

GOOD EDUCATIONAL MANAGEMENT: A VERITABLE TOOL FOR REDUCING YOUTH RESTIVENESS AND PROMOTING SUSTAINABLE DEVELOPMENT IN NIGERIA

Mariam Adebusola OWOYEMI

TAI SOLARIN COLLEGE OF EDUCATION
SCHOOL OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION
amowoyemi72@gmail.com
08074426301

Abstract

Going by the alarming rate of children out of school, crimes, economic crises, social and political instability this study looks at educational management as an important antidote to these cankerworms. Education is an indispensable agent of change. There is no doubt that Nigerian educational system and in particular educational management plays a very important role in impacting knowledge, skills acquisition, sensitization, enlightenment and civilization. It has potentials of checkmating youth unrest through gainful job opportunities and empowerment and it can transform Nigeria economy and social development. Sustainable development can only be achieved through good educational management. Without education many youths would end up in jails due to engagement in crimes. In spite of numerous benefits of educational management in terms of youth empowerment and sustainable development there are lots of challenges impeding these potentials; these include poor funding of educational system, inadequate school facilities and poor policy implementation. This paper therefore recommends that government at all levels should be proactive by providing adequate funding and support to achieve good educational management in Nigeria school system. This would go a long way at addressing youth restiveness and promoting sustainable development in Nigeria.

Keywords: Education, Management, youth, restiveness, sustainable, development

Introduction

In recent time, the major challenge confronting Nigeria in terms of curbing incessant crime rate and achieving sustainable development is how to facilitate attitudinal and behavioural change of her citizenry through quality education. By nature, human beings are very resentful to change. This implies that, Nigeria citizens should be motivated to channel their energy towards legal and productive activities by acquiring relevant education and skills in order to promote economic growth, peaceful environment and sustainable development. According to Baha, (2005), Education for sustainable development has a special role in vindicating how various processes in education, which lie at the heart of promoting change in human behaviour, can be used on a global level to help turn things around. Education has a special role and responsibility in contributing to the challenges of economic and social sustainability in Nigeria. It is a fundamental human right and it is very important to the wellbeing of humankind. Good Educational Management ensures a safer, healthier, more prosperous, and environmentally sound world; and also contributes to social, economic, and cultural progress, tolerance and international cooperation.

Statement of the Problem

Education system in Nigeria has been in crisis for many years largely due to the fact that the sector is poorly funded. This has led to shortage supply of learning materials and human resources being experienced in the system. Inadequate qualified teachers, high turnover rate of teachers, shortage of classroom, and poor remuneration of teachers and a host of other problems abound in the education sector. The economic crisis experienced in Nigeria impacted on the education system and had played a major role in the decline of the quality of Education offered in the country (Olabiyi and Abayomi 2010). Meanwhile, the future of every nation depends largely on the fate of every child that is born into her; most especially those that are privileged to go through the academic walls of the nation starting from the primary level of education to the tertiary institution. Education is a vital investment for human and economic development and is influenced by the environment within which it exists. To a very large extent, national development has been pioneered by those who are professionals in their field of practice, and this would not have been possible without the instrumentality of the educational system. Every nation strives towards the provision of quality education for its citizens. This is in realization of the fact that education is indeed necessary to engineer and consolidate any nation's developmental process. It should be noted, however, that the provision of quality education will be in jeopardy if it is not properly managed; this will be reflected in students' academic performance, employment and national development.

Significance of this study

The issue of education has become paramount in the development of nation to the extent that parents, government and donors invest much on it with the ultimate aim of improving quality of Education. It is a key determinant of learning and an important exit route from poverty, insecurity, injustice, and intimidation. It raises income levels and improves standards of living. Based on the aforementioned, this study becomes very important to shed more light on the importance of good educational management in reducing youth unrest and facilitating sustainable development particularly now that there are incessant cases of youths engaging in cultism, armed robbery, kidnapping, political thuggery, killings and maiming innocent people; this development did not only affect every aspects of Nigeria development but it also portray the country in bad image to the international countries. The way out of this mess is adhering to good educational management.

