

## MANAGEMENT OF SECONDARY SCHOOLS AS AN INSTRUMENT FOR NATIONAL DEVELOPMENT AND SECURITY IN NIGERIA: RELEVANCE AND CHALLENGES

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### Abstract

*Education is the highest source of empowerment an individual can acquire, as it teaches exhibition of desirable behaviour and makes people aware of their rights, privileges and obligations. The paper therefore, discussed relevance and challenges in the management of secondary education of national security and sustainable development. The purpose of this paper is to identify relevance of effective management of secondary on national security and sustainable development. Finding the problems encountered by secondary school administrators in achieving this. The study was descriptive survey research in which the quantitative data were collected through 24 – item questionnaire titled relevance and challenges encountered in Effective Management of Secondary Education as an instrument for National Security and Sustainable Development in Nigeria (ICEMSENSD). This was administered on 270 respondents made up of male and female principals. Data were analyzed using mean and standard deviation on a modified 4 point rating scale for research questions and t-test statistics for the two hypotheses. Findings of the study revealed among others that principals' effective management of education at the secondary level serves as an instrument for national security and sustainable development in Nigeria. It was revealed that some challenges which include lack of qualified and dedicated teachers, unconducive environment and examination malpractice hinder effective administration of secondary education. Based on the above, some recommendations were made.*

**KEYWORDS:** Management, Secondary Education, Instrument, National Security, Sustainable Development.

### Introduction

Education is a veritable instrument for bringing about positive changes in the pattern of life of people. Various authors defined education in different ways. Maduewesi (2005) opined that education is a universal aspiration and also an instrument of development and social integration. Buttressing this, the (FRN, 2004) stated that “the Federal Government of Nigeria has adopted education as per excellence for effecting national development”. Education is therefore a great necessity for human existence on earth because it helps to prepare, equip and secure learners/ individuals life and also provide them with the basic foundation to function and develop well in their society. From the foregoing, one can easily see that education ensures all round security for a person or an individual.

## **Educational Management and National Security**

Educational Management is the theory and practice of the organization and administration of existing educational establishments and systems like secondary education. Security is the state of being free from danger or threat. It equally means the safety of a state or an organization such as terrorism, theft or espionage. Garry (2007), noted that work place security involves more than keeping track of who comes in through a window, installing an alarm system employing guards for an after – hours watch. Educational organizations that are truly security conscious plan and implement policies and programs that involve employees in protecting against risks and threats.

National Security means taking advantage of facilities that are natural or architectural features in order to minimize security problems. For example, are those unlit spots in your parking lot? Does it have too many entrances meaning it is difficult to control facility access? Oncl (2010), stated that national security is the requirement to maintain the survival of the state through the use of economic power, diplomacy, power projection and political power. The concept developed most in the United States after World War II. Initially focusing on military might, it now encompasses a broad range of facets, all of which impinge on the non-military or economic security of the nation and the values espoused by the national society. Accordingly, in order to possess national security a nation needs to possess economic security, energy security, environmental security, etc.

### **Measures taken to ensure national security include:**

- Using diplomacy to rally allies and isolate threats marshaling economic power to facilitate or compel cooperation.
- Maintaining effective armed forces.
- Implementing civil defense and emergency preparedness measures including anti-terrorism legislation.
- Ensuring the resilience and redundancy of critical infrastructure.
- Using counter intelligence services or secret police to protect the nation from internal threats.

From the foregoing, all these cannot be fully achieved without education especially at the secondary level. So one can easily see that education ensures all round security for a person and society in general. Educating ensures functional security because with education an individual's inherent potentials are exposed and utilized for the individual's full participation in building up his or her immediate society. With education, economics, political, social, good health etc. security is assured. Education ensures educational security. This has to do with the advancement and improvement of educational opportunities available to individuals thereby boosting better health, income and improved quality of life through quality education.

Sustainable Development Goals (SDGs) is the successor to the Millennium Development Goals (MDGs) and is widely known as Agenda 2030, with reference to the end year by SDGs should have been attained globally, (UNA, 2015). The MDGs, while it lasted was a focal point of the world's development agenda and brought about novel and innovative partnerships and considerable development to both developing and developed countries (UNA, 2015). The SDGs represents a more comprehensive agenda than MDGs with 17 goals and 169 targets and well over 200 indicators (IAEG-SDGs, 2006). The SDGs involves a five points agenda: people,

prosperity, planet, peace and partnership and these five point are for all countries and people of the world (UNA and UNDP, 2016). Global consultations among various bodies/ sectors including government civil socially organizations, the private sector, scientist academicians and individuals critics were made before the SDGs were out in place, thus the educational sector was not left out of its formulation.

