

## **GOVERNMENT SUPPORT SERVICES IN BASIC SCHOOLS IN KWARA STATE: CHALLENGES AND WAY FORWARD**

**BY**

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### **Abstract**

This seminar paper examines the government support services in basic schools in Kwara State, highlighting the challenges and way forward. Basic education is a fundamental right, and government support services play a crucial role in ensuring access and quality. However, various challenges hinder the effective delivery of these services. This paper identifies the challenges and explores way forward for improvement, recommending strategies for enhanced government support services to improve basic education in Kwara State. In conclusion, government support services should implement these strategies will enhance government support services and improve basic education in Kwara State.

### **Introduction**

Education throughout the world has been embraced because of the notion that it not only raises the social status of the individuals who acquired it but also improves their financial status. It is a long-term investment that a society can have as it is the greatest force that can be used to bring about change. Education is also the greatest investment that a nation can make for the quick development of its economy, politics, social and human resources (Osuji, 2014). Globally, it is believed that through the process of education, individuals are prepared to become useful and acceptable members of society. In preparing individuals for useful living, the school as a social institution has a great responsibility of educating the members of its society. The economic and social developments of a nation are increasingly driven through the advancement and application of knowledge (Maekae, 2013). Government support services are one of the major concepts in education and most especially in educational management because they contribute significantly to the success of teachers' task performance. Government support services are provided in schools to enhance the performance of the teachers in their teaching profession. The government support services consist of welfare packages, motivational strategies, health services, and incentive services among others etc. The availability of these government support services makes the school realize the goals that they are to achieve and the non-availability or inadequacy of these services may make the goals of the school unattainable and that will also affect the task performance of school teachers.

Government support services are one of the integral parts of school administration but are quite distinct from instructional work and very essential in the school. In the school system, adequate provision of these services is often seen as a correlate of teachers' task performance (Anwar et al., 2021). Government support services also promote a good atmosphere for effectiveness in education (Suleiman, 2021). For this reason, government support services are supposed to be provided in schools, and educational administrators are to ensure the management of these services to improve excellent and productive teachers. To ensure that this noble aspiration of using education as an effective tool for social development is achieved, it becomes necessary to provide government support services to help the teachers in the process of teaching and task performance (Klein et al., 2019). Jamodien (2023) recognized three outstanding objectives of government support services, namely, to assist teachers in developing their full potential through efficient and effective use of educational resources; to develop effective teaching strategies; and to motivate teachers so that they can be productive and committed to the teaching profession.

According to Byaruhanga (2019), adequate provision of government support services can be used to predict the task performance of teachers. The educational system in Nigeria has been delineated into different levels mainly pre-primary, primary, secondary and tertiary institutions. The increasing development of the educational system at all levels brings greater demands on educational administrators and government support services. Government support services are aimed at the satisfaction of teachers' needs in the areas of provision of motivational factors, financial incentives, welfare packages, accommodation health services, and professional programmes. In the view of Suleiman (2021), the provision of welfare services in public schools was inadequate and seemed to be responsible for teachers' low level of satisfaction and poor motivation for the teaching profession among public school teachers. The consequences of this may include examination malpractices, a non-challenge attitude to teaching, poor classroom management inadequate communication between students and staff. Alshehhi and Ali (2022) defined government support services as an attempt to cater for the welfare of teachers with a view of helping them to be productive and effective in their task performance in the school while maximizing their educational pursuits and at the same time promoting personal and institutional prestige within and outside the educational sphere. Divine-Welekweet et al. (2023) also opined that government support services can be defined as all the non-academic services rendered to the teachers in the school setting outside the formal classroom instructions. These services may include accommodation, transport, medical and security as well as financial incentives.

