

# Effective Management of Secondary Education: A Tool for National Security and Sustainable Development in Kogi State, Nigeria

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**ABSTRACT:** *Effective management is a food for securing sustainable development in Nigeria. This writer up focused on Kogi State with the study of problems of effective development of secondary school, measures taken to ensure national security, and challenges constraining educational development. It was recommended that all stakeholders should work hand-in-hand to ensure effective management of schools to serve as agent of sustainable development.*

**Key Words:** *Education, Educational Management, National Security, Sustainable Development, effective administration, principals, Primary School Leadership and Supervised Instruction.*

## INTRODUCTION

According to Garry (2007), 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. 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 packing lot? Does it have too many entrances meaning it is difficult to control facility access? Onele (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 mostly 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 nonmilitary 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, and environmental security. This can be secured through effective school management.

Education has been widely acknowledged as an instrument for achieving socio-economic growth and national development. This is true of the fact that it is through well planned and implemented educational systems that advanced nations of the world have achieved high level of socio-economic growth and national development. No wonder Okolo (2010) viewed education as the key to solid development of the individual for the acquisition of competencies necessary for self-development and national development.

In Nigeria, there are different levels of education institutions among which is the secondary school level which is also regarded as the post-primary school level. Ogbonnaya (2003) conceptualized secondary school as an educational institution where full-time education is provided and directed at pupils between the ages of eleven or twelve and eighteen plus. This definition shows that secondary school is a school where children receive education after they have received primary education and it, therefore, serves as a link between primary and tertiary education institutions.

The Federal Republic of Nigeria (2004) articulated the broad goals of secondary schools as including the preparation of students for useful living within the society, and preparation for high education. It is noteworthy that the achievement of these goals of secondary schools depends on effective administration of these schools.

Gregg (1997) defined administration as the process of directing and controlling life in an organization, while Osuala and Okeke (2006) viewed it as a systematic process involving the use of human, financial and material resources in achieving specified goals and objectives. It can be deduced from these definitions that administration is an activity that is concerned with making people, activities and things to function so that objectives will be achieved; administration involves using men, materials and funds in an organization to achieve objectives; and it also involves directing and controlling the affairs of an organization. In support of

these views, Ogbonnaya (2004) remarked that educational administrators play very important roles in the enhancement of teaching and learning process in schools by procuring and managing funds; proving and maintaining staff, physical facilities and equipment as well as establishing and maintaining school-community relations.

However, it is pertinent to note that there have been allegations of poor administration of secondary schools in Kogi State as a result of the challenges to effective administration of these schools. For instance, Udoka (2006) and Mbagwu (2011) observed that secondary school students in Kogi state study under leaking roofs and in an environment not conducive for effective teaching and learning. Okeke (2008) also remarked that secondary schools in Nigeria are now characterized by dilapidated infrastructure, obsolete equipment, outdated books, journals and above all, irrelevant curriculum which make the effective realization of their goals impossible.

In his own perspective, Emenike (2010) attributed the ugly state of affairs in secondary schools in Kogistate to the challenges faced by the secondary school principals in their administration of these schools and which were not yet known because no study has been carried out to determine these challenges. In relation to Emenike's view, Anakwe (2010) opined that there are possible strategies that can be adopted to tackle the challenges to effective administration of secondary schools in Kogi State Nigeria. By Virtue of the fact that the challenges to effective administration of secondary schools in Kogi state and the strategies for dealing with the challenge lacked empirical knowledge gap, the problem of this study put in a question form was: what are the perceived challenges to effective administration of secondary schools in Kogi State and what are the strategies that can be adopted to deal with these challenges.

### **Problems of Effective Development of Secondary Schools**

Odia and Omofonmwan (2007) argue intensely that acute shortage of teachers can result in poor outcome in teaching and learning. They also called for a revitalisation of the education programme in Nigeria through research, manpower training and development. Staffing is considered by many researchers as a vital part of the functioning of any organisation, including a school. Nel et al. (2008) calls staffing 'a technique used by an organisation to place the right person in the right position'. Steyn and Niekerk (2007) describe it as the process which ensures that the best available person is appointed to a vacant position. Appointing someone to a vacant position requires a careful determination of the job description as well as job specification.

Grobler et al. (2008) define job description as the document that describes and or details what a job is about and how the job is executed. Usually an outcome of a job analysis, job description can empower school administrators to assemble a team of well qualified and dedicated staff. Urban areas in general are invariably more endowed with public services and infrastructure than rural areas (Njoh 2003), hence it is safe to assert that living and teaching in rural areas may not be considered attractive in Nigeria, especially when one considers that new states and indeed local governments are created with a view to bring development (Adamolekun 1991:11) to the citizens. Afikpo South local government is considered a semi-rural area with very little development; has a major challenge of adequate supply of public goods and services, and as a result would scarcely attract qualified teachers. It therefore becomes an administrative nightmare to deal with teachers who are in the first place not well processed, motivated and possibly not dedicated.

White et al. (2008) and Steele et al. (2010) are of the opinion that rural schools should be made more attractive to work in through the introduction of incentives such as attractive salary packages and other benefits.

Given that the local government in question is not an attractive one, there is a possibility that the number of teachers in the primary schools is not enough to go around, especially with the numbers of pupil enrolment exploding. According to Nakpodia (2011), the success of primary school administration depends on the availability of teachers. This suggests that for proper running of a primary school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives.

- **Finance**
- **Facilities**
- **Supervision**
- **Over Population**
- **School – Community Relationship**
- **Indiscipline**

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

- Using diplomacy to rally allies and isolate threats marshalling 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 intelligence service to detect and defeat or avoid threats and espionage, and to protect classified information.
- 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. Education 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 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 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 20th 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 field 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 par excellence for affecting development and national security. In spite of the indispensable position of education in solving human problems. The Nigerian educational system in the 21st 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:**
- 2. Lack of qualified Teachers:**
- 3. Lack of Infrastructural Facilities:**
- 4. Examination malpractice**
- 5. Poor Policy Implementation:**

**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 foundation 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

1. There should be increased funding of secondary schools in order to enable them have sufficient funds at their disposal for effective administration of their schools.
2. There should be adequate provision of physical facilities, equipment and instructional materials to secondary schools.
3. Quality staff should be adequately provided in secondary schools.
4. The secondary schools staff should be adequately motivated to enable them perform maximally.
5. Secondary school principals should ensure that they adopt good leadership style in their leadership roles.
6. There should be strict enforcement of discipline among staff and students of secondary schools.
7. Finally, the ministries of education and educational policymakers should discard the idea of making frequent changes in educational policies so as to avoid the confusion and chaos that go with it.

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