EDUCATIONAL MANAGEMENT AND REALIZATION OF EDUCATIONAL GOALS IN NIGERIA: MATTERS ARISING

Iniobong Willie Umoh, (Ph.D) and Patrick Patrick Ekanem

Abstract
This paper examined matters arising in the use of Educational Management/Administration in effective realization of Educational Goals in Nigeria. Education is the bedrock of development, but unfortunately in Nigeria education is bisected with myriad of challenges – these include poor funding and thus poor educational infrastructure, inadequate classroom, teaching aids, paucity of quality teachers and poor/polluted learning environment. In addition to this inadequacies, our school system is plagued with numerous social vices due mainly to poor management and or administration of resources in the sector. For meaningful realization of educational goals in Nigeria, government need to re-address the issue of funding to the sector; managers/administrators, teachers, parents/guardian and students/pupils need a reorientation towards achieving the goals of education; inspectorate unit should be put in place and the educational managers/administrators should apply basic rules of management in the conduct of educational affairs for the realization of educational goals in Nigeria.

Key Words: Educational management, realization of educational goals and matters arising.

There is probably no nation in the world that had so much prevented and subverted her educational system like Nigeria. This subversion has weakened the ability of the educational institutions in service delivery and policy implementation. It has also led to the glaring indices of lack of qualified manpower with generic skills that can be the engine and prime mover of National Development. These indices are: poor planning, poor funding, social pluralism and quota system and its centrifugal effect, incompetent management, inappropriate and contradictory policies and the political conditions in Nigeria.

To understand how these have plagued our educational system in the realization of educational goals as enunciated in the National Policy on Education (2004), we must place our educational system in the proper perspective. Consequently, the complaints about inadequacies or deficiencies in the “necessary things of education” due mainly to poor funding have invariably ended up with strikes upon strikes by the academic/non academic staff of our Educational Institutions both at the National and State levels. A technically competent and effective educational system is a sine qua non to a modern state. In other words, the effectiveness of the Country is to a large extent determined by the efficiency and competence of the educational system. The national policy on education describes education in Nigeria as an instrument “par excellence” for effecting national development. The country’s vision according to Udofia (2007) is for a complete transformation of all aspects of the nation’s life over-time. Management of education should therefore be done in an efficient manner which would make education to be able to effect the inter and intra generational transmission of our cherished heritage and refine value systems for a sustainable economic system.
The Concept of Management

Management and administration are frequently used synonymously. The efforts of scholars to define the concepts have ended up in listing all the activities that describe the functions of administrators or the managers. This description of management and administration suggest a variety of styles of school management. In the words of Resser (1973) as cited in Akilaia (2008), management is the utilization of physical and human resources through cooperative effort accomplished by performing the functions of planning, organizing, staffing, directing and controlling. He went further to answer the question “what do managers do?” his answers were:

i. Set objectives for using available resources
ii. Formulate plans for achieving these objectives
iii. Identify the activities to be performed
iv. Organize the activities into groups (departments)
v. Define the task to be done
vi. Group the task into jobs
vii. Staff the jobs with people
viii. Initiate work activities
ix. Supply incentives to stimulate productivity
x. Set up controls to measure the achievement of objectives
xi. Take remedial action if the objectives are not met.

From the above, it can be concluded that management is a collection of processes. These will include such things as decision making, problem solving and action – planning. These processes also involve resources in the form of human, material, financial and time. These processes are also known as the function of management. Apart from describing management as a process, some scholars describe it as an art, a science, an organization, a person or a discipline. If management is described as an art, it means that management is emphasizing function of the organization. The art involves the application of techniques in such an area as delegation of authority, assigning and sharing responsibilities and duties. On the other hand if management is described as a science, it means that management is concerned with establishing objectives, goals, philosophy, principles and laws which can be applied in various situations in the school system. Management as an organization connotes creating formal structures aimed at achieving the stated objectives, functions and tasks. If management is a person, it means the school management or the school headmaster. It may also refer to the members of the board of governors, governing council, and senior staff appointment and promotion committee in tertiary institutions. Finally, if management is a discipline, it simply means a field of study.

