

Educational Management And Policy For Sustainable Development In Nigeria

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ABSTRACT

The dynamics of sustainable development in educational management and policy in the Nigerian state have continued to elicit immense research attention. Nigeria is the largest Africa country in time of population, one in every four Sub-Saharan people reside in Nigeria by its population, making it Africa's most populous country. The educational system, is no doubt the bedrock of the economic, political and social development of any nation: Managing this important sector to achieve national objective has been a mirage in Nigeria. Although, a lot of resources and efforts in terms of finance, human, and material resources, policies and programmes have been put into the educational sector by successive governments in Nigeria, what is missing is the effective management of these resources and efforts to achieve the desired educational goals or objectives. The paper examines the important place of effective educational management and challenges facing the implementation of educational policies in Nigeria in realising educational goals in the country. The paper submits that crucial issues of educational planning, implementation, supervision and monitoring, utilization of fund, and other dynamics like increased demand for education, quality control among others require an effective management of the sector. The paper demands among others for a thorough and consistent training, adequate funding of education, provision of adequate infrastructural facilities, fight institutional corruption, ensure adequate security in educational institutions, political officeholders should have positive political will towards implementation of educational policies, employment of more professional teachers, positive relationship between policy designers and policy implementer and development for managers of education in the country to brace up with these dynamics. Also, corruption which is the bane of development efforts in Nigeria, should be eschewed.

Keywords: Education, Educational management, Educational policy, Educational objective, Management, Sustainable development

Introduction

Nigeria, a developing country, is being confronted by enormous economic, social, political and educational challenges (Salman et al, 2011). These challenges, indeed, tremendously affect the national attempts to institute sustainable development. Hence, the dynamics of sustainable development in the Nigerian State, have continued to elicit immense research attention (Akinola, 2006; Anya, 2008; Onuoha, 2008; Ajimotokan et al, 2010; Okonjo-Iweala et al, 2010; Salman, 2011; Muoghalu, 2013a; Muoghalu, 2013b; Okeke, 2014).

The Nigerian educational system is administered and managed by the federal, state and local governments. Education is on the concurrent list. Federal Ministry of Education handles national policy formation and ensuring quality control in all the educational system. It is also responsible for federal higher education. The state government are responsible for the administration of secondary school education and the local government handles the basic education in their domain. There are three levels of educational system in Nigeria, the primary school education (nine years), the post-basic/senior secondary education for three years, and the higher education which lasted for four to six years depending on the program of study.

The issue of effective management of complex ventures such as education in a fast developing, rich and densely populated country like Nigeria has been the write-ups among scholars for decades. The justification for all these endeavours could not be far from the fact that education as an industry and indeed a social institution concerned with individual, commercial and capital development would not record any measure of success without an efficient management.

Efficient educational management is the pivot upon which all other activities and programmes revolved around. Organisational resources like finance, human and material resource require effective management to function effectively. Thus, the success or failure of any venture including education is mostly associated with the pattern and style of leadership in such organisation. Education in Nigeria, for example, enjoys the support of not only the government, but also that of a number of local and international NGOs, as well as that of other stakeholders. They all make concerted efforts to ensure effective service delivery in the educational sector. But, despite all these backings, there seems to be perennial and diehard challenges and problems that have been militating against effective educational

management in the country.

Education is a vital enterprise that touches the lives of the present and that of the future generation. As asserted by Asaju & Adagba, (2014), its importance in translating the future of great nations cannot be over emphasized. There is, therefore, the need to re-define the important place of effective educational management for the realization of the educational objectives and consequently we have long existed vision 20:2020.

Educational management, as the name implies, operates in educational organizations or institutions. The origin of the development of educational management as a field of study began in the United States in the early part of the twentieth century. Development in the United Kingdom came as late as the 1960s. Educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right; its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century, the main theories had either been developed in the educational context or had been adapted from industrial models to meet the specific requirements of schools and colleges.