## **Literature Review**

### **Concept of Government Support Services in Basic Schools in Kwara State**

Government support has received immense attention from practitioners and academics as businesses look for ways to improve employee performance (Baba, 2020). Combee (2014) stressed that solid government support services serve to further create secondary school teachers seeking professional development and look for ways to positively affect their task performance through students' achievement. Tehseen and Hadi (2015) revealed through survey data that a lack of government support leads to turnover issues among teachers. There is a consensus among organizational and human resources and researchers that support from the government is a significant predictor of employee outcomes namely job satisfaction and performance. Chinomona and Sandada (2014) have observed, that most of the research examining these relationships has been conducted in private organisations such as hotels, banks, insurance companies, and others. Way et al (2010) and Chiang and Hsieh (2012) found that government support positively impacts job satisfaction this implies that support from the government determines whether teachers will stay or leave intentions in teaching (Ladd, 2011).

Government support involves actions and policies implemented by the government through the principals and other school leaders in supporting teachers' tasks and helping them in the improvement of their teaching job. Administrative support plays an important role in providing professional development opportunities to school teachers. The importance of organisational support is increasingly being recognized because of its potential positive influence on employee performance. Chinomona and Sandada (2014) sought to investigate the influence of organisational support on teachers' job satisfaction and consequently, their workplace performance at the high school level has largely remained scant. Government support positively influences teachers' job satisfaction and their job performance. Consistent with this agreement, Luekens (2004) also found that nearly 40% of teachers left the teaching profession due to a lack of administrative support. Moreover, Tehseen and Hadi (2015) highlighted government support as one of the most significant predictors of the staying intentions of the teachers. Boyd et al (2011) investigated the impact of school contexts and teachers' retention.

According to the International Finance Corporation (IFC) (2020), the government introduced the Nigeria Economic Sustainability Plan (NESP), which expanded the stimulus to ₦2.3 trillion, to create mass employment and mass domestic production. The plan includes government support for the real sector across welfare services, food security, housing construction, motivational strategies, infrastructure, career advancement programmes and the digital economy and it seeks to support micro, small, and medium enterprises. Furthermore, it prioritises government

efforts for (a) universal digital identification to facilitate cash transfers and other benefits; (b) nationwide broadband connectivity, (c) a national research fund for medicine and pharmaceuticals; and (d) the promotion of strategic investment in the local manufacture of generic medicines. The private sector's ability to weather the fallout from the pandemic is mainly constrained by low access to finance and exacerbated by low land titling and registration, limited connectivity, the health care system's low capacity, and the weakness of land transportation. These areas require urgent action to mitigate the impact and to speed recovery.

In addition, literature has also proven the relationship between government support and job performance (Way et al., 2010). Teachers who are satisfied with their jobs tend to work hard, do extra work and become committed to the organization (Casu et al., 2021). Despite the recognition that government support is a catalyst for employee outcomes of job satisfaction and performance, however, the relationship between these constructs in the education sector is scarce. Another qualitative study identified the huge impact of government support on the leaving intentions of teachers (Benade, 2017). Nguyen (2021) suggested school leadership is a significant contributor to teachers' job satisfaction and intention to stay in teaching. The lack of a comprehensive model showing relationships between organizational support, job satisfaction and performance in the education sector is a major shortcoming. This undermines the development of interventions to retain and motivate teachers to improve the service they provide. Fransson and Frelin (2016) described the potential benefit of administrative support to reduce turnover intentions of teachers in an international context. Similarly, Tehseen and Hadi (2015) concluded that the government is responsible for teacher job satisfaction. Government support services play an important role in providing professional development opportunities to school teachers. Increased government support encouraged more people to join the teaching profession and retention. Teachers who are satisfied with their jobs will put extra commitment to perform their duties, do additional work and give their total loyalty to their employer. However, lack of government support services prompts teachers' attritions problems and this could threaten the good performance of teachers. That is why; the government of each country should observe critically, what they can use to support and satisfy their employees to perform in their place of work. Investigations of this problem are relevant because a better understanding of what truly affects task performance will be critical to predicting teachers' behaviour and the influence this behaviour will have on the goals of schools.

