



**EDUCATIONAL MANAGEMENT SYSTEM IN NIGERIA: AN EDIFICE
FOR SUSTAINABLE NATIONAL VALUES AND DEVELOPMENT**

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Abstract

Our global ecosystem cannot support the infinite growth that guides current organizational strategy. Despite the fact that higher education institutions can be effective communication channels for sustainability issues, Universities are still teaching a system that is destroying the biosphere. An important step to enlighten people can be seen in the outcome document of the Open Working Group on Sustainable Development Goals (released in July 2014), which reiterates that education is not only an end in itself but also a means to achieving a broad global development agenda. This policy paper provides a succinct, evidence-based overview of the numerous ways in which education can advance the proposed

post-2015 sustainable development goals. It underscores the notion that sustainable development for all countries is only truly possible through comprehensive cross-sector efforts that begin with education. This work posits that education should be viewed as an essential tool for achieving necessary capacity development and human/social capital to realize the transformative targets of the Sustainable Development.

Keywords: Education, Management, Nigeria, Sustainable Development, Values, National

Introduction

Sustainable development is the process of developing land, cities and communities, as well as business, provided that meet the needs of the present without compromising the ability of future generations to meet their needs. And face the world the seriousness of the deterioration of environmental, which must be overcome with not abandon the needs of economic development as well as equality and social justice. This paper presents the discussion on sustainable values and development and educational management system in Nigeria which addresses the question of how educational management system is necessary for sustainable values and development. It investigates the mediator role of educational management system in the relationship between sustainable leadership and sustainable national values. It employs critical evaluative, expository and analytic methods. This work is a holistic approach to human development. By this, it implies that this work discusses the development of, not just humans occupying the earth by discussing their value state, it discusses, also, the place of the mother earth in the work of development and innovation. Value are the principles or standard of behavior; ones judgement of what is important in life. Sustainable development means development that is environment-friendly and sensitive to the need of the present as well as the future generations.

Definition Of Terms

Etymologically, the word education is derived from the Latin word, *educatio* meaning a breeding, or bringing up. Therefore, education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Fafunwa defines education as “an aggregate of all processes by which a child or young adult develops the abilities and other forms of behavior which are of positive value to the society.” Educational methods include storytelling, discussions, teaching, training, and directed research. It frequently takes place under the guidance of educators. However, learners may also educate themselves. Education may take place in formal or informal setting and any experience that has a formative effect on the way one thinks, feels or acts may be considered educational. The methodology of teaching is called pedagogy. It ranges from the formal to the informal and even to the non-formal method of education.

There is no single accepted definition of educational management as its development observed in several disciplines or fields like business, industry, political science, economics, administration and law. So, while defining the meaning of the term educational management 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 of adequate and proper education/learning.

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 and its development in the United Kingdom came as late as the 1960's. Educational management, as the name implies, has a bear on educational organizations or institutions, such that it is a field which is concerned with the operation of educational organizations. It is the process of planning, organizing and directing activities in a school, effectively utilizing human

and material resources, in order to accomplish the school's objectives. It is not a field limited to school principals. All parties involved in education should gain insight in Educational Management as it is vital to help schools, function successfully and effectively realize their goals.

Furthermore, the basic necessities of educational management involve the human, material and ideological factors, which bring growth to the world of education.

Human Resources: comprise the entire staff, both the teaching and non-teaching staff, clerks, researchers and other elements such as students, parents, members of the community, members of the managing or governing body and departmental officials in an educational institution. Management of human resources is of vital importance at present and calls for selection, recruitment, appointment, hire, retention, development and motivation of the personnel to achieve the educational objectives. The individuals involved in the process should be provided with adequate facilities for reaching the highest levels of achievement and for improving the professional growth to the maximum. So, an educational institution or organization in order to be effective and efficient has to ensure that there is right type of people with the right skills, in the right place and at the right time for carrying out the various jobs and services.

Physical and Material Resources: every organization or institution requires basic infrastructure in concrete terms for its essentials. Buildings, playgrounds, equipment's, furniture's, machineries and stationeries are required for various practical purposes. Libraries, laboratories, auditorium and so on are part and parcel of an educational institution for organizing different curricular and co-curricular programmes. The modern age of science and technology has made it possible to equip the educational institution with various media and materials, electronic gadgets including radio, television computers, projectors of many kinds

and traditional aids like illustrations, models, charts, maps etc. at reasonable prices. Like human resources, there must be proper identification of physical resource needs, installation, maintenance and the most important thing is their proper utilization. But the material resources must be of right type with right specifications to be available in the right place and at the right time so that the educational goals can be realized without difficulty, duplication and wastage.