The role of education with SDGs enlightenment as its central focus is central to achieving the SDGs, just as Health Education as central to primary health care. The United Nations Educational, Scientific and Cultural Organization (UNESCO) recognizes that education is a major key to sustainable development cannot be achieved by technological solutions, political regulation or financial instruction alone. This requires quality and learning and security for sustainable development in all levels and in social contexts.

Sustainable development refers to a mode of human resource development. Education is an instrument which aims to meet human needs while ensuring sustainability of natural systems and the environment so that these needs can be met only in the present, but also for generations to come. Development is a process that affects virtually all aspects of life in the society. Ololobou (2003) stated that development is the transformation of the social, cultural, political and economic life of society to bring an improvement in the quality of life of people. Wilson (2009) stated that national development is the ability of the nation to grow socially, culturally, morally, economically, spiritually, politically and technologically in order to improve the standard of living for its citizens. By implication, there must be reformations which involve effective preparation and utilization of available of available resources such as human resources, monetary resources and material resources for enhancing a meaningful living for the citizens.

Everywhere in the world, both the developed and under-developed nations are investing on education. This is mainly because education is perceived as a tool for national development and a solution to problems facing humanity. Etesike (2011) observed that in the 20<sup>th</sup> century, human society world over was best with tremendous problems of natural disaster, epidemics, famine, primitive transportation, inefficient communication, lack of health care, poor agriculture etc. education especially at the secondary level has helped to drastically reduce these through the development of knowledge and power that was necessary to make the transition to modern society in which we live.

The administration of education at the secondary level helps produce high level manpower. Inyamah (2011) states that in this age and time, education is aiming to produce human beings that are intelligent, knowledgeable and hopefully leaders in their various fields of endeavours. These qualities will go a long way in promoting national development.

The Federal Government of Nigeria having realized the indispensable nature of her education adopted it as an instrument per excellence for affecting development and national security. In spite of the indispensable position of education in solving human problems, the Nigerian education system in the 21<sup>st</sup> century is known to be faced with lots of serious challenges. Attempted solution of one type of crisis inevitably led to another. Okenwa (2013). Here are some of the challenges constraining education from being an effective instrument for development and national security.

1. **Inadequate Funding:** Education is an expensive and a capital intensive project. This implies that adequate funding is one of the basic pre-requisite for its success giving credence to the above position. Okenwa (2013:68) noted that education in Nigeria is in serious financial crisis which threaten its collapse. In this situation quality has been sacrificed in favour of quantity because the demand for education tends to out strap its supply. The different administrations in Nigeria, both the military and the civilian regime have continually underfunded the education sector.
2. **Lack of Qualified Teachers:** It is no longer news that the teacher training institutions in Nigeria are producing teachers who are half baked and incompetent in their profession. This can be attributed to the crisis ridden education sector. The dilapidated and unfriendly atmosphere that characterizes our school system has watered the ground for general lack of seriousness among the students. More so, the incompetent teachers are mostly relying on outdated methods of instruction even in the face of innovative techniques and challenging technology. The same is also applicable to our tertiary institutions as some of the lecturers lack resourcefulness.
3. **Lack of Infrastructural Facilities:** Physical facilities are very important in teaching and learning processes. No level of education can survive in the absence of physical facilities. Despite their, lack of its provision is seriously affecting education sector in Nigeria. Okocha (2008), stated that dearth of infrastructure, inadequate classroom, offices, inadequate laboratory for teaching and research. Shortage of books and journals are some of the problems that beset the educational sector in the present times. Sequel to this, Bala (2009) noted that in most public schools, the conduciveness of the environment for teaching can only be imagined. The classes serve as habitats for rats, snakes, bats and other dangerous reptiles. This ugly situation cannot ensure an education that can serve as an instrument for development and national security.
4. **Examination Malpractice:** Examination Malpractice as far as am concerned is relatively as old as the Nigerian Education System. Efforts to curb the ugly trend in our education system have proved abortive. Okocha (2008) saw it as “a national embarrassment” and has made nonsense of most certificates issued in almost all levels of our education sector. In fact, it is an evil wind that blows no one any good. So efforts should be made by all and sundry to eradicate it in order to ensure quality, development and national security in our education sector and the society at large.
5. **Poor Policy Implementation:** Nigeria government and many developing countries are known for the formulation of laudable policies. But in most cases these noble policies are either not implemented or left half-way. Okocha (2008) lamented that inconsistencies in policies is one of the biggest problems facing Nigerian education system. Okocha further states that school calendar changes from time to time for no justifiable reasons. It is as a result of this gap that motivated researcher to ask what are the relevance and challenges involved in management of secondary education.