Schools are social systems that have structures manned by individuals, where the administration of a school system involves the management of areas such as government support services, staff personnel, school records, and school plant and staff, where students of higher institutions of learning form part and parcel of the institution as a social system. When the provision, supervision and maintenance of accommodation are not given due attention, are not adequately provided or are of low quality, it could affect job performance and generate tension leading to violence destroying properties and even loss of lives. Yahaya (2018) stated that the success of any educational system especially largely depends on the effective and efficient management of government support services. Kalu (2010) defined government support services as non-academic duties concerned with teachers' welfare in a school setting. It involves decision-making and implementation of policies of the school about teachers' welfare, discipline as well as teaching and learning situations. Ayeni and Amanekwe (2018) also stated that; government support services as those special supporting services outside the school curriculum that impinge upon the maturation of the teachers. According to Oboegbulam (2018), government support services as all the services apart from the normal classroom instructions rendered to students by school administrators, staff (tutorial and non-tutorial), the teachers themselves and even the community, that are geared towards making an individual in the school an all-round educated, law-abiding citizen of his community.

## **Dimensions of Government Support Services**

### **Welfare Services**

The success of any organization depends, to a great extent, on the workers of that organization and the effective mobilization of the efforts of all people who make up the organization. It has become very important and needs immediate attention to review the welfare packages/services in the teaching profession and capacity building as well to serve as a scientific explanation for the factors which affect the work motivation of teachers and then discover areas of teachers needs and how to provide for these needs to ensure quality delivery and productivity. According to Manzini and Gwandure (2011), Welfare services seem as a means of securing the teachers by providing proper human conditions of work and living while minimizing the hazardous effect on the life of the workers and their family members. Davidson et al (2013) in one of their studies stressed that well-organized welfare services (such as employee appointment, leave tenure, on-the-job training, promotion and retirement/pension schemes of teachers), are one of the major ways that school administration in Nigeria can induce improve the way of imparting knowledge, the professional career advancement and growth of teachers. Ambrose et al (2013) believed that worker welfare facilities facilitate considerably in increasing the self-esteem and intellectual brilliance/capacity of a worker. This will bring about an increase in the level of worker efficiency within the organisation motivating the worker to take up more tasking roles and responsibilities. They noted that welfare incentives are responsible for healthy personnel. Happy personnel will develop a perspective/approach to work leading to improved employee performance within the workplace. Worker welfare replaces an important area in the life of the employees and increases not solely the effectiveness of the workers but conjointly power in the resolution of distinctive structure challenges, this can eventually result in maintaining an increased level of resource performance and a satisfied level of work execution within the workplace.

### **Motivational Strategies**

Nwankwo (2014) stated that motivation is the drive or energy that propels a person to a specific action. He further clarified that it is a force that enables people to achieve an organisation's (institution's) objectives. Motivation refers to the psychological processes that directly, activate, and support an action, or otherwise may be defined as one's inner desire to try in school. Sinani (2016) considers motivation as a process that starts with a physiological deficiency or a need that activates behaviour that aims to encourage an action. Motivation enhances factually all the activities and behaviours of people around the desire for achievements in the teaching aspect of education. Motivational strategies are the driving force that energises a worker to show more commitment to work to improve his productivity (Akinloye, 2013). It is in the form of incentive strategies such as salary increments, regular and prompt payment of salaries, constant promotion and provision of all necessary school facilities which will reduce frequent industrial strike actions. There is a way in which school administrators or principals entice and improve the classroom task performance of their teachers. This is to ensure that secondary school teachers are well motivated towards enhancing their classroom task performance. Oyetakin and Odunayo (2013) opined that the concern for improving the quality of work life does not appear to be widespread, especially in the teaching profession.

