

EDUCATIONAL MANAGEMENT: A PANACEA TO CHALLENGES OF GOOD GOVERNANCE AND SCHOOL SECURITY BEYOND COVID-19 ERA

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Abstract

This study provides insights into the concept of education, educational management, good governance and school security in secondary schools in Nigeria. The paper discussed the three basic component of educational management such as planning, implementation and controlling. Treats to school security were also highlighted, along with challenges to school security. In addition, related literatures were reviewed in relation to educational management as a panacea to good governance and school security. The paper concluded that educational management is a powerful tool that can be deployed to bring about good governance in our secondary school system and our nation at large. Furthermore, educational management can effectively be used to improve the security situation in our schools. It was recommended that school principals should deploy all the available educational management strategies to ensure good governance and effective school security for the overall growth and development of our education system.

Keywords: Management, Educational Management, Good Governance, School Security, Beyond Covid-19 Era.

Introduction

Education the world over is considered as the cornerstone of development. It forms the basis for literacy, acquisition of skills, technological advancement as well as the ability to harness the natural resources of the environment for development. Thus, education is considered as the most powerful weapon which can be used to change the world.

In the educational system, one of the vital mechanisms put in place towards achieving school goals and objectives as well as ensuring quality service delivery is the applicability of good governance practices (principles, etiquettes, tenets or characteristics). Good governance etiquettes imply performance by school principals as related to educational goals. Good governance is therefore a goal oriented strategy viewed from the input and output perspectives. The integration of good governance in educational administration and

management will go a long way to curb the ills that plague the educational sector and will contribute to organizational effectiveness (Haddassah, 2020). On the other hand, poor governance in education results in ineffectiveness and inefficiency of service provision and in some cases no services at all as it exists in some public secondary institutions.

Lack of standards, information, incentives, and accountability cannot only lead to poor performance but also corruption and the use of public offices for private gains. The line between poor governance and corruption is often blurred. Therefore, improving governance and discouraging corruption in education ultimately aims to increase the efficiency of education services so as to raise educational quality and ultimately, improve students' achievement.

Educational Management

School management refers to how schools arrange the resources of time, space and personnel for maximum effect on students learning. School management as related to this refers to protective environments, the school ethos and culture which would enable principals and other education stakeholders to organise and manage schools and classrooms in a way that would encourage students to attend school and to actively participate in the learning and teaching process (Haddassah, 2020).

Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions (Kimani, 2011). The process of educational management consists of three basic functions, namely planning, implementing and controlling. These three basic functions are used by manager to achieve educational organization goals and objectives.

1. **Planning:** Budgeting
2. **Implementation:** Organizing, staffing, directing, accommodating, coordinating and motivating
3. **Controlling:** Evaluating, reporting and monitoring

Planning

Planning is the first step of educational management. Planning is a rational and systematic way of forecasting the future of an organization. It is a process of preparing for change by formulating future course of action Kimani (2011). Planning is a decision-making activity requiring the process of ascertaining objectives and deciding on activities to attain these objectives. Planning is preparation activity to anticipate the actions which will be done. Planning may formulate the goals and what techniques to get it. Thus, planning is a process of advancing a specific course of action to be done in future which includes setting of goals, arranging of programmes, devising methods or procedures and scheduling of time for the accomplishment of each programme.

Planning should be continuous and gradual activities which are guided by goals to be achieved. It could be single or plural activity and support each other. One determines the other activities. Planning must formulate what actions will be taken. This is the core activity which contains decisions on actions to be implemented. Formulation of the plans contains some uncertainty elements because not all the obstacles that will occur in the future can be

foresighted for sure in determining what techniques most appropriate to use. The future cannot be predicted exactly and definitely because of the possibilities has always existed. Optimization foresight will likely occur to maintain the minimum failures (Satori in Priadi, 2011)

Kimani (2011) asserted that there are four characteristics of planning functions. First, planning is anticipatory. Decisions are made on how and what to do before it is done. Second, it is goal directed. Third, planning focuses on desired future results. Fourth, planning is future oriented. It involves making decisions that will be achieved in future.

Implementation

Implementing is equivalent with doing. It means we must implement the plan into the real actions. We could compile many educational functions which have similar characteristics as the real actions after we make the plan into implementing function. They are organizing, communicating, staffing, directing, accommodating, coordinating, motivating, and so on. It depends on what kind of object which managed.

Organizing is similar to staffing which is the educational management function of gathering resources, establishing orderly uses of such resources and structuring tasks to fulfill organizational goals. It includes the determination of what tasks are to be done, how tasks are to be grouped, who is responsible to do these tasks and who will make decisions about the tasks.