### **Purpose of the Study**

The main purpose of the study is to find out relevance and challenges in the administration of secondary education for national security and sustainable development. Specifically the study is geared to investigate on:

1. Relevance pertaining to administration of secondary education for national security and sustainable development.
2. To identify challenges that militates against the realization of the above.

### **Research Questions**

1. What are the relevance of effective administration of secondary education for national security and development?
2. What are the challenges that hinder effective management of secondary education for the realization of national security and development?

### **Hypotheses**

**H<sub>01</sub>** There is no significant difference in the mean response of male and female principals on the relevance in the administration of secondary education for National Development and Security.

**H<sub>02</sub>** There is no significant difference in the mean response of male and female principals on the challenges that hinder effective management of secondary education for National Development and Security.

### **Methodology**

Descriptive survey research design was employed for this study. This is because the opinion of the respondents was sought. The study was carried out in Rivers State Secondary Schools. The population for the study comprises the principals in the two hundred and seventy (278) secondary schools: male two hundred and seven (207) and female seventy one (71) Public secondary schools in the six educational zones in Rivers State of Nigeria (source: RSEB, 2013). The researcher adopted a simple random sampling technique. The instrument used to collect data was item research structured questionnaire of modified four point scale with the following response mode, Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD) weighted 4, 3, 2, and 1 respectively for the two research questions.

Validation of the instrument was done by three experts in the faculty of education.

This involved the conduct of pilot study with a sample of twenty principals randomly selected from secondary schools in Ikwerre East of Rivers State. An Alpha of reliability index 0.78 for cluster one and 0.88 for cluster two while the overall reliability index 0.84 was obtained, which was considered high enough for the study.

Out of two hundred and seventy eight copies distributed, two hundred and seventy (270) copies of questionnaire were returned given 974% return rate. The research questions were analyzed using mean and standard deviations. While t-test statistics were used as a benchmark, any item with a score of 2.50 and above was regarded as agreed whereas those with a score of less than 2.50 was disagreed. A 4- point scale was however collapsed to Agreed

(A) and Disagreed (D). If the t-calculated is greater than the t-critical, the null hypothesis is rejected, whereas the reverse means that the null hypothesis is not rejected.

## Results

**Table 1:** Mean and Standard Deviation (SD) on the relevance pertaining to effective educational management as an instrument for national security and sustainable development in Nigeria

| S/N |                                                                                              | 200 MALE    |             |               | 70 FEMALE   |             |               |
|-----|----------------------------------------------------------------------------------------------|-------------|-------------|---------------|-------------|-------------|---------------|
|     | Management of Education as an Instrument for National Security and sustainable Development   | Mean        | SD          | Decision      | Mean        | SD          | Decision      |
| 1   | Educational management provides alternative for national, unity, peace and development.      | 3.15        | 1.01        | Agreed        | 3.13        | 0.95        | Agreed        |
| 2.  | Education is an instrument for survival growth and development of the society.               | 3.07        | 0.81        | Agreed        | 3.07        | 0.92        | Agreed        |
| 3.  | It plays an important role in securing the lives of individual and the at large.             | 2.79        | 1.02        | Agreed        | 2.86        | 1.08        | Agreed        |
| 4.  | Education ensures all round security                                                         | 2.96        | 1.12        | Agreed        | 2.70        | 0.92        | Agreed        |
| 5.  | Quality of life is improved through qualitative education                                    | 2.78        | 1.34        | Agreed        | 3.20        | 0.80        | Agreed        |
| 6.  | Education plays the role of persons interaction and ideas for the national development.      | 3.38        | 0.81        | Agreed        | 3.49        | 0.70        | Agreed        |
| 7.  | Nations overall development is tied to its educational system and environment.               | 3.38        | 1.18        | Agreed        | 2.93        | 0.98        | Agreed        |
| 8.  | Education plays the role of persons interaction and ideas for the national development       | 2.96        | 0.92        | Agreed        | 2.77        | 1.01        | Agreed        |
| 9.  | There is no need for functional education for the promotion of a progressive united Nigeria. | 2.98        | 1.05        | Agreed        | 2.69        | 0.76        | Agreed        |
| 10. | Development of knowledge through education, has reduced problems of national disaster.       | 3.12        | 1.13        | Agreed        | 2.67        | 0.79        | Agreed        |
|     | <b>Grand mean</b>                                                                            | <b>2.98</b> | <b>1.04</b> | <b>Agreed</b> | <b>2.95</b> | <b>0.93</b> | <b>Agreed</b> |