Review of Literature

Concept of Education

Education is a veritable instrument for bringing about positive changes in the pattern of life of people. Agabi and Okosaye-Orubite (2008) stated that education is power, it is a process of acquiring knowledge and ideas that shape and condition man's attitudes, action and achievements. It is a process of developing the child's moral, physical, emotional and intellectual powers for his contribution in social reform. It is the process of mastering the laws of nature and utilizing them effectively for the welfare of the individual and for social reconstruction. It is the art of the utilization of knowledge for complete human survival. Education is an in-born power and potentialities of individuals in the society and the acquisition of skills, aptitudes and competencies necessary for self-realization and coping with life problems (Achuonye and Ajoku, 2003). Maduwesi (2005) defined education as universal aspiration and also an instrument of development and social integration. Okorosaye-Orobite (2005) sees education as a process, a product,

Mariam Adebisola OWOYEMI

and a discipline; as a process, it is the activity of preserving, developing, and transmitting the culture of a people from one generation to another; as a product "it refers to change, whether over or covert, implicit or explicit, which education is expected to bring about. He further stresses that the product of education is the educated man, who in the African context is one "who shows evidence of a well-integrated personality...he is economically efficient, socially and publically competent, morally acceptable and intellectually and culturally sophisticated.

Ukeje (1996) explained that:

Education is power, it is a process of acquiring knowledge and ideas that shape and condition man's attitude, actions and achievements; it is a process of developing the child's moral, physical, emotional and intellectual power for his contribution in social reform; it is the process of mastering the laws of nature and for utilizing them effectively for the welfare of the individual and for social reconstruction; it is the art of the utilization of knowledge for complete living.

Education is the largest part of UNESCO's operations, in terms of allocation, financial and staffing resources. UNESCO seeks to help its member states strengthen and upgrade education and schooling, with particular reference to promoting best innovative practices (Maclean, 2008).

From the UNESCO point of view (Medium Term strategy 2008-2013):

Development and economic prosperity depend on the ability of countries to educate all members of their societies and offer them lifelong learning. An innovative society prepares its people not only to embrace and adapt to change but also to manage and influence it.

Education enriches cultures, creates mutual understanding that underpins peaceful societies.

UNESCO is guided by upholding education as a human right and as an essential element for the full development of human potentials.

Maclean (2008) notes that, although there are many keys to development, such as improved infrastructure such as dams, roads, telecommunication facilities, ports and the like, education is regarded as being the master key to economic and social development. High quality and relevant education have been shown to open the doors to:

- ❖ poverty alleviation;
- ❖ sustainable development;
- ❖ equity;
- ❖ justice; and
- ❖ mainstreaming of the marginalized and vulnerable groups in society.

In view of the foregoing, the (FRN, 2004) stated that the federal government of Nigeria has adopted education as per excellence for effecting national development.

Purpose of education

The recent changes in educational policies around the world could be critically assessed to evaluate the diverse functions and benefits of education. Ukeje (1996) notes that the role of education all over the world, has tended to vary from place to place, and to change from time to time, in accordance with the needs of the particular age, and circumstances of the time. All over the world, the demand is on education that will sustain development. First and foremost, education functions as a means of socialization and social control. It helps to encourage the young to develop into "good citizens" and prepares people for employment and for productive contributions to society (Ololube, 2012). It is a channel through which social inequality could be reduced. Given educational system a good management would benefit the individual, society and the economy (Ololube, Agbor and

Uriah, 2013). According to Briggs, Ololube, Kpolovie, Amaele and Amanchukwu (2012), Education is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. It is the entire range of experiences in life through which an individual learns something new. In a technical sense, education is the process by which society deliberately transmits its accumulated knowledge, values, and skills from one generation to the next through institutions and instruction (Ololube, 2011). Given the centrality of education across the globe, education is a powerful instrument of social progress without which no individual can attain development (Lawal, 2003).