Ideational Resources: in educational management, the resources which are mostly based on ideas are heritage, image are the curriculum, methods of teaching, innovations and experiments. Like the individual, every organization has its own personality with integrity, its own culture and its own values which are unique and influential for the smooth functioning and effective management of the institutions for creating motivation and self-pride among individuals.

Value is gotten from the Latin word, Valere meaning to be strong or to be worth. The term value has been defined in various ways by different people. According to Mukherjee, "values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations." Value can also be said to be principles or standard of behavior; ones judgement of what is important in life.

Sustainable development is unavoidable for contemporary organizations and it is emphasized as a responsibility of leaders. Its main aim is meeting present human needs in such a way that it will not have any negative effect on the potentials of posterity to meet their needs. In a nutshell, sustainable development is satisfying the present without affecting the future. sustainable development is a process of changing in which the exploitation of resources, the direction of investments, the orientation of

technological development, and institutional change are in harmony and enhance both current and future potential to meet human needs and aspirations. Sustainable development seeks to find common ground between the preservation of mother earth and development.

Education For Survival

According to Robin Usher and Richard Edwards, the authors of *Post Modernism and Education*, “the task of education under modernity was one of bringing out, of helping to realize this potential so that subjects became fully autonomous and capable of exercising their individual and international agencies.”

The education for survival is a pattern of education that neglects the primary goal of education and setting the survival instinct as the *prima facie* of education. The basic cause of this syndrome is the high poverty condition in Nigeria. The disease is not, in any way, one-sided but a bi-polar condition. As a bi-polar condition, it affects both the teacher-student class and the socio-political class. On the one hand, the teachers are not well paid and most students lack social, moral and financial well-being. Let us imagine the scenario of a hungry teacher tutoring hungry students. On the other hand, the Nigerian society tends to be a society where the struggle is tough, the social, economic and political system stand to be very porous. Infrastructures are not provided, no maintenance culture for existing facilities. There is a poor development of school and social amenities like road, electricity and even the health care.

Education for survival is the new trend in Nigerian educational sector. It grew from the lackadaisical attitude of those in charge of governing. People now attend schools for the sake of degree and no learning takes place. Major contributor to this is the lack of job opportunities for graduates. Rapid inflation and the delay in the payment of salaries and

pensions are other factors mitigating against the ideal aim of learning. What occupies the centre of the thought of those undergoing the 'education for survival' mode is How to Survive. The quest to survive hardship and economic recession, security threats and unemployment among others. In this case, teachers will teach for the pay and not the passion and students will stay for the certificate. The result of this is very evident in the present-day society. Cybercrime, theft, highway robbery, kidnapping, to mention but few have been birthed by this ill mentality.

The topmost problem resulting from 'education for survival' is the danger of having the ignorant people yield the certificate. This compounds the already existing problem of such a country. How, in such occasion, will a nation possess sustainable values or sustainable development when those who tend to lead do not possess the necessary requirement. The focus is not to destructively criticize the government but to find a lasting solution to the already existing waterloo and prevent further occurrences.

The Role Of Education In Building Sustainable National Values And Development

Education is key to the global integrated framework of sustainable development goals. Education is at the heart of our efforts both to adapt to change and to transform the world within which we live. A quality basic education is the necessary foundation for learning throughout life in a complex and rapidly changing world.(Irina Bokova, Director General of The United Nations Educational, Scientific and Cultural Organization (UNESCO), in UNESCO 2015).

On Sustainable values

Plato, an ancient philosopher, once declared that, "to know is to do". This statement underscores the importance of education and learning process in the activities of man because once a man becomes aware of a thing, he is

armed with enough knowledge to know how such a thing is done. However, it is worthy of note to ask, who are the agents of learning? Agents of learning are the societal institution put in place to teach an individual using different methods. They include: Family, Religion, School, Government and Economy. These institutions perform various roles which include: socialization, preservation of social order, transmission of culture and personality development, among others. These institutions help instill socially accepted behaviours into an individual, thereby creating values for both the individual and the society at large. These values include patriotism, promotion of the good of the society, respect, justice, fairness, honesty, service and the sense of responsibility, among others. Hence, the most effective way of imparting values into an individual for the benefit of the said person and that of the society and the nation at large is through education.

The SELF is a social product. It is in the course of social interaction that the child feels his existence as I. this feeling of I and ME is the beginning of the self in the child. This connotes that the self, which is an important part of human existence and personality is a product of the institutions in the society. The institutions responsible for teaching and learning are charged with the responsibility of building an individual into a responsible member of the society which is, otherwise, known as the social needs. If these needs are fulfilled, there will be solidarity and cooperation among the people and this will result to peaceful coexistence among humans and all other creatures and even with the mother earth. If 'the cards are played' otherwise, the society and the nation will experience dysfunction of the institutions which will result to a state of unrest.