Directing is a process through which educational personnel are motivated to make effective and efficient contribution to the realization of organizational goals. Directing requires some organizational commitment. It needs integration of organizational goals with those of individual and groups. It exclusively deals with the human element. It is therefore a very delicate and sensitive function that managers must take extreme care.

Controlling

Controlling is a management function which monitors whether the activities are going on well or not. Therefore, controlling means comparing performance with respect to pre-set goals and making the necessary adjustments and corrections (Kimani, 2011). Controlling is needed to update plans, to protect organizations assets from inefficiency and waste and to appraise employee's performance.

Good Governance

The concept of good governance refers to government agencies conduct in implementing innovative policies and programmes to increase the quality of public service with the ultimate aim of increasing economic growth according to Grindle, Hellman, Schankermann, & Rivera-Batiz, (2000). The provision of quality school plant in various secondary and tertiary institutions, speak volume of the end products, which are subsequently deployed to manage these important sectors of the economy. It is therefore convincing to state that the provision, utilization and maintenance of school plant in our institutions have a lot of impact on good governance of secondary schools.

Good governance practices go along way to solve bad administrative practices by delivering good products which in turn lead to good performance. It also ensures safety, legal performance and safeguards stakeholders' interest (teachers, students, and parents). Consequently, efforts are made to ensure good governance and deploy anti-corruption strategies in the governing of educational institutions by keeping to principles of good governance. The spine of governance is the process of decision-making and the process by which decisions are implemented. An analysis of good governance focuses on the formal and informal actors involved in decision-making and implementing the decisions made through the formal and informal structures that have been set in place to arrive at and implement the decision (UNESCO, 2018)

School Security

Security is the total sum of action and measures, including legislative and operational procedures, adopted to ensure peace, stability and the general well being of a nation and its citizens Shinikaiye in Usman and Lawal (2018). Security could also be viewed as the relative freedom which individuals, groups and nations enjoy from danger, risk, or threat of harm, injury, or loss to personnel or property. It is a situation where by a conducive atmosphere is created within which people in the state can go about their normal daily activities without threat to either their lives or properties Usman and Lawal (2018). Thus, security encompasses all approach toward safeguarding human as well as material resources in the state against all forms of aggression or violent conduct. Orpinas, Home and Staniszewsk (2003) defined security as a form of protection where a separation is created between the assets and the threat. Security is the precaution taken to safeguard an environment from impending danger or injury. It is a measure taken to prevent dangers and threats

School security is the protection of human and material resources from threats, risks and dangers emanating from school. School security can be defined as measures taken for the protection of the students, staff, property and other school valuable assets from attacks or dangers (Aryu, 2000). The safety measures put in place at the different levels of education to safeguard human and material resources from internal and external aggression is referred to as school security. Thus, the nature of security provided at a particular level of education, be it primary, secondary or tertiary institutions is school security. The security system varies from one school to another depending on finance, interest and the environment in which a school is operating.

The security threats in school can be categorized into according to Alimba (2018) as:

1. **Internal Security Threat:** This type of threat is induced within the system. It can occur in the form of bullying, physical assault, crimes, fighting, name calling, gangsterism, extortion, hate speech, violent conflict, etc. Internal security threat is caused by those operating within the system, such as students, teaching and non-teaching staff etc. Even, the enrolment situations of schools can lead to large classes which can also induce threat in school.
2. **External Security Threat:** The external threat emanates from outside the school. It can be caused by religious crisis, communal clashes, hoodlum, armed bandit, bomb exposure, criminal element in the society among others. External security threat has the potential to impair the productivity of staff and the learning outcomes of students. It can lower school attendance, the school performance and in the long run can cause

school closure. Equally, policies of the domestic and international governing bodies can cause threat in school. Such policies can give rise to unrest and clashes in the educational system.

Challenges to School Security

The Following are the Major Security Challenges in Nigerian schools according to Said (2017):

1. Widespread problem of corruption that affect the ability of the country and her citizens to enjoy personal security and development
2. Widespread cases of violent crimes, especially armed robbery and kidnapping
3. Widespread incidence of ethnic and religious violence and terrorism across the country
4. Widespread conflict between Fulani herdsmen and farmers resulting in frequent killings, destruction of villages and settlements, and internal displacement of victims in different parts of the country
5. Political and election related violence
6. Destruction of critical infrastructure (vandalization of oils and gas pipelines, electricity grids and facilities, educational and health facilities, setting offices on fire, etc) by individual criminals, ethno-religious militias, and criminal groups
7. Theft of critical national resources such as illegal mining, illegal bunkering;
8. Significant level of transnational crimes – trafficking in persons, drugs, and arms as well as money laundering, cybercrimes, smuggling of goods and evasion of import duties.

