the option that it is very low.

Objective 2: To investigate the factors militating against education development in Nigeria

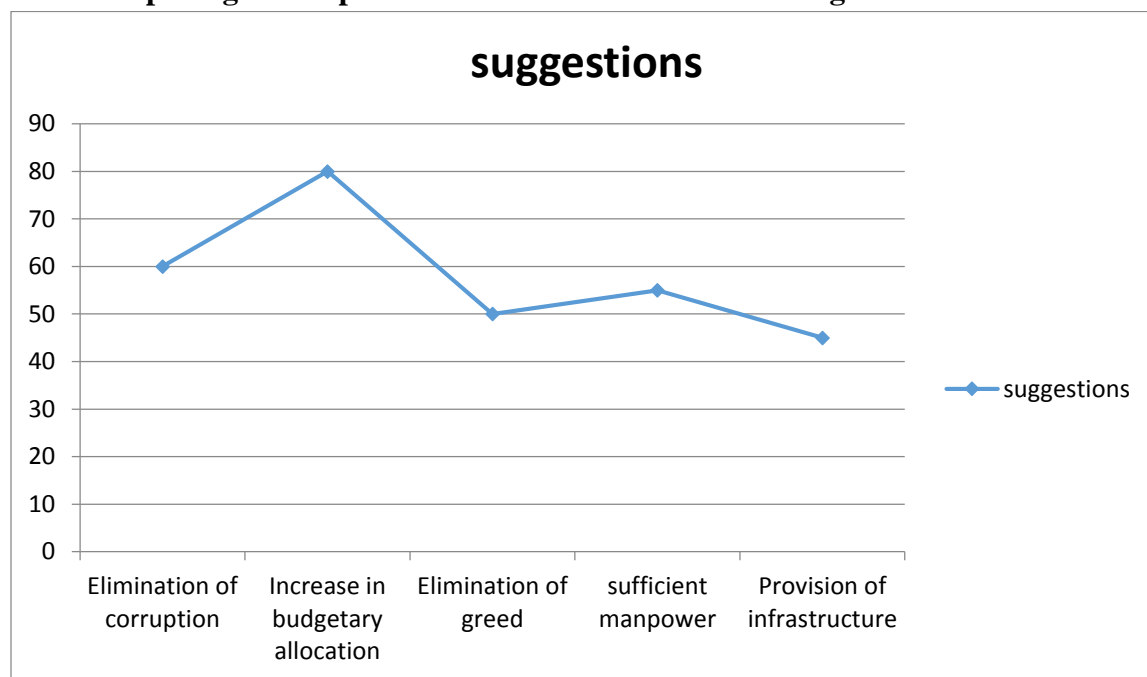
Graph 2: Responses from Respondents



90% of the respondents are of the view that corruption impedes the development of education in Nigeria. Corruption has eaten deep into the fabric of the society and the education sector in particular, as money allocated for the smooth take off of educational activities are embezzled by few individuals leaving the sector with nothing to run the system. 60% of the respondents are of the view that low budgetary allocation has affected the growth, development and service delivery of the education sector. Education sector is also an integral part of the economy just like the manufacturing sector, finance, defence, agriculture amongst others. It is disheartening to note that the educational sector has not felt well since the inception of independence in Nigeria, successive governments over the years have budgeted little for education below the benchmark set by the UNESCO of 26% of the entire budget. For example, in 2021 budget provision, only 5.6% is allocated to the education sector out of a total of ₦13.6 trillion budgetary provisions. 60% respondents observed that lack of accountability/greed becloud the education sector as resources are not properly accounted for, inventory records are forged. The operators of education exhibit some degree of greed by stealing wares meant for the progress of the system, there are cases where laboratories equipment's are looted rendering the lab useless. Payment vouchers and performance invoice are forged during audit and financial reports. 50% lamented the poor crop of personnel recruited into the system using non-performance factors such as godfatherism, nepotism, favouritism, geographical expression/equilibrium while the merit system is quashed. The institution is saturated with weak personnel which translate into making the institution weak.

Objective 3: To ascertain the various ways of ameliorating the factors impeding development administration process in Nigeria

Graph 3: Suggestions from the Respondents on Various Ways of Ameliorating the Factors Impeding Development Administration Process in Nigeria



From the graph above, 60% of the respondents called for the urgent and strategic elimination of corruption in the system to give room for it to function very well. 80% are of the opinion that budgetary allocation to education sector should be increased to 26%, so as to meet the UNESCO standard of budgeting with regards to education. 50% of the respondents opted for the elimination of greed and ensure accountability is enthroned in the system while 55% drummed for the recruitment of right mixture of manpower to strengthen the system and make it effective for adequate service delivery. Lastly, 45% suggested the need for adequate provision of infrastructure to ensure service delivery and self-sufficiency of the sector.

Summary

The findings reveal that

1. There is infrastructural decay in the educational sector, as such it affects the smooth implementation of development administration process in Nigeria
2. The following factors impede development administration process in Nigeria; they include corruption, low budgetary allocation, lack of accountability/greed and weak/lack of adequate manpower
3. Federal Education Quality Assurance Services is currently applying the tools of development administration in the areas of evaluation, coordination and monitoring. By developing the capacity of their personnel after each evaluation is carried out. This is to mitigate the lope-holes in the areas identified during the exercise.

Conclusion

This study established that there are numerous factors impeding development administration process in Nigeria. These factors include corruption, low budgetary allocation, and lack of accountability/greed, weak/lack of adequate manpower and decay of infrastructure. These call for an urgent attention for intervention by practitioners, government agencies, federal and state Ministries of Education and other relevant stakeholders.

Recommendations

- ❖ The need for adequate provision of infrastructure, for quality service delivery in the education sector. Science laboratories should be well equipped for relevant practices while the learning environment should be made conducive for the students and teachers.
- ❖ Elimination of corruption, increase in budgetary allocation to 26% as prescribed by UNESCO, elimination of greed and entronement of accountability and recruitment of sufficient manpower.
- ❖ Continuous utilization of development administration tools by Federal Education Quality Assurance Services and other relevant agencies.

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