Education has a long history as an international priority, and the right to education was first enshrined in the Universal Declaration of Human Rights in 1948. Improving education and ensuring all people are afforded

a high standard of education will be reaffirmed as a key global goal of development under the post-2015 development agenda. The recent synthesis report of the UNSG on the post-2015 development agenda stated that “high-quality education and life-long learning” and the capacity of teachers are key factors in empowering youth as a “globally connected engine for change” (UNSG, 2014: 21-2). Education is recognised as having one of the highest long-term returns on investment of all development goals. The International Commission on Education for the Twenty-first Century highlighted the importance of education in supporting human development. “The Commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war” (Delors, 1996: 11).

Education serves as an important means of implementation for sustainable human development due to the number of positive benefits it brings across the development goals. Improvements in education clearly aid in poverty reduction and economic growth. At an individual level, each additional year of schooling strengthens individual earning potential by an average of 10% (Polacheck, 2007). At a national level, an increase in average school attainment by one year has a demonstrated correlation to a 0.58% increase in national GDP per capita growth rates. However, quality improvements in education provide an even more significant boost to economic growth compared to simply increasing attainment.

Education has a more positive influence on health than either income or employment (Lochner 2010). Attainment of primary education leads to a 50% reduction in child mortality rates, and educated mothers are generally more responsive to children's health needs (EFA Global Monitoring Report, 2011; Mattos, MacKinnon & Boorse, 2012). Strong links between increased education and improvements in civic

participation and political stability have also been demonstrated (Center for Global Development, 2006). For example, the World Bank reports that a 10% increase in secondary school enrolment rates is correlated with a 3% reduction in the risk of civil war (Collier and Sambanis 2005: 34). Education for women boosts agricultural productivity; and in Sub-Saharan Africa if all women attained a primary education, agricultural yields could increase by 25% (IFPRI 2005).

On sustainable development

There is a need to rethink and broaden the notion of lifelong education. Not only must it adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings – their knowledge and aptitudes, as well as the critical faculty and the ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community.

Sustainable development requires improved living conditions for all people without increasing the use of natural resources beyond the capacity of the planet's carrying capacity. And being sustainable development in three key areas of economic growth, and conservation of natural resources and the environment, social development. One of the most important challenges facing sustainable development is the eradication of poverty, through the encouragement to follow the patterns of production and consumption of a balanced, without excessive dependence on natural resources.

Education is also an important means of implementation for sustainable development, and it provides an important construct where the perceived tensions between economic, social and environmental development can be harmonized and integrated into a single concept and pursuit of sustainable well-being for all. This goes beyond education being named as

a single SDG, thus requiring better understanding of education's role as a cross-cutting means of implementation to strengthen achievements across many other goals. "The SDGs call on governments to take a fresh look at the content of education. Education will be the lynchpin of a sustainable development agenda whose success relies on individuals, throughout their lifetime, acquiring relevant knowledge and developing positive attitudes to address global challenges" (EFA Global Monitoring Report 2015: 294). A broadened understanding of education practiced across formal, non-formal and informal education creates a strong mechanism for supporting social learning/change, which enables synergies between education and other critical elements of an enabling environment including lifelong learning, professional career development, community learning, and public participation. With its ultimate goal being societies competent in the principles of sustainability and striving to live within the carrying capacity of the planet, implementation of education for sustainable development should be culturally-relevant, locally appropriate, occurring across all levels and sectors of society.

Carneiro notes that, "Education systems are a source of human capital (Becker), cultural capital (Bourdieu), and social capital (Putnam)". For example, Lutz, Mutarak and Striessnig (2014) argue that investment in education can be more effective for increasing a country's adaptive capacity to climate change than investments in physical infrastructures, especially in situations where the impacts of climate change remain highly uncertain. For sustainable consumption, education helps individuals to better understand the environmental and social impacts of their daily lifestyle choices. Education also supports cooperative learning and critical examination which leads to collective reimagining of lifestyle practices and identification of sustainable solutions (UNEP, 2015). The United Nations General Assembly, with the publication of the Future We Want on the 27th July, 2012 declared that:

We further reaffirm that full access to quality education at all levels is an essential condition for achieving sustainable development, poverty eradication, gender equality and women's empowerment, as well as human development, for the attainment of the internationally agreed development goals, including the Millennium Development Goals, and for the full participation of both women and men, in particular young people.

Since education is said to be an essential instrument for training citizens, it would seem to follow naturally that if more individuals are educated, there will be a rise in the wealth of the nation. Sound education attracts higher wages and aggregative higher national income, as such, educating citizens should be prioritized should any nation want to build a sustainable development. Added to this is the fact that positive externalities of education increase national income by even more than the sum of the individual benefits.