Concept of Educational Management

There is no single accepted definition of educational management as its development observed in several disciplines like business, industry, political science, economics, administration and law. It can be said that Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives. It is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. Educational management implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution. Educational Management has brought in many benefits for every aspect of our being including society, organization and individual level. It has helped to develop programs that facilitate nourishment of much needed entrepreneurial skills for the youths. Educational Management led to social change, civilization and development. The system of education is expected to provide society with human resources with specialized knowledge, attitudes, work ethics and values social moral political values, expertise, and skills so as to achieve sustainable development. Onwubiko and Okonkwo (2013) asserted that Education should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address the environment and development issues. It is believed that education has a special role to play in combating societal menace.

Educational Management for reducing Youth restiveness

Youth restiveness encompasses violent activities ranging from disruption of political, religious, academic, social and economic activities, outright lawlessness in the society, kidnapping of citizens and foreign workers, intra and inter-cult activities, armed robbery, vandalization of oil and gas pipelines, political thuggery, reckless shooting and killings, and bombing in Nigeria. Onwubiko and Okonkwo (2013) attributed this ugly monster to non-visionary political leadership in Nigeria. While Anusiem and Anuonye (2012) blamed it on unemployment, grinding poverty, inadequate educational opportunities and resources, lack of basic infrastructure, inadequate information and communication and bad governance. Most of these points are silent factors. The major causes of youth restiveness and high trend of crimes are poor family upbringing and poor system of educational management. Students who did not have access to quality education or found themselves in poor academic environment become nuisance to the society. Uriah *et al.* (2014) explained that most of the restive youths were school drop outs that were sent off from school for poor academic performance. These youths who could have been given quality education are idle and roaming the street; they join bad gangs, secret cults and armed robbery. There is a common saying that an idle mind tis the devil's workshop.

Mariam Adebisola OWOYEMI

These youths become criminals and terrorists in the society vandalizing the nation's scarce resources and destroying life and property. Meanwhile, Igbo and Ikpa (2013) have reiterated that the more these restive youths are educated and trained, the more they will be relevant and contribute meaningfully to the development of their environment. They further stated that modern societies with their modern institutions and industrial order can only be achieved and sustained by a population transformed from their traditional values, beliefs and behavior to a modern set of values and behaviour by modern education. In addition, Uriah *et al.* (2014) opined that if the right education is given to the restive youths, they will contribute enormously to the economic, political and social development of their communities.

Sustainable 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) opined 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 of educational system which involve good educational management, adequate preparation and effective utilization of educational resources such as human resources, monetary resources and material resources for enhancing a sustainable development in Nigeria. Sustainable development refers to a mode of human resource development. Ugoh, (2008) describes sustainable development as a construct, which envision development as meeting the need of the present generation without compromising the needs of the future generation. It implies that while education meets the need of the present it does not compromise the ability of the future generations to meet own needs. Nevertheless, this ability to meet the needs is determined by human capital (through education, technology advance) and through physical capital (machine, tool etc.). Ugoh, (2008) argues that continued sustainable development is only possible or assured when it is agreed and indeed concrete steps are taken to raise the level of literacy and numeracy in any society. Educational institutions and their programmes are therefore, the tools with which to achieve development and its sustainability. Sustainable development has also been defined by the Nigeria Study/Action Team (NEST, 1991 cited in Osuji, 2004) as "an approach that combines the development needs and aspirations of the present without compromising the ability of the future while also maintaining ecological integrity". This implies that a development process that is equitable and sensitive to ecological and environmental issues (Osuji, 2004). It depends on the initiative, resourcefulness, and discipline of human beings who are the managers of developmental programmes.