The Nigeria government keeps developing educational policies and programme to ensure the realization of education for all. Formulating of educational policies and developing educational programme is the sole responsibilities of the government at the federal, states and local government level. Educational programme are designed for the masses to benefit. Educational programmes are formulated to solve a particular identified problem. Educational programmes and policies are also developed to meet the various United Nations conventions on issues regarding educational development and access. Some of the educational policies and programme include; the Child act law (2003), Universal Basic Education Act (2004), National Policy on HIV and AIDS for the Education Sector in Nigeria (2005), National Gender Policy (2005), National School Health Policy (2006), the Safe School Initiative (SSI) in Nigeria (2014), National Policy on Inclusive Education in Nigeria (2016) and National Home Grown School Feeding Programme (2016). Educational management has progressed from being a new field dependent upon ideas developed in other settings to becoming an established field with its own theories and research. It has become a popular field of study and practice globally.

Education Management

Bush (2019) defines educational management as an executive function for carrying out agreed policy'. He differentiates management from educational leadership, mainly responsible for policy formulation and, where appropriate, organizational transformation. Educational management is the theory and practice of the organisation and administration of existing educational establishments and system (Sen, 2010). It is a comprehensive effort dealing with the educational practice (Sen, 2010). It is a dynamic side which deals with educational institutions - right from the schools and colleges to the Universities. The management of education borders on both human and material resources. The human components include the child (pupils/students), the parents, the administrative staff as well as the management board, the community and the Board of Education at the Local, State and National levels of government. The material components constitute finances, infrastructures (buildings and other facilities), equipment and media/instructional supplies. Besides, the human and material components, there are ideas, laws and regulations among other organisational elements influencing the entire education process (Sen,2010). The effective coordination and utilization of these resources and elements to achieve educational goals and objectives is educational management.

Educational management is aimed at bringing pupils and teachers under such conditions that will successfully promote the end of education. The purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost .within the means of the state, which will enable pupils to profit by their learning (Balfour quoted in Sen, 2010).

Sustainable Development

A proper and purposeful conceptualization of sustainable development would organically relate with the primary concept of development. However, let it be acknowledged instantly that development in human s9ciety is a many-sided process (Rodney, 2019). Okwueze (2011) highlights that development (a prelude to sustainable development) is geared towards the improvement of the standard of living of the people. Development means growth integrated with economic, scientific, political and home based technological expansion (Enamiroro, 2017). According to Rodney (2019) at the level of individual, development implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. Some of these are virtually moral categories and are difficult to evaluate - depending as they do on the age in which one lives, one's class origins, and one's personal code of what is right and what is wrong. However, what is indisputable is that the achievement of any

of those aspects of personal development is very much tied-in with the state of the society as a whole (Rodney, 2019),

It is the state of the society that determines sustainable development. Estes (1993), cited in Nzekwe and Okeke (2014:5) highlights that credit for originating the "sustainable development" concept is generally given to the 1987 report of World Commission on Environment and Development (WCED, 1987). Popularly referred to as the Brundtland Commission; the Commission's report, *Our Common Future: From One Earth to One World*, called for emboldened and dramatically new conceptions of development that advanced the material wants of the present generation without depriving future generations of the resources required to satisfy their needs. Thus, the Commission conceptualized "sustainable development" rather simply as paths of human progress which meet the needs and aspirations of the present generation, without compromising the ability of future generations to meet their needs (Estes, 2013). Today, the sustainable development "movement" is multidisciplinary and cross-sectoral. The movement brings together specialists from the physical and environmental sciences along with experts in development economics political science, appropriate technology, human and women's rights, and others (Estes, 2013). Despite the apparent simplicity of the Brundtland Commission's definition of sustainable development, the concept itself is rather complex (Estes, 2013). This study has not overburdened its concerns with the complexities of the concept of sustainable development. In this study therefore, sustainable development is underscored as human progress which meet the needs' and aspirations of the present generation, without compromising the ability of future generations to meet their own needs (Nzekwe and Okeke, 2014).

