

Effective Management of Secondary Education as an Instrument for National Security and Sustainable Development 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 for 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 also revealed that some challenges which include lack of qualified and dedicated teachers, uncondusive environment, and examination malpractice hinder effective administration of secondary education. Based on the above, some recommendations were made.

Keywords: Education, Educational Management, National Security, Sustainable Development.

I. 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. Maduwesi (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 safely 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 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 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 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. Olojobi (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:

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 unseriousness among the students. More so, the incompetent teachers are mostly relying on out dated 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

Ho₁ – 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.

Ho₂ – 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.

II. 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 Enugu state secondary schools. The population for the study comprises the principals in the two hundred and seventy eight (278) secondary schools: male two hundred and seven (207) and female seventy one (71) public secondary schools in the six educational zones in Enugu state of Nigeria (source: PPSMB, 2013). The researcher adopted no sampling technique, since the population is manageable and as such the 278 population was carried. 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. Cronbach Alpha was used to determine the internal consistency of the items. This involved the conduct of pilot

study with a sample of twenty principals randomly selected from secondary schools in Abakaliki of Ebonyi state. An alpha of reliability index of 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 the questionnaire were returned giving 97% return rate. The research questions were analyzed using mean and standard deviations. While t – test statistics were used to test the hypotheses at 0.05 level of significance. The decision rule 2.50 was 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. 4 – point scale was however collapsed to Agreed (A) and Disagree (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.

III. Results

Table 1: Mean (x) 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	Item statements No = 270	200 male			70 female		
		\bar{x} Mean	SD	Decision	\bar{x}	SD	Decision
	Management of Education as an instrument for National security and sustainable Development						
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 society 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 quantitative education.	2.78	1.34	Agreed	3.20	0.80	Agreed
6	Education aims to meet human needs while ensuring sustainability of national system and environment.	3.38	0.81	Agreed	3.49	0.70	Agreed
7	Nations overall development is tied to its education system	2.64	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 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
	Grand mean	2.98	1.04	Agreed	2.95	0.93	Agreed

Results on table 1 above show 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 the two categories of respondents including their grand means which were all above the benchmark of 2.50. This, therefore, means that effective educational management serves as an instrument for national security and sustainable development in Nigeria.

Table 2 mean (x) and standard deviation (SD) on the challenges hindering the educational management as an instrument for national security and sustainable Development in Nigeria.

S/ N	Item statements No = 270	Male = 200			Female = 70		
		\bar{x} Mean	SD	Decision	\bar{x}	SD	Decision
	Challenges constraining education from being an effective instrument for development and security						
11	Inadequate funding	2.92	1.08	Agreed	2.90	0.73	agreed
12	Lack of qualified teachers	2.72	1.22	Agreed	2.79	1.11	Agreed
13	Incompetent administrators in their profession	2.73	0.93	Agreed	2.79	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	Disagreed	2.53	0.96	Agreed
18	Poor policy implementation and policy inconsistency	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 from 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

Ho₁: 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	x — Mean	No	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 Ho ₁
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	X — Mean	SD	df	Level of significance	t - table	t- cal	Decision
Male	200	2.74	1.06	268	0.05	±1.96	0.21	Accept Ho ₂
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 ±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.

IV. Discussion

The respondents responses to research questions above as reflected in table 1 shows that following all the items as 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 for survival in the society, the nation’s overall development is ties to its education system etc. The above findings are in consonance with the views of Maduwesi (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 posses 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 21st 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 show 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.

V. 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.

VI. 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 concerned 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 re – orientation 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 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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