Educational Management for achieving Sustainable Development

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) expressed 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 for sustainable development is lifelong

process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and co-operative actions. UK Panel for education for Sustainable Development (1998), states that education for sustainable development enables people to develop the knowledge, values, and skills to participate in decisions about the ways we do things, individually and collectively, locally and globally, that will improve the quality of life now without damaging the planet of the future. Education for sustainable development is a holistic approach for school's management and the curriculum, not a separate subject. It therefore requires reflection on what to teach, and how to teach in order to:

clarify and extend the ability of students to think for themselves;

encourage students to reflect and debate issues to enable them to form their own opinions;

foster learning that emerges from discovery and is relevant to the learner's life experiences.

Education for sustainable development promises to make the world a better habitable place for the present and future generations. It calls for giving people knowledge and skills in terms of lifelong learning to help them find new solutions on their environment, economic and social issues.

Challenges to Educational Management in Nigeria

The Federal Government of Nigeria has realized the indispensable nature of her education in achieving growth in all sectors and sustainable development. Despite its indispensable position of education in solving national problems Nigerian educational system affected by myriads of problems.

Inadequate Funding of Education

The first and perhaps the greatest challenge facing Nigeria and making it difficult for good educational management is inadequate funding by Federal, State And Local Governments to the extent that funding has been in response to protest and agitations by the staff and students. In the past two decades government expenditure on education was too low; it is far below the UNESCO recommendation of 26% of national budgets. 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 contribution to sustainable development. To support this submission Okenwa (2013) reported 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.

Lack of Seasoned 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 Nigeria school system has paved way 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. This problem extends to the tertiary institutions as some of the lecturers lack resourcefulness.

Poor State of School infrastructure

Mariam Adebisola OWOYEMI

School infrastructure is very important in teaching and learning processes. These include good classrooms, libraries, laboratories, playground, water and electricity supply. These facilities have to be adequate and functional to achieve meaningful education. Lack of these essential facilities is seriously affecting education sector in Nigeria. To buttress this observation, 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. Also, Bala (2009) observed 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 curbing youth restiveness or achieving sustainable development.

Inconsistence in the policy implementation

Nigeria government is known for the formulation of laudable policies. But in most cases these noble policies are either not implemented or left half-way. Okocha (2008) argued that inconsistency in policies is one of the biggest problems facing Nigerian education system. The school calendar changes from time to time for no justifiable reasons. The school system in Nigeria is often influenced by the constant changes that are occurring within the political institutions. This has made it difficult to have good educational management and realized sustainable development in Nigeria.

Conclusion

Though there are problems identified as bottleneck to the potentials of Educational Management in Nigeria this paper established that Educational Management is crucial to the development of every sector. Education equips and gives hope to the people; it causes behavioural change and facilitates enabling environment for the citizens and foreigners. It is capable of bringing lasting solution to the youth restiveness through skills acquisition and empowerment. It is a mechanism of socialization, economy growth and sustainable development.

Recommendations

Based on the above submission, the following recommendations were highlighted as follow:

1. Government should provide adequate funding of the education sector and upgrade infrastructural deficits in the school system in line with what is obtained in the new technology world over. Funding of education should be 26% of the national budget as recommended by UNESCO.
2. Education personnel must be well remunerated to enhance more commitment and job satisfaction in service delivery.
3. Government should provide school facilities and human resources to promote good teaching and learning process.

References

- Achuonye, K. A., and Ajoku, L. I. (2003). *Foundations of Curriculum Development and Implementation*. Port Harcourt: Pearl Publishers.
- Anusiem, A. U., and Anuonye, C. C. (2012). Curbing Youth restiveness in Nigeria: ICT Education As the Panacea, *National Journal of Educational Studies* 1(1).
- Baha, I. (2005). Perspective: Education for sustainable development. *Online News Letter of the Baha I International Community*, 17 (3), 1-3.