Motivation and performance are very important factors in terms of organization success and achievements. In the teaching profession, it is very imperative because it helps teachers to achieve the target efficiently. Mustafa and Othman (2010) opined that teacher motivation is very important. It improves the skills and knowledge of teachers because it directly influences the student's achievement. In their study, Ali et al (2016) carried on research to determine the significant relationship between teacher motivation and school performance; and the mediating effect of teacher job satisfaction. In this study, a survey technique was used and a convenient sampling method was used to collect 80 respondents from Secondary Schools in Mogadishu. The findings showed that there is a significant relationship between teachers' motivations job satisfaction and school performance. It is very important to motivate teachers to perform well. Tehseen and Hadi (2015) stressed that both intrinsic and extrinsic motivation leads to teacher's superior performance. These motivational factors such as allowances, salary recognition etc impact

positively on their satisfaction which results in their effective performance as well. Markovits et al (2014) identified two dimensions of job motivation, namely extrinsic motivation and intrinsic motivation. While extrinsic motivation consists of satisfaction with pay, physical conditions and organizational policies and procedures, intrinsic motivation includes aspects such as creativity, achievement and accomplishment. Motivation strategies, as a means of encouraging teachers on their duty, play an important role in the organization because they increase productivity and goals can be achieved efficiently and also motivation takes part in a vital role for teachers because they help to achieve target goals in an efficiently way (Ali et al., 2016). Motivational strategy variables are many. Some of them are incentive, fear, attitude motivational strategies (Nwankwo, 2014). It is the method and technique to encourage secondary school teachers to put more effort and their best while on duty. The motivation of teachers serves as a key to facilitating institutional performance. They recommended that both extrinsic and intrinsic motivation be applied among the teaching staff to improve job satisfaction and the school's performance in the end.

### **Career Advancement Programmes**

Career advancement programmes can also be referred to as teacher support funds in this study as a programme organized by schools for teachers to improve their teaching skills and knowledge. These funds allow schools to collaboratively develop teachers' career programmes of induction, professional development and mentoring appropriate to the needs of the permanent beginning teacher. This will include the provision of increased, regular release time for the beginning teacher, as well as regular mentoring from an experienced teacher colleague, aligned to the beginning teacher's Performance and Development Plan, and their accreditation requirements. Teacher Professional Learning funds allocated to school's area means of supporting the task performance and development needs of teachers. All teachers have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning and enhance the teachers' job performance. Teachers' career advancement is an attempt by school teachers to develop and increase their cognitive base knowledge by achieving higher professional qualifications either through on-the-job or off-the-job profession-related educational programmes. A good school administrator has the power to help their teachers by finding positive ways to encourage them to attend courses, workshops and activities that will ultimately help them to become better teachers. This can be through the support given to teachers to improve their knowledge academically (Harris, 2012). A career advancement programme is probably the most important thing for every true teaching professional. In this regard, there is sufficient knowledge about how to help teachers financially by the government to further their career advancement programme (in-service and pre-service training) and develop their classroom performance is lacking. In the pursuit of gathering research evidence about the specific content and design of professional development programmes and teacher education courses in formative assessment, it is important that the kinds of skills and knowledge teachers need to successfully orchestrate a formative classroom practice (Vingsle, 2014).

To motivate teachers, the career advancement provisions should be implemented based on performance quality assessment. The evaluation of teacher performance should not be done formally; evaluation results should have an impact on performance improvement. Van den Bergh and Roos (2014) maintained that the professional career development of teachers can be effective and sustainable if certain conditions are met. Mechanisms and funding should be provided so that successful teachers can be financially rewarded or have other types of benefits. Therefore, school administrators must embark on modern management techniques that can create a good working climate that will be effective in minimizing problems of low productivity on their jobs. Likewise, Nkechi and Amaechi (2023) in their study found that the performance of secondary school teachers, whether professionally qualified or not is high because of their subjection to rigorous supervision. From this finding, it could be inferred that teacher development is one of the major factors that enhance teachers' productivity, which could result in improved learners' performance. Many secondary school teachers pursue academic studies beyond the minimum necessary to teach, which indicates a high level of professionalism provision of basic facilities.