Trend in the Management of Nigerian Educational System

It is apparent that ineffective management of the educational sector constitutes one of the fundamental problems militating against the Nigerian educational system. This is evidenced through the underfunding of the sector resulting from apparent lack of political will, exacerbated by corruption (e.g. misappropriation and embezzlement of the little available fund). The management of the education sector, especially the educational institutions, like the larger Nigerian public sphere, are inundated with corruption and graft. Allegation of admission racketing, trading of gratification between teachers and students for better grades and outright diversion of funding provided for running institution by administrators abound, (Abdalla, 2011).

It is indeed regrettable that "education which should be the nursery and relaying point of positive values is itself being progressively crippled with corruption" (Chukwumerije, 2011). More so, there is

lack of objective supervision and monitoring of these institutions, among others.

Finance is fundamental to achieving educational objective. In Nigeria, the annual budgetary allocation to the education sector is far below the minimum 26% of national budget recommended by UNESCO. This is evidenced the statistics below showing the extent of poor funding of education in Nigeria. Ibukun (2004) In Arikewuyo (2012) posits that, from 1987 to 1997, average expenditure on education by the federal government, as a percentage of the annual budget was 5.1%. This constitutes 1.1% of the country's GDP. Arikewuyo (2004)' In Arikewuyo (2012), also reports that from 1999 to 2003, there was a decline in the federal government funding of education funding of education from 11.12% to 1.8%. This was the s'ame trend at the state level, Gender Report (2011) reports that study carried out in nine states in Nigeria in 2006/7 indicates that educational funding was then between 4.7% to 5.2%. Owolabi (2013) reports that the North Americans and the Western European countries that were surveyed spend an average 5% of their large GDP as public expenditure on education. Also, data from his report shows that four of African countries, namely: Nigeria, Ghana, Kenya and South Africa, with the corresponding figures spend 3.1%, 5.5%, 6.7% and 6% respectively. Nigerian figure is far below that of the other African countries. This apparently explains why Nigeria continues to take the rear on every global literacy ranking/index. For instance, the World Economic Forum's Global Competitiveness Report 2012-2013 ranked Nigeria 142 out of the 144 countries surveyed in terms of the Health and Primary Education. More so, the Ministry of Education, and other educational institutions, agencies and commissions that have been established to manage the education sector are falling behind expectations. Lamenting on the level of mismanagements in the system, Prof. Ishaq Oloyede, in an exclusive interview disclosed that "we have individuals who are not doing what they are supposed to do...we have taken so many horrible steps and that can lead to the collapse of the system" (Ofose, 2013:9). The rottenness in the educational sector today is as a result of gross mismanagement that has greeted the education system Student poor academic performance and high rate of indiscipline are already compromised by questionable admission process. These are further compounded by massive shortage of learning aids necessities for teaching staff, to laboratories and libraries, to other basic infrastructural facilities. Also is the environment barely hospitable for gainful academic work. Brain and talent drain follows as teachers take off to countries with higher pay packages and students takes off to more academic - friendly environments

overseas and in neighbouring African states (Chukwumerije, 2011).

In most developed countries, educational objectives border on values and acquisition of appropriate skills, abilities and competences which would enable the individual to live and as well contribute to the development of the societal at large. However, on the contrary, Nigeria educational system has today lost focus on skill acquisition. The emphasis is on acquisition of certificate by any means. What we call 'education' is at best the acquisition of certificates. Unfortunately, millions of Nigerian graquates acquire certificates with zero skills. No wonder, the system is producing largely unemployable graduates lacking the necessary whither-with to drive Nigeria's development stride, and to withstand the competitiveness in today's globalizing world (Soludo, 2013).