Result on table 1 shows that responses from the respondents agreed that 10 items are pertaining to relevance of effective educational management as an instrument for National Security and Sustainable Development in Nigeria. The means of these items ranges from 2.64 – 3.49, for two categories of respondents including their grand means which were all above benchmark of 2.50. This therefore means that effective educational management services as an instrument for national security and sustainable development in Nigeria.

**Table 2:** Mean and standard deviation (SD) on the challenges hindering the educational management as an instrument for national security and sustainable development in Nigeria

| S/N  | Management of Education as an instrument for National security and sustainable development | 200 MALE |      |          | 70 FEMALE |      |          |
|------|--------------------------------------------------------------------------------------------|----------|------|----------|-----------|------|----------|
|      |                                                                                            | Mean     | SD   | Decision | Mean      | SD   | Decision |
| 1 1. | Inadequate Funding                                                                         | 2.92     | 1.08 | Agreed   | 2.90      | 0.73 | Agreed   |
| 12.  | Lack of qualified teachers                                                                 | 2.72     | 1.22 | Agreed   | 2.90      | 1.11 | Agreed   |
| 13.  | Incompetent administrators in their profession                                             | 2.73     | 0.93 | Agreed   | 2.56      | 1.07 | Agreed   |
| 14.  | Lack of Infrastructural facilities                                                         | 2.87     | 0.79 | Agreed   | 2.90      | 1.05 | Agreed   |
| 15.  | Unconducive environment                                                                    | 2.68     | 1.01 | Agreed   | 2.56      | 0.87 | Agreed   |
| 16.  | Examination malpractice                                                                    | 2.58     | 1.27 | Agreed   | 2.61      | 0.91 | Agreed   |
| 17.  | Incessant strike action                                                                    | 2.44     | 1.29 | Agreed   | 2.53      | 0.96 | Agreed   |
| 18.  | Poor policy implementation and policy in consistency                                       | 2.76     | 1.06 | Agreed   | 2.64      | 1.11 | Agreed   |
| 19.  | Political instability                                                                      | 2.79     | 0.90 | Agreed   | 2.57      | 1.31 | Agreed   |
| 20.  | Corrupt administrators who do not exert the right thing in their schools (discipline)      | 2.86     | 1.04 | Agreed   | 2.80      | 1.07 | Agreed   |
|      | Grand mean                                                                                 | 2.74     | 1.06 | Agreed   | 2.71      | 1.02 | Agreed   |

Summary of table 2 reveals that all the items except item 17 were responded to by the two categories of respondents as challenges hindering effective educational management as an instrument for national security and sustainable development. Their means ranges form 2.53 – 2.92, which were above the benchmark of 2.50. On the other hand, only item 17 were responded to by male respondents as not being a hindrance with mean 2.44 which is below the benchmark of 2.50; in other words, the male respondents disagreed that this item causes problem to effective management

### Hypotheses

H<sub>01</sub>: There is no significant difference in the mean responses of male and female principals on the relevance pertaining to educational management as an instrument for national security and sustainable development.