- Briggs, T., Ololube, N. P., Kpolovie, P. J., Amaele, S., and Amanchukwu, R. N. (2012). Evaluating the quality of public early childhood education and Vision 20: 2020: the role of government. *African Journal of Economic and Sustainable Development*, 1(3), 243–264.
- Etesike, C. N. (2011). *Education as an instrument for Security and National Development: Challenges ahead in Abolade, A. O., Ogbodo, C. M. and Maduwesi, B. U.(eds) Contemporaray issues in Nigerian education*. Onitsha: West and Solomon Publishing Co. Ltd.
- Federal Republic of Nigeria. (2004). *National Policy on Education*. Lagos: NERDC press
- Igbo, H. I., and Ikpa, I. (2013). Causes, Effects and Ways of Curbing Youth Restiveness in Nigeria: Implications for Counselling. *Journal of Education and Practice*, 4(6), 131-138.
- Maclean, P. (2008). Education for peace building and sustainable development: delusion, Illusion, or reality? Retrieved from <http://www.daneprairie.com>.
- Maduwesi, E. J. (2005). *Benchmarks and global trends in education*. Benin: Daysylva influence enterprises.
- Okenwa, G. N. (2013). Extent of community participation in the administration of public secondary schools in Enugu State.Unpublished doctoral thesis. Department of educational foundation, Enugu State University of Science and Technology, Enugu.
- Okocha, D. A. (2008). Education. News watch. October 6th, 2008. 21 – 24 Okorosaye-Orubite, A. K. (2005). Education and development In School and society, Eds., Agabi, G., Okorosaye-Orubite, A. K., Ezekiel-Kart, J., and Egbezor, D. E. Port Harcourt: Davidstones Pub. Ltd.
- Olabiyi, E. O and Abayomi, A. A. (2010). Influence of resources allocation in education on secondary school students' outcome in Nigeria *Journal of social science* vol. 8(4).
- Ololobou, C. O. (2003). Dysfunctionality in teacher education in Nigeria: implications for national development. A conference presented at the 2nd Annual National Conference of NARD at FCT (T), Asaba: Delta State. 11th –15th August, 2003.
- Ololube, N. P. (2012). *Sociology of education and society: An interactive approach*. Owerri: Springfield Publishers.
- Ololube, N. P., Agbor, C. A., and Uriah, O. A. (2013). Vicious Hazard to Peace Culture in Tertiary Education: The Activities of the Secret Cults. *British Journal of Education, Society & Behavioural Science*, 3(1), 65-75.
- Ololube, N. P., Onyekwere, L. A., Kpolovie, P. J., and Agabi, C.O. (2012). Human security and educational development in the Niger Delta Region. *Journal of Human Security* 8(1),47-67.
- Onwubiko, E., and Okonkwo, N. (2013) Human Rights writer' Association of Nigeria, Lagos.
- Osuji, F. (2004). *Our Youth Our Hope*. Paper presented at the 47th session Of the International Conference on Education Geneva, 8-11 September.
- Ugoh, S. C. (2008). Oil politics and crisis of development in the Niger Delta. *Journal of Sustainable Development in Africa*. 10, (2) 91-115.
- Ukeje, B. O. (1996). The role of Colleges of Education in National Development: Past, Present and Future. Convocation Lecture, Federal College of Education, Kontagora, Nigeria.
- UK Panel for Education for Sustainable Development, 1998. Retrieved from <http://www.worldaware.org.uk/education/sustain.html>.



Mariam Adebisola OWOYEMI

- Uriah, O. A., Egbezor, D. E., and Ololube, N. P. (2014). The Challenges of Youth Restiveness and Educational Development in Rivers State. *International Journal of Scientific Research in Education*, 7(2), 105-130.
- Uriah, O. A., Egbezor, D. E., and Ololube, N. P. (2014). The Challenges of Youth Restiveness and Educational Development in Rivers State. *International Journal of Scientific Research in Education*, 7(2), 105-130.
- Wilson, U. C. (2009). *The Effective School Administration*. Owerri: Topmost printing house.