The term school facilities refer to the school site, the buildings, the playgrounds, the equipment and other material resources provided in the school for effective teaching and learning operations. School facilities can be defined as comprising of location, weather, lighting, ventilation, floor, space per pupil, health, and safety conditions, play areas, cafeteria and library. Also, Ogbaodo (2014) considers school facilities as synonymous with educational facilities which includes buildings such as classrooms, assembly halls, libraries, laboratories, workshop and instructional, materials. Similarly, Oyedeji in Durosaro and Ogunsaju (2002) defines school facilities to include the site, the building and other infrastructures. They went further to say that the school facility embraces permanent and semi-permanent structures which include items such as machines, laboratory equipment, chalkboard and office assistance tools such as brooms and cleaning materials. According to Abraham (2003), school facilities mean all physical facilities and equipment within the school, which are used by members of the school community. All the physical structures in the school fall within this category. Facilities are plants (buildings) equipment, and materials (Ehiemetalor, 2001). Whereas, school buildings according to Olutola (2010) include classrooms, dormitories, libraries and laboratory buildings, staff rooms, teachers' quarters, examination halls and administrative buildings; educational equipment includes such items as machines, audio-visual materials, chalkboards, cleaner's tools and workshop equipment.

Osahon (2000) provides a much more comprehensive list of educational facilities and grouped them into two viz:

1) School building: These are tangible structures, which serve as shelter for educational activities. They include among others, classrooms, laboratories, workshops, teachers' common rooms/offices, toilets, restrooms, reading rooms, dispensaries, libraries, hostels/dormitories, dining halls, assembly halls, and staff quarters.

2) Equipment: School equipment refers to facilities or outputs such as machines and tools, which ease the operation of academic activities. Various types of equipment are required

- a) Classrooms: For example, desks, chairs, blackboards, cupboards, shelves, dusting Dusters, wash hand basins, napkins, and teaching aids.
- b) Laboratories: For example, physics, chemistry, biology, agricultural science languages, and Geography.
- c) Workshop: For example, woodwork, metal works machinery, electronics /electrical, business studies.
- d) Sports/games: For example, football, table tennis, volleyball, netball, hockey, tourniquet, Short put, high jump stands/crossbars, javelin, hurdles, trophies, jerseys, bells, notice boards, electric generator, typewriters, photostetting machines, computers.

School facilities have been defined by Ani (2007) as the location of the school buildings, the equipment in the school and other material resources provided in the school to enhance teaching and learning processes. To him school facilities include the fixed and mobile structures and materials in the school such as the classroom buildings, laboratories and laboratory equipment, the school furniture, the chalkboards, tools and machines, the chalk, and audio and visual aids. School facilities can also be taken to mean the site where the school Programmes and activities take place or the environment where the school curriculum is implemented. Thus, Obi and Ezegebe (2002) defined school facilities as the space interpretation of the school curriculum. In other words, school facilities can be said to be physical expression of the school programmes and activities.

### **Challenges Facing Government Support Services in Basic Schools in Kwara State**

There are many challenges militating against the government support services in Basic Schools in Kwara State. Some of them include; poor funding, shortage of professional teachers, inadequate infrastructure facilities, shortage of instructional materials, insecurity, teacher attrition and lack of current data.

**Poor Funding:** Poor funding has affected the government support services in Basic Schools in Kwara State. Ogunode (2020) and Ogunode et al. (2021) opined that the majority of educational institutions in Nigeria are underfunded. The major issue in educational development is the shortage of funds (Kubiat, 2018; Mcbrown &

Ogunode, 2022). One of the most serious problems threatening the survival of the educational system is the dwindling level of public funding in the face of rising demands and hence the rising cost of educational management in Nigeria. This shortage of funds affects job performance and the growth of the institution. Educational institutions cannot perform optimally without funding. This situation calls for increased funding initiatives from both the government and educational stakeholders to sustain the tempo and growth of the education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by UNESCO impact negatively on the performance and sustainability of educational institutions. Alabi and Ijaiya (2014); Amali et al. (2012); Dawood (2012); Ogunode and Madu (2021) and Ogunode et al. (2021) concluded that poor budgetary allocation, lack of political will to implement UNESCO recommendation for education, corruption in the administration of the primary school, fall in revenue and demand from other sectors of the economy are the problem responsible for the shortage of funds in the administration of primary school education and the effects of underfunding primary school education in Nigeria will result to poor quality of education, shortage of infrastructural facilities, shortage of professional teachers, shortage of instructional resources and poor implementation of primary school policies and programme (Ogunode & Nasir, 2021; Ogunode et al., 2021).