**Table 3:** T – test statistical analysis of the responses of male and female principals

| Variable        | No   | Mean | SD   | df  | Level of significance | t-table | t-cal | Decision               |
|-----------------|------|------|------|-----|-----------------------|---------|-------|------------------------|
| Male Principals | 2.98 | 200  | 1.04 | 268 | 0.05                  | 0.23    | ±1.96 | Accept H <sub>01</sub> |
| Female          | 2.95 | 70   | 0.09 |     |                       |         |       |                        |

Table 3 above shows that the calculated t-test value of 0.23 is less than the critical t-test value of ±1.96 at 0.05 level of significance and 268 degree of freedom. Thus the null hypothesis is not rejected. This shows that there is no significant difference in the perception of male and

female principals on the relevance pertaining to effective educational management as an instrument for national security and development.

| Variable | No  | Mean | SD   | df  | Level of significance | t-table | t-cal | Decision               |
|----------|-----|------|------|-----|-----------------------|---------|-------|------------------------|
| Male     | 200 | 2.74 | 1.06 | 268 | 0.05                  | 11.96   | 0.21  | Accept H <sub>02</sub> |
| Female   | 70  | 2.71 | 1.02 |     |                       |         |       |                        |

Table 4 above indicated that the calculated t-test value of 0.21 is less than the critical t-test value of  $\pm 1.96$  at 0.05 level of significance and 268 degree of freedom. Thus the null hypothesis is not rejected. This shows that almost all the two categories of respondents have an equal agreement that the above items were challenges militating against educational management as an instrument for national security and sustainable development.

## Discussion

The respondents' responses to research questions above as reflected in table 1 shows that following all the items pertaining to relevance educational management as an instrument for national security and sustainable development in Nigeria. Management of education provides alternative for national unity, peace and development, it is an instrument of survival in the society, the nation's overall development is tied to its education system etc. The findings are in consonance with the views of Maduewesi (2005). The author maintained that education is a universal aspiration and also an instrument of development and social integration. Buttressing the above findings in relation to national security, Onele (2010) stated that it is through effective management of education that a country possesses national security, economic security, energy security, environmental security etc.

Also the respondent's responses to research question 2 as reflected in table 2 reveals the following as factors responsible for challenges hindering effective management of education as an instrument for national security and sustainable development, inadequate funding, lack of qualified teacher, incompetent administrator in the profession, and lack of infrastructural facilities, examination malpractice and corrupt administrators. These findings are in agreement with Okenwa (2013) where she stated that Nigeria educational system in the 21<sup>st</sup> century is known to be faced with lots of serious challenges such as inadequate funding, lack of qualified teachers, examination malpractice and lack of infrastructural facilities, in support of the above Okocha (2008) lamented on the dearth of infrastructure, inadequate classroom etc. and that they are the problems that beset the educational sector. Sequel to this, Bala (2009) remarked that in most public schools, the conduciveness of the environment for teaching can only be imagined. This shows that there are problems. The t-test analysis in table 3 and 4 shows that there are no significant difference between the mean perception scores of male and female principals on the role of effective management of education as an instrument for national security and sustainable development and challenges hindering effective educational management respectively.

## Conclusion

Education of any nation is a sensitive sector that should be taken care of because of its role in advancement and development of other sectors. More so, it still remains the foundations upon

which the individual and societal growth, advancement and transformation rests. Where the education is shaky and unstable, its products no doubt will be exactly the same because you can't give what you don't have. Different administration have tried their best to better education sector but it seems not have produced desired result to address these challenges facing education in our country. Therefore, more efforts should be made to make education system an instrument for development and national security to all citizenry and the entire Nigerian Society. Until this is done, the basis of our economic, social, political and human development will be badly affected.

### **Recommendations**

It is very obvious that the Nigerian educational system plays a very important role especially when it is well managed, as observed from the findings. These benefits of education as it concerns national security and sustainable development can be achieved in view of the lots of challenges faced by Nigerian educational system. So based on the above, the following recommendations were made among others:

1. Government should provide adequate funding of the education sector and infrastructural rehabilitation of the system in line with what is obtained in the new technology world over. Funding of education should be our priority and must be 26% of the national budget as recommended by UNESCO.
2. There should be massive campaign and awareness creation and also value reorientation as regards to ills of examination malpractice.
3. To ensure quality and quantity of teaching and learning activities, there should be training and re-training of serving teachers in order to boost their knowledge base on contents as well as keeping abreast with new knowledge in information and communication technology (ICT), innovations and methods of curriculum delivery.
4. Education personnel must be well remunerated to enhance more commitment and job satisfaction in their various disciplines.
5. Government should adhere to any agreement reached with labour union to curb incessant strike action in the country especially as it concerns education sector.

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