In Nigeria’s educational system, the realization of the objectives for which it was established depends greatly on the effectiveness in the authoritarian art of getting things done through people, and carrying out the procedures by which the educational programme is laid down and communicated, the progress of activities is regulated and checked against plans and objectives. Therefore educational management is the arrangement of the human and material resources, programmes available for education and carefully using them systematically for the achievement of educational objectives.

The Functions of Educational manager in the Realization of Educational Goals

The functions which educational managers are expected to perform for the achievement of educational goals according to Olubadewo (1999) include:
i. **Resources and Programme Planning:** School managers are expected to contribute at different stages in their own capacities to the formulation of plans and policies for specific aspects of educational programmes and policies, taking into consideration the desire of the Nation toward education for effective implementation.

ii. **Provision of Funds and Maintenance of Facilities:** Educational managers are expected to provide fund through regular budgetary provisions for capital/recurrent expenditure as well as its use for maintenance of facilities. If the goals of education should be achieved, those at the school level should particularly undertake school business administration in accordance with the budgetary provision; they are also expected to account for and effectively negotiate with those in authority for adequate funds.

iii. **Improvement of Instructional Programmes:** School programme management is one of the most important functions of the educational manager. The major goals of educational management is improvement of teaching and learning opportunities. They are therefore expected to work in collaboration with other stakeholders in the selection of appropriate curricular, choice of subjects, textbooks, time table, teaching materials and methods of evaluating the school and students progress.

iv. **Recruitment and Personnel Development:** Educational managers have the responsibilities of employing the right kind of personnel based on the needs of the society and the educational system; identify the needs of the society as well as the personnel needed to meet the need. Provide and organize different staff development programmes and incentives to better prepare the staff to meet challenges in the course of curricular implementation.

Kelleman (1980) defines education as the process of teaching and training of the child. It is the imparting or acquisition of skills for a particular trade or profession in which applicable methods are used. In the views of Fafunwa (1983) education is all positive efforts, conscious and direct incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual needs as well as the needs of the society where the programme is based. Ebong (1996) defines education as a powerful instrument for the development of man and the society. From these definitions, education is a systematic procedure for the transfer and transformation of culture, through formal or informal training of people in a society. It deals with the mental, physical, psychological and social development of the citizens in a given society. The goals of education as Olubadewo (1992) enunciated include: to develop the child’s latent physical skills; develop character, inculcate respect for elders and those in position of authority; develop intellectual skills; acquire specific vocational training and develop a healthy attitude towards honest labour; develop sense of belonging and to participate actively in family and community affairs. It assists its recipients to understand and promote the cultural heritage of the community at large, and this enhances the preparation of individual for self reliance. Political and economic stability which are mostly engendered when efficient and effective management of educational resources are encouraged and sustained.
Educational Management and the Realization of Educational Goals

Management/Administration in any educational organization has as its Central purpose the enhancement of teaching and learning. All the activities of administrators/managers whether working with the public or the Ministry of education or the professional staff are ultimately contributing toward the realization of the said goal.

Educational management/Administration aims at stimulating the taste in teachers for better teaching performance. It brings out the best of which the teachers are capable of. It develops in the teachers sense of dignity of the teaching profession. Simply put, the purpose of educational management is to enable the right pupils/students to receive the right education from the right teachers, at a cost within the means of the state, parent, under conditions that will enable the pupils/students to profit by their learning.

According to Olutola (1998), the objectives of educational management are;

i. To provide every child with a proper atmosphere and desirable conditions to enable him to develop socially, intellectually, morally, creatively and ethically.

ii. To provide facilities for teachers for in-service training to that they can develop professionally and be worthy of the task entrusted to them and keep pace with the advances in knowledge especially in their respective areas of specialization and this will assist them help in the efficient realization of educational goals.

iii. To provide abilities and skills in teachers; to provide link between ideas and tested scientific knowledge on one hand and practical problems and existing educational goals on the other.

iv. To gear all school programmes and activities to achieve the purpose of education and goals of the school.

