



Management of Secondary Education for Sustainable National Development in Nigeria

Ominini Brother Asako Walson

Department of Educational Management
Ignatius Ajuru University of Education, Port Harcourt
walsonomis@yahoo.com

Nancy Abuchi Ajekere

Department of Educational Management
Ignatius Ajuru University of Education, Port Harcourt

Abstract

Nigerian philosophy of education is built on promoting self-reliance for sustainability to meet individual and societal needs in the world of works. The emphasis of sustainability is poverty reduction, social equity, environmental security that are mutually reinforcing. To achieve better quality of life through self-reliance that does not compromise the future generation, the management of secondary education as a transitory level in the educational system becomes inevitable for the acquisition of life-long skills and aptitudes for the survival of the individual in the society. This paper considers management of secondary education for sustainable national development from the critical tasks areas of the principal as the administrative head. In this paper the concept of secondary schools, management, sustainable national development, and critical task areas of management of secondary schools are examined. Conclusions and recommendations are drawn accordingly for an overhaul of the management of secondary schools through curriculum reforms to meet global demands.

Keywords: Secondary Schools, Management, Sustainability, National Development.

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INTRODUCTION

Education involves a systematic training and instruction that prepares an individual for lifelong living in the society. It involves acquisition of knowledge, abilities, skills, development of character and mental power resulting from such training and instruction. One important fact in education is the building of knowledge and sharing it with learners so that at the end of schooling, the individual acquires the necessary knowledge, skills and expertise that will enable the person to be developed and contribute constructively to the development of the nation (Akpan, 2015). In corroboration with this assertion, Nigeria like other nations of the world, has embraced education as the instrument, per excellence for developing her

manpower in order to enhance rapid national development, achieve social change, social justice, democracy and sustainability (FRN, 2013).

The effective management of educational institutions may result to sustainable national development. Thus, institutional administrators, their qualifications, experiences and professional exposure in the management of schools is important since we are living in a knowledge driven society in which technological development has turned the world into a global village. The school is a microcosm of the society and the changes and development that takes place in the society infiltrate into the school system and influence the actions and activities in the system. Developing the citizens is very essential because they are the manpower of the nation. The manpower brings about development in all sectors of the society which include economic, political, social, among other. The need to manage secondary schools to give opportunities for learners to acquire knowledge, skills and other positive behaviours that can develop them to impact positively in the country to a level that can compete favorably in the world and enhance sustainability is important.

The various levels of education have implication in the all-round development of the child in the society. Secondary schools are transitory level of education received by pupils between primary and tertiary education whose curriculum is prevocational and comprehensive. This implies that whatever happens at this level of education can make or mar the educational system considering its role as feeder to the tertiary level according to the social demand approach to educational planning.

The management of secondary schools has attracted much public attention in contemporary times in Nigeria due to the deplorable state of infrastructure and the quality of graduates that are feed into the tertiary institutions (Uko, 2015). By implication of its curriculum which is prevocational and comprehensive, secondary schools are expected to be the fortified strength in the hierarchy of the educational systems (Kantabura, 2010). Similarly, Walson and Okanu-Igwela (2017), noted that a look at most secondary schools in Nigeria would reveal that they are deplorable and not conducive for teaching and learning. This situation does not augur well for the wellbeing of the educational system. Not only does this situation has negative influence on sustainable development in meeting the needs of the present generation and also compromising the ability of future generations to meet their needs.

According to Ukeje (2000), the unsatisfactory performance of students' in secondary schools in Nigeria in educational programmes is partly attributed to lack of basic infrastructure and equipment and managerial aptitudes of principals. The rapidly changing nature of formal educational system in Nigeria which is technically tailoring towards meeting certain goals like "education for all" for sustainable development cannot be attained without basic infrastructures. A critical pointer to infrastructural viability for use in the teaching and learning process for quality graduates with requisite skills for service delivery in the society is overhaul of the critical task areas of the principals in the management secondary schools. Thus, to achieve sustainable national development, through the management of secondary schools, a review of the critical task areas of the principals inevitable.