**Shortage of Professional Teachers:** Teachers are critical to the government support services in Basic Schools in Kwara State. Teachers are implementers of the school curriculum. The teachers are critical members of the education stakeholders ensuring education and development quality attainment. Akindutire and Ekundayo (2012) and Ajayi (2004) defined a teacher as someone who causes learning to take place; and someone who imparts knowledge, skills, values and attitudes to a group of learners. From the definitions, it is clear that a teacher helps the learners often in a school as well as in a family, religious and community setting. Learning cannot take place without the teacher, even though he is not physically present; he is indirectly represented by the medium through which learning takes place (Akindutire & Ekundayo, 2012). Unfortunately, Basic Schools in Nigeria do not have adequate professional teachers to deploy teaching. This submission was attested to by the report of independent Newspapers (2019) that stated that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficits in primary schools and 2,446 shortages in Junior Secondary Schools across the nation. We have identified several challenges as clogs in the realization of good access, equity and quality of education in Nigeria. One of these is the critical issue of teacher shortage at all levels of education. There is a shortage of early childhood education teachers needed to attain the proposed 1:20 teacher-to-pupil ratio. This ratio is far from being met, as the current ratio is 1:47. The shortage of professional teachers in Basic education is among the factors responsible for the poor quality of basic education. Ogunode and Paul (2021) concluded that inadequate funding, limited teacher education institutions, corruption, lack of manpower planning, brain drain and poor motivation were identified as the factors responsible for the shortage of professional teachers in Nigerian educational institutions.

**Inadequate Infrastructure Facilities:** Infrastructure facilities are a major challenge to effective Basic school management in Nigeria. Many Basic school managers do not have adequate facilities to deploy for teaching and learning. Infrastructural facilities according to Ogunode (2020) are facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The availability of infrastructural facilities in adequate quantities will support the effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Enaigbe (2009) and Musa (2017) submitted that the lack of basic facilities in Nigerian schools is a great setback to conducive learning activities. Ogunode et al. (2023); Ogunode et al. (2021) and Ogunode and Stephen (2021) stated that the main problem facing students in Nigerian Basic schools is congestion in classrooms, dilapidated classrooms and lack of modern laboratory equipment. You see a class that is meant to accommodate only 30 students being used to house over 100 students. Musa (2019) observed that the toilets that serve the students are in bad shape in many instances as many do not have running water. Lecture rooms and offices are not available and where available need refurbishment. Libraries are poorly equipped and are short of modern books and equipment. Laboratory equipment is obsolete and inputs for teaching are in short supply. Roads and buildings on many campuses are in a state of disrepair. Poor and dilapidated infrastructures are the major factors that have led to the despicable state of Nigerian

Basic schools. Ogunode and Agwor (2021) observed that there is a significant deficit of basic learning resources which include multimedia systems, magnetic boards, computers, printers, plotters etc. In terms of aesthetics, the institution's main access is not indicative of a Basic school despite the signpost. The entire environment was filthy and the school hostels did not have a good source of water supply thereby making the sanitary situation deplorable. Electricity supply in schools is irregular and inadequate.