Effective educational management irrespective of where it is operated has the primary responsibility of enhancing both teaching and learning. Research finding in Edo State by Odia and Omofunwan (2007) on “school management and goals attainment” revealed conclusively that where Educational Management/Administration is effectively organized, realization of educational goals is efficient and at a minimum-cost but where management of Educational System was defective goal setting and attainment became a mirage. This finding became intuitively appealing and confirmed what Anuna (1997) was alluding to when he asserts that A country with effectively managed educational system, where the “necessary things” of education are readily provided, teachers/administrators have what to work with; and the students are provided with a conducive atmosphere for learning, here, the business of education is carried out with relative ease and the goals readily achieved.

In line with the view of Anuna (1997), Nwankwo (2002) defines educational management/administration as the arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of educational goals. It implies that an effective educational administrator, whether in the ministry of Education, the School Board or in the school is essentially an organizer and implementer of plans, policies and programmes meant for specific educational objectives. How they do these to a greater extent determines the level of attainment of educational objectives.

The most consistent finding across a wide range of investigations is that the quality of management of educational system is one of the most important attributes of schools. Good
management of education defined in terms of students learning is able to move the achievement of educational goals far ahead of those of poor management.

Matters Arising in the Education Sector in Nigeria

Education is one of the guaranteed basic rights of an individual. According to article 26 of the universal declaration of Human rights; “Everyone has the right to education...” education should be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, radical or religious groups and shall further the activities of the United Nations for the maintenance of peace (UNESCO, 2005). Access to education (Right) in Nigeria is not enough. It has been faced by issues and challenges which include:

Examination Malpractice Challenges

Examination malpractice with poor preparation of students for an examination, and lack of self confidence is a major challenge to education. In view of the rising cost of education (school fees, enrolment fees, cost of books and other materials), students and even their parents will not ordinarily want to be held back by any form of deficits or failure in any of the required subjects, hence, they will go to any length to ensure success. In some cases, some teachers at the secondary school level are involved by way of encouraging students to contribute money (cooperation fees) in order to secure the needed assistance during such examinations because they, the teachers are left with no other alternative considering the fact that they are aware of the inadequate preparation of their students as well as the lack of facilities to get them properly prepared before examinations.

A close assessment of activities in schools revealed that students are made to suffer undue amount of exploitation by school head at both private and public schools in the name of enrolment fees and assurance of success in their examination and this they do in collaboration with the ministry officials who are supposed to inspect and monitor activities in schools to ensure standard compliance, despite the fact that most of the schools lack basic learning facilities and a complete set of teachers. In some cases, a school with the services of an English language teacher lacks that of a mathematics teacher. This is the more reason why one may not have the gut to query the mass promotion syndrome being practice in schools because the system itself is not balanced.

In like manners students are being surcharged in a number of ways in tertiary institutions either in the name of the dues that are not accounted for, forced purchase of reading and other learning materials at exhorbitant rates or on service of which staff are being paid for as assigned responsibility and official provision made by the respective institution. All these lead to lowering the academic ability of students. In view of the prevalence of examination malpractice and other related irregularities in schools at all levels this day, the interest and habit of reading, procurement of books and other skills development materials has drastically reduced among a number of students. In desperation, many parents have decided to bring in additional innovation by way of not only being involved in encouraging, but also in finance activities in and around examination venue to effect malpractices in other to brighten the chances of their children or wards in qualifying examinations to higher institution and some even progress on the act through the tertiary level of education.

Institutions Challenges: Institutions nationwide have been confronted with numerous challenges such as declining academic standards (a quality education will make student not only pass examination but will equip them for job creation and not job seeking); low admission capacity (funnel
large number of children in primary schools get drastically reduced at secondary school levels and became worse at tertiary level due to inadequate schools and colleges to accommodate these products; cultism, examination malpractices, crumbling infrastructure and inadequate facilities.