Educational Management: A Panacea to Good Governance

Good governance is a way of measuring how public institutions conduct public affairs and manage public resources in a preferred way. Governance is the process of decision-making and the process by which decisions are implemented (or not implemented). Good governance in this context can apply to a way of measuring how public secondary schools conduct public affairs and manage public resources in a preferred way as undertaking by the principals to ensure effectiveness and efficiency. Good governance among other things, involves participation, transparency, accountability, rule of law, effectiveness, efficiency, and equity in governance activity (Haddassah, 2020).

Good governance in education requires enabling conditions, existence of standards, information on performance, incentives for good performance and arguably most importantly, accountability, transparency, participation in decision making and the rule of law are the keys that have been used by others. Decision making as an attribute of good governance is a core responsibility of all principals of public secondary schools. Deciding is a “sine qua non” of educational administration because the school, like any formal organisation is basically a decision-making structure (Mbua, 2002).

Good governance measures are therefore necessary to ensure that parents, teachers, and students are satisfied with their schools; the schools are successful in achieving their explicit goals and graduates of these schools exhibit democratic values, attitudes and behaviours. Good governance is the rightly exercising of authority, the ability to problem-solving and conflict resolution, the capacity to manage resources efficiently for development, and high level of responsiveness to the needs and the interest of the citizens Otoghile (2014). Good

governance is the ability to be able to provide quality education to the children and youths that can get them gainfully

Educational Management: A Panacea to School Security

School security is the establishment and maintenance of protective measures that ensure a state of inviolability from hostile act or influences (Aryu, 2000). This is to say that security measures are to be reinforced to keep the school stakeholders and the environment free from harm and danger. Creating and maintaining secure environment needs clear understanding and management by all stakeholders. They school management knows what the school has to do to enhance the security and the steps to take in the face of emergency. According to Stephen (2004), it is essential that scholars and members of staff feel safe at school and it is for this reason that schools should have security plans in place which would be revised regularly. School with clear norms and expectations, fair procedures and the involvement of members of the community (educators, parents, learners, principals, administrators and community service) are less likely to experience high level of security threats (Asmal and Tshwete, 2000)

According to Kurtus (2012), school security is a plan by administrators or Principals to protect students and staff in the event of danger. It is a plan against the criminal and anti-social behaviour which can cause disruption to the work of the school, physical and mental damage to the people and damage to the school building Ragozzino, Litne and Brien (2009). The crux of the matter is how to manage learning activities in the present day of security challenges in Nigeria for sustainable living. Education is for the development of personality and potentialities of an individual so as to enable him operate wisely and successfully in any society he finds himself. The onus lies on the school as a whole and teachers in particular, who handle the learners in the classrooms

School security can also be explained as those measures taken to protect and manage school violence, reduce safety risks and liability, and improve on school community relationship (Trump, 2003). It is the physical protection of school property, school personnel and students from hostile acts or influences. They are measures taken to maintain order, discipline and prevention of disruption to the entire school Fukumi (2008). According to Gordon, (2000), school threats are those things that threaten the residents of the school community, or things they value and persons or ideas. They are those phenomena that jeopardize the safety of students, staff and the school property.

The principal is required to take further measure to properly manage the security of the students and their educators considering the occurrences of intrusion cases at schools such as crises in and around the school, terrorist's attacks, invasion of gunmen and the effects of disasters such as flooding and storms Crises Control Manual against Invaders (2014). Observing the prevalent security conditions in public secondary schools especially in North Central States of Nigeria, the school managers have to be at alert by providing the school compound with adequate security measures to cope with the challenge of security threats.

The management of security is paramount to the effective management of schools and it is an issue that has attracted a great deal of attention and concern from learners, educators, parents, and the public at large. School Management is supposed to manage school security as one of its priorities and also ensure that there is adequate security in the school environment.

Managing school security is done by means of policies and programmes which will embrace all stakeholders. One of the important duties of the school manager is to ensure that safety programmes are implemented and that necessary steps are taken whenever situation arise which could be potentially dangerous (Bucher and Manning, 2005).

Conclusion

The study concluded that educational management is a powerful tool that can be deployed to bring about good governance in our school system and the nation at large. In addition, educational management can further be used to improved the security situation in our schools.

Recommendations

It was recommended that school principals should deploy all the available educational management strategies to ensure good governance and effective school security for the overall growth and development of the education system.

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