The Place of Effective Educational Management

Described as the backdrop of any measure of societal development, the educational sector in Nigeria is without doubt-in need of effective management. This was underscored in the report of the Presidential Team on Education set up by the federal government to examine the educational sector. The Committee report recommends among others the refocusing of the National Policy on Education; an x-ray of the best institutional arrangements for the management, regulation and co-ordination of all the education institutions at all levels; a sustainable funding arrangement and transparent management of earmarked resources (see Chukwumerije 2011).Educational management is concerned with the effective utilization of available human and material resources to achieve educational goals and objectives. The aim of educational management among other things is to bring pupils, teachers and other elements under such conditions that will promote the means and ends of education. In a developing country like Nigeria, where the quality and standard of education is fast diminishing, effective educational management is inevitable.

Educational management is a weighty, crucial and paramount duty which no ordinary person can perform. Thus, right from the ancient times when the business of education was under firm control of priest, especially in countlies like India, Egypt, Mesopotamia, Athens, and China among others, no formal school was without organised management. Therefore, no nation can make any meaningful progress in achieving its educational objectives without effective management of the sector. The rate of survival and productivity in the educational sector is determined, to a great extent, by its effective management.

Bush (2019) in this relation observes that the control of substantial budgets, concern for staff welfare and the need to ensure effective teaching and learning all require high orderly managerial

skills and understanding. This, perhaps, is because without skill oriented, and knowledge based management, the formulation of educational plans, policies and programmes as well as their implementation may not be successful.

Management is mainly concern with ensuring the realisation of organisation objectives. This could only be made possible through effective planning. Projects and programmes could be effectively implemented and evaluated on the bases of planned schedule. Similarly, meaningful educational development cannot take place without planning. Thus, planning is an important aspect of management's activities. Educational planning according to Okoh (2010) is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective in terms of responding to the needs and aspirations of the individual and that of the society. Therefore, for educational objectives to be achieved, it requires an effective planning which takes note of the peculiar needs of the beneficiaries and the society in general. Effective educational management is also needed to cater for the growing demand for education. As the population of Nigeria increases on daily basis, the demand for education also escalated at every ladder of schooling, from nursery up to tertiary levels. To meet up with the astronomic increase in the demand for education, there is therefore, the need for a well-articulated, efficient and skillful management that is backed up with adequate funding. In recognition of the importance of education to the development of a nation, there are enormous calls on the government and other stakeholders to invest more in funding the educational sector. There is, therefore, that need for effective management to ensure prudence, accountability and judicious utilization of these funds.

The management of education in Nigeria is dictated by the country's political structure, based on federalism. Consequently, the administrative mechanism devolves right from the Federal, to the State and Local government levels. Being the largest industry in Nigeria, the educational sector has a number of commissions, boards, and other agencies. The effective coordination of all the activities and functions of these government agencies requires effective management.

A good judgement on the quality or standard of education greatly depends on how well the educational goals and objectives are achieved. There is therefore the need for effective planning, monitoring, supervision, regulation and evaluation

which comes in many forms of managerial activities, without which the highly needed quality and standard of education could be attained and maintained. Effective educational management is also needed to ensure that all educational challenges and other matters arising are controlled, minimised

and timely dealt with.

Educational policy

Ogbonnanya (2010) views educational policy as the specific goals arrived at that must be pursued through educational policies. It can refer to a proposal, an on going programme, or the goals of a programme, or major decisions. Educational policy concerns the formulation of a decision, its implementation and evaluation. Policies are written or unwritten statements that guide present and future thinking, initiatives, actions and decisions of managers. They are written when there are documents somewhere for reference purposes and are unwritten when they are made in form of pronouncements i.e. policy statements by people in power or position of authority. Policies are guides that usually provide the latitude of operations of managers. It makes managers understand the extent to which they can go in the process of decision making (Noun, 2011).