**Shortage of Instructional Materials:** Shortages of instructional materials in some Nigerian Basic schools have affected the effective management of the schools. Ogunode and Josiah (2023) observed that the school system is designed to function with the application and deployment of instructional materials. Instructional materials are very essential to the development of education. Instructional materials are one of the critical components of the educational system. According to Quadri et al. (2003), the usefulness of instructional materials is based upon the following ideas that learning is more likely to occur in a class where there is: active involvement of learners in the teaching-learning process; negotiation of individual learning objectives, opportunities for demonstration, practice and feedback; continuous evaluation of learning; and support for learners and teachers. Ogunode and Josiah (2023) opined that instructional materials are used in all educational institutions. The resources are influencing the implementation of teaching, research and community service in the various tertiary institutions. In secondary schools, instructional materials are supporting teaching and learning. Teachers in educational institutions teach well with the deployment of instructional materials. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. It is used to get the attention of the students and eliminate boredom. Ogunode and Josiah (2023) concluded that poor funding of basic schools, poor improvisation, high cost of instructional resources, poor storage, poor planning, lack of maintenance, poor capacity building in instructional materials management and corrupt practices are among the factors that have militated against the deployment of instructional materials in the Nigerian basic schools.

**Insecurity:** Insecurity in Nigeria has affected the smooth management of Basic schools across the country. Tribune (2021) reported that the inconsistent nature of the school calendar in the Nigerian educational system is no longer news. It is a common occurrence that higher institution, secondary schools or primary schools are closed down due to an internal crisis or attacks from bandits. Authorities in North-West, Nigeria had shut down more than 4,000 public primary schools across the state, and over 4,000 public secondary schools were among the closed down schools. According to him over 300, 000 to 400,000 thousand students and pupils are at home after the incident of the Chibok school students' kidnapping without considering the effects on the internal administration of the school especially the learners (Tribune, 2021). Emmanuel (2018) and Hassan (2014) noted that insecurity has prevented the effective administration of Basic schools in Nigeria. Many school administrators, teachers, non-teaching staff and students have been killed. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by Boko Haram members. Secondary school programmes have been disrupted due to the closing down of schools in Northeast Nigeria. World Bank (2018) stated that since 2009, Boko Haram has conflicted with the Nigerian government, affecting nearly 15 million people. So, what has been the impact of Boko Haram on education in Nigeria, particularly in the northern region? The quick answer is: quite significant. Boko Haram has targeted the Nigerian education system, assaulting schools, students, and teachers in Northeast Nigeria and disrupting access to education and social services, especially for young people. Teachers have been threatened, and in some cases, killed. Schools have been damaged and destroyed, and often transformed into shelters for Internally Displaced People (IDP). Schools that remain in operation across Borno, Adamawa and Yobe states are overcrowded and unable to meet the needs of the host population and the IDP. The cable (2018) reported that the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO Global Education Monitoring Report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. "In North-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009," the report read in part. "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. Reports indicated it had killed almost 2,300 teachers. Basse (2016) and Ogunode (2022) identified poor learning,

poor quality of education, loss of interest in education disruption of the academic calendar and learning loss as the effects of the closure of schools on the administration of schools in Nigeria. Ogunode (2021) also stated that loss of manpower in educational institutions, poor quality of education, destruction of infrastructural facilities, brain-drain, closure of educational institutions, lack of motivation of educational pursuit by children, internal displacement of learners, reduction in private investment in education and inadequate funding of education as the impact of insecurity on school administration in Nigeria.

**Teacher Attrition:** Another problem that has prevented the government support services in Basic Schools in Kwara State is teachers' attrition problems. Many professional teachers and school managers are leaving the various Basic schools across the country for other parts of well-paid institutions like the Banking sector, and the Health and Oil and gas industry. Akindutire and Ekundayo (2012) and Durosaro (2006) observed that there is a problem of attrition in the teaching force and dwindling enrolment of teachers. The teachers' conditions of service are not enticing enough to attract and retain the best brains in the profession. Akindutire and Ekundayo (2012) and Ajayi and Shofoyeke (2003) claimed that the continued uncomplimentary public perceived image of teachers may not likely attract the right quality of people to be retained in the teaching profession. Today, there are holders of professional qualifications in Education serving in the banks, customs departments, hotels, immigration, Airways and so on. Akindutire and Ekundayo (2012) and Durosaro (2006), submitted low status accorded to teachers in the country, does not make students to enrolled and be trained as teachers. According to Ogunode et al. (2021) and Ogunode and Abashi (2020) the factors responsible for Brain-drain in Nigerian educational institutions include; poor motivation, un-conducive working environment, insecurity and underfunding. The implication of brain drains in Nigerian schools include; a shortage of teachers, poor quality of education and a high student-teacher ratio.