No other development goal provides greater return on investment. Quality education outcomes have higher influence on economic growth than school enrolment rates, and improving quality can be more cost effective as it depends on systematic knowledge investments more than new resource allocation. A quality education for sustainable development (QESD) approach supports higher order learning thus strengthening competencies to analyse, synthesise and evaluate complex information in decision-making, planning and problem solving (Ofei-Manu & Didham, 2014).

Evaluation

Over the past two decades, the agendas for human development and sustainable development have run in parallel to each other. The SDGs provide the first substantial attempt by the global community to reconcile and integrate these processes, and the situation for education is a prime

example of this effort. The importance of education for human development led to several international initiatives over the past few decades aimed at improving educational access and attainment globally. Reaffirming the Jomtien Declaration (1990) on Education for All (EFA), the World Education Conference in 2000 set targets to achieve universal free and compulsory primary education, halve global illiteracy rates, eliminate gender disparities in education, and improve early childhood care and education by 2015.

The benefits that education improvements have across the development goals are most notable in those countries where achievement of these goals is most lacking. One study estimated that a 12% reduction in global poverty could be achieved merely by ensuring that all children in low-income countries leave school with basic reading skills – this is the equivalent of lifting 171 million people out of poverty (EFA Global Monitoring Report 2011: 8). The OECD projected that lower and middle income countries could enjoy a 28% higher GDP per year over the next 80 years by achieving basic education and basic skill levels for all youth by 2030 (Hanushek and Woessmann 2015: 61). The UN Decade of Education for Sustainable Development (DESD, 2005-2014) aimed to advance these educational improvements by incorporating the principles, practices and values of sustainable development into all facets of education and learning. With other goal-setting processes focused on quantitative educational improvements, DESD was intended to enhance qualitative reforms to education systems and “...promotes a set of underlying values, relational processes and behavioural outcomes, which should characterize learning in all circumstances” (UNESCO, 2005). Educational sustainable development evolved from environmental education (EE), and added to it an integrated sustainable development perspective with stronger focus on social and economic dimensions.

Proper and adequate education helps in building economic, social and environmental stability. These developments cuts across both sustainable values and sustainable development. Economic sustainability aims to ensure the adequate supply of water and raise the efficiency of water use in agricultural and industrial development and urban and rural areas. The aim of social sustainability to secure access to sufficient water in the region for domestic use and small-scale agriculture for the majority poor. The aim of environmental sustainability to ensure adequate protection of the watershed, groundwater and freshwater resources and their ecosystem.

However, many challenges remain. Progress in enrolment has slowed in recent years, and a serious barrier remains to reach the most disadvantaged children. In fact, 24% of children of primary school age in sub-Saharan Africa and 7% in Southern Asia were not in school as of 2010 (United Nations, 2012). The priority on educational access ignored the content of learning and teacher competency, and the fact remains that many students finish school without basic competency in numeracy or literacy (McArthur, 2013; UNESCO & UNICEF, 2013; United Nations, 2013). The present deficit of 1.9 million teachers globally and the capacity gaps created by under-trained teachers, particularly in developing countries, continue to contribute to poor learning outcomes (UNESCO & UNICEF, 2013). Gender disparities continue to exist in some regions. The total share of girls among out-of-school children is 65% in Western Asia and 79% in Northern Africa (United Nations, 2012). While rapid population growth in some regions overstretchers limited resources, a worrisome decline in aid for education development has appeared in recent years (UNESCO Institute for Statistics, 2013).

The rapid growth of population in a country or region limits of development and reduce the natural resource base available to support all residents. The size to which an ultimate population of the globe is also important, because the limits of earth's ability to support human life is not

known accurately. Current projections suggest, in the light of present trends of fertility, that the world population will stabilize at around 11.6 billion people. And population pressure, even at current levels, is a factor is a growing factor in the destruction of, land degradation and overexploitation of wildlife and other natural resources; because of population growth leads them to marginal land, or they have to over-use of natural resources. The implication of this is that proper education helps in instilling the necessary values to enhance peaceful cohabitation and use of the natural resources without damages to the habitat.

Conclusion

Thus far, this work has presented a holistic approach to human development. By this, it implies that this work has discussed the development of, not just humans occupying the earth by discussing their value state, it discusses, also, the preservation of earth in the work of development and innovation. It discussed the various efforts, right from time, by designated authorities to improve the lives and activities of man as well as the preservation of the earth that serves as the habitat for living and non-living things. These include the efforts of the United Nations (U.N.), UNESCO, and various authors among others. This work posited that to enable measurable improvements in learning targets and performance-based outcomes, a stronger focus on enhancing quality education will be more effective.

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