**Policies and Structural Issues:** Poor policy and poor relations between Federal and State agencies have always been the order of the day. Other structural issues relating to education include archaic examination systems, lack of proper implementation of policies, communication gap between education sectors operators and society; corruption of the monitoring and policing system, curriculum issues, lack of strategic support from civil society, and high cost of quality education (Asebiomo, 2003).

**Capacity Challenges:** The knowledge based of most Nigerian policy makers are inadequate, some were given sensitive national assignment in education sector which they knew nothing about and as a result they kill the system instead of building the system due to their attitudes/policies that are antithetical to the growth of the system. Other capacity inadequacies include creating 3 – demographic generations of educated Nigerians i.e. those educated locally in public schools; those educated locally in private schools and those educated abroad. Inadequate manpower and brain-drain are other capacity challenges that affect the educational sector in Nigeria.

**Socio-Cultural Challenges:** These are the challenges that have eaten into the fabric of the nation in general and education sector in particular. Such socio-cultural challenges include: cyber crime; breakdown of the family unit; dangerous trans-border media influence (via the internet). Moral degradation; dying reading culture; alternate role model; and warped reward and value system. It is imperative today that education does not matter more but money does. Children now leave school to look for money at all cost. The value system has been eroded.

**Generational Challenges:** Generational gap between parents and children; between teachers and students; and old value system versus new culture paradigm are challenges that need urgent attention so that education in this country will attain greater height. Generally, educational administrators are usually incapacitated by inadequate funding, in the performance of their functions. Execution of educational programmes and policy requires adequate provision of fund which is usually inadequate or unavailable (Dare 2010); shortage of professional trained educational administrators constitutes a serious problem to educational administration in Nigeria. The resultant effect of this inadequacy is the infiltration of non-professionals into the management of educational institutions in Nigeria.

**Political Interference:** Political interference either on the part of government or influential members of the society is a bane on effective educational administration in Nigeria. Political interference often manifests in the appointment of heads of educational departments/units and or schools, students admission, staff employment and discipline of staff and students.

**Poor Condition of Service:** A poor condition of service of school managers is another serious challenge to the realization of educational goals. The welfare package of some educational managers/administrators is not attractive as their counterpart in other similar establishments.
**Educational Management and Realization of Educational Goals in Nigeria: Matters Arising**

**Conclusion**

Education as a social service does not toe public service initial; whoever and at whatever level in the educational system administrators should be conscious of the fact that management plays a crucial role in the realization of its goals. Individuals and groups negative managerial tendencies (corruption, poor attitude etc.) which inhibit the realization of the goals of education should be done away with and a mindset that encourages effective management should be encouraged and sustained for Nigeria to realize it goals in the education sector.

**Recommendations**

In view of the importance of management in the realization of educational goals, everyone who cherishes genuine growth and sustainable realization of the goals of the sector – government, private, corporate organization; non-governmental organization and individuals should as a matter of due responsibility encourage and finance effective management of resources in the sector by:

(i) Government and the private sector should poll in more effort and resources towards effective management of education.

(ii) Educating and re-orienting educational manager and others in the sector on the need to achieve the goals of education in Nigeria should be recurrent.

(iii) An independent inspectorate committee should be put in place to regularly monitor activities of educational managers as the existing inspectorate unit has seized to function effectively.

(iv) Educational managers should apply the basic rules of management where applicable for the realization of educational goals in Nigeria

(v) Proper remuneration should be put in place to check brain drain of administrators/teachers in Nigeria’s educational system.

(vi) Private/public partnership in the funding of education in Nigeria should be encouraged and sustained.

(vii) Funds available in the educational sector should be effectively and efficiently utilized by the administrators and managers of the sector.

**References**


UNESCO (2005). World Education. Education Section Programme Division.