**Lack of Current Data:** One of the major functions of educational school management is planning educational resources and projects. Planning is very vital to the realization of the objectives of the school system. Educational institutions must be planned to be able to achieve their objectives and goals. Data is what is needed to plan and take decisions. Data is very important for planning educational programmes. Without current educational data, planning is impossible. It is very sad to realize that current data on various forms of education in Nigeria is not available. NEEDS (2014) concluded that it was challenging to obtain data with current statistics for the assessment mainly because current data on the education sector was generally not available in the public domain. The assessment, therefore, relied on available data, some of which were more than three years old and had not been updated at the time of the study. The assessment was also limited by the reluctance of government officials to release data or respond to surveys and inquiries despite several follow-up visits, contacts and reminders. Also, World Bank (2012) and British Council (2014) noted that access to reliable and complete information on education in Nigeria has for a long time proved difficult. The development of a national database for education statistics has been slow and various data-generating agencies (including the Federal Ministry of Education, Universal Basic Education Commission, National Population Commission and National Bureau of Statistics) often used different sample designs, methods of data collection, analysis and reporting, different modes of disaggregation and definitions of indicators. The absence of rudimentary data at the school and local level in many areas is often viewed as a crisis, inhibiting the development of effective education planning, monitoring, programming and policy-making. Inadequate data for effective planning is one of the major problems facing the management of government support services in Basic Schools in Kwara State.

#### **Way forward to Challenges facing Government Support Services in Basic Schools in Kwara State**

The following are way forward to the challenges facing government support services in Basic schools in Kwara State which include;

**Adequate Funding:** Adequate funding has good government support services in Basic Schools in Kwara State. This would increase the funding initiatives from both the government and educational stakeholders to growth of the education industry.

**Adequate Professional Teachers:** teachers should not relent to proceed rather than attaining higher level of education to be professional in the teaching profession. This provide ongoing professional development opportunities, enabling teachers to enhance their skills and stay updated on best practices.

**Adequate Infrastructure Facilities:** Adequate infrastructure facilities are a major challenge to effective Basic school management in Nigeria. This would improve effective teaching and learning and infrastructural facilities libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc.

**Adequate Instructional Materials:** Adequate instructional materials in some Nigerian Basic schools have good affected the effective management of the schools. Adequate instructional materials will influence the implementation of teaching, research and community service in the various tertiary institutions.

**Adequate Security:** the lives and properties of every student and teacher should be highly secured by the government

**Teacher Retention:** teachers in basic schools in K wara need to be highly retained with the adequate provision of motivational factors.

**Adequate Current Data:** adequate data will help the educational planners in order to project and forecast the needs of the teachers and students towards the attainment of educational goals.

**Public-Private Partnerships for Infrastructure Development:** Collaborate with private organizations to renovate and equip schools with modern facilities, promoting a conducive learning environment.

**Technology Integration in Education:** Leverage technology to enhance teaching, learning, and assessment, improving access to quality education and preparing students for the digital age.

## **Conclusion**

The paper concluded that adequate and efficient government support services would enhance the level of professional teachers, adequate infrastructural facilities, instructional materials, and the government should provide adequate security in all the Basic schools in Basic Schools in Kwara State. Government support services are crucial for quality basic education. Kwara State faces challenges in providing effective support services, but with the proposed strategies, there is a way forward for improvement. Implementing these strategies will enhance government support services and improve basic education in Kwara State.

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