From the above definition of educational policy, educational policy can be sum to, be the policies designed and formulated by the government for the administration and management of education in the local government, states and country. Educational policy is the policies approved by the government for directing the affairs of education. Noun, (2011) submits that Educational Policy of Nigeria is a general statement containing principles, regulation's and rules, that govern many of the decisions on how to educate children, where to get them educated, where to get them employed, who to teach them, how to finance their education, what to teach, how to impart skills, goals, objectives and even the philosophy. The National Policy on Education, revised in (1989; 1998; 2004,2013), contains every necessary ingredient for the achievement of the goals of the education system. The planning for the education system takes its root from the policy of the education. Alternative courses of action would then be taken with due cognizance of the objectives, philosophy and goals of each level of education to make comprehensive plans for the education system.

The policy for education in Nigeria is embedded in the National Policy on Education. So also other issues approved from time to time by the National Council on Education (NCE) which 'is the highest decision making body on education related matters. Again, are the other policies legislated and passed into law in respect of higher education operations and management in the country. The policy for education in Nigeria is based on what the government approves as the practice to be promoted in

Nigeria or what the government of the day legislates within the overall goal of higher education. Ibrahim (2018) observed that in the Nigerian context for instance, the National Policy on Education which is the nation's education policy document, explicitly lay down the guiding principles for effective implementation, management and administration of education policies from basic education up to tertiary education at the federal, state and local tiers of government (National Policy on Education, 2013). The education policies outlined the government's expectations, standards, aims and objectives as well as the requirements that are necessary in order to ensure quality service delivery. The quality of educational policies depends on the capacity of the designer or planners the available of resources and the level of involvement of the educational stakeholders. Formulating of educational policies and developing educational programme is the sole responsibilities of the government at the federal, states and local government level. Educational programme are designed for the masses to benefit. Educational programme are formulate to solve a particular identified problem. Educational programme and policies are also developed to meet the various United Nations conversions on issues regarding educational development and access. Some of the educational policies and programme include; the Child act law (2003), Universal Basic Education Act (2004), National Policy on HIV and AIDS for the Education Sector in Nigeria (2005), National Gender Policy (2006), National School Health Policy (2006), the Safe School Initiative (SSI) in Nigeria (2014), National Policy on Inclusive Education in' Nigeria (2016) and National Home Grown School Feeding Programme (2016).

Educational Policy Implementation and Challenges

Implementation is the act of carrying out planned actions and programmes. Implementation is the stage by stage of carrying out a defined and planned programmes. Implementation means carrying out an assigned task. Manafa, (2011) opines that policy implementation is said to be carrying out of the policy formulated in concrete terms. Implementation becomes possible when resources have been committed to it. Implementation stage is the stage where the preparations made earlier, the plans, the designs and analyses proposed are tested to see how really they are (Manafa, 2011). Ogunode, & Ahaotu (2020) Implementation is the systematic ways of executing programme, policies and project. Ogbonnanya (2010) defines policy implementation said to be carrying out of the policy formulated in concrete terms. Implementation is the systematic process of carrying out policies, programme or projects as planned. The implementation of educational policies is determine by the following factors: the capacity of the implementer, the numbers of teachers available, the numbers of infrastructural facilities available, the funds available, the political will and the level of monitoring and evaluation

system available. There are many challenges facing the implementation of educational policies in Nigeria. Some of the challenges include inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, institutional corruption, lack of political will, insecurity challenge, lack of continuity in commitment to policy implementation, political instability, poor policy formulation, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria.

Conclusion

This paper examines the educational management and policies, the need for managerial efficiency is inevitable considering the current state of expansion in the educational sector, the introduction of Universal Basic Education (UBE), application of information and communication technology in education, and the vigour with which the federal government approaches her reform agenda. The paper identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, institutional corruption, lack of political will, insecurity challenge, lack of continuity in commitment to policy implementation, political instability, poor policy formulation, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria. The need for consistent training of education managers to be able to meet up with these innovations and challenges, corruption which has become a cankerworm in the educational sector should be eschewed, the consistent under funding of the educational sector should be stopped, the government should strive to meet up with the UNESCO standard of funding the educational sector and government Political -will is also required in ensuring the achievement of the Nigeria educational objectives through effective management.

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