It is against this background that the need to properly examine the critical task areas of management of secondary schools for national development is considered. In line with this objective, this paper considers the concept of secondary schools, management, sustainable national development, and critical task areas of management of secondary schools for sustainable national development are discussed.

CONCEPTUAL CLARIFICATION

Secondary School

Secondary school is a six-year form of education which children receive after primary school before proceeding to the tertiary level of education. According to the National Policy on Education (Federal Republic of Nigeria, 2004), secondary education is the form of education attended by children after primary education and before tertiary education. Secondary educations exist within the ambits of the law and are supervised by the Ministry of Education and its State agencies. For instance Section 18(3)b of the Constitution of the Federal Republic of Nigeria 2011 as amended provides for the existence of free secondary education while the Nigerian Educational Edicts and laws promulgated in 1955 and 1965 covered the rights of Secondary Education. The education laws promulgated by the states in the Federation laid down rules and regulations in respect of administration and management of Secondary schools with the aim of preparing the individual as a prospective citizen and corporate member of the society; preparing the individual as a prospective worker and producer; and preparation of the individual to embrace utilization of leisure and development of his personality (Igwe, 2003).

These aims agree with the provisions of the National Policy on Education (Federal Republic of Nigeria, 2004) on the National Objectives of Education. These are:

Inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; training of the mind in building valuable concepts, generalizations and understanding of the world around us; acquisition of appropriate skills, attitudes and competencies both mental and physical, as equipment for the individual to live and contribute to the development of the society; and acquisition of relevant and balanced knowledge of facts about local and world phenomena (p. 8)

For the attainment of these objectives, secondary school curriculum has been developed to suit such desires which are to be implemented by the Principal with the corporation of competent teachers. The authority of the secondary school principal, according to Ogbonnaya (2009), is viewed in the position occupied as well as the functions performed. The Principal develops and implements the educational programmes of the school, provides facilities and equipment, keeps records, both statutory and non-statutory in addition to creating a conducive teaching and learning atmosphere in schools.

These are summed up by Ogbonnaya cited in Mgbodile (2004) which are into five areas, namely: Development and implementation of educational programmes, Development of teaching staff, Student relation function, Community relation function and financial function. Similarly, Ocho and Okeke (1997) classified these functions into five namely: management of instructional programme, staff-personnel administration, student-personnel administration, financial and physical resource management. Stoner (2002) noted that supervision of the teaching and learning process, decision making, conflict resolution, communication, record keeping, fund management, plant management, public relations, compliance to legal stipulations, and utilization of ICT resources are tasks areas of school management. The effective management of these critical task areas is important for sustainable national development in Nigeria.

Management

Management is the process of getting things done through the use of human and material resources. Olga (2011) described management as a process of coordinating activities involving planning, organizing, directing the activities of an organization to determine and accomplish stated objectives with the use of human beings and other material resources. The United Nations Educational Scientific and Cultural Organization (UNESCO) cited in Ogunu (2000) described management as a social process designed to ensure co-operation, participation, intervention and involvement of others in the effective achievement of predetermined objectives of an organization. Management is also a process involving a sequence of coordinating events like planning, organizing, coordinating, controlling, directing or leading in order to use available human and material resources to achieve desirable outcomes in the fastest and most efficient way. From these definitions, it is deduced that management is a social process by which organizational goals are achieved through planning, organizing, leadership and coordinated efforts of human resources. Thus, management in this context is about the planning, organizing, coordinating and stimulating available human and material resources in public secondary schools towards enhancing sustained functional for the acquisition of skills and aptitudes for lifelong living and national development.

The Planning aspect of management has to do with decision-making on general school administration. To plan is to decide in advance what is to be done and how to do it. The importance of planning in the management of school programmes according to Olagboye (2004) is to decide in advance the objectives to be achieved in the school and how to utilize available resources in achieving set objectives. The function of planning consists of establishing objectives, programming, scheduling, budgeting developing procedures, and establishing and implementing policies within the secondary school system. Olagboye noted that virtually all programmes and activities in school should be planned; and urged the government and principals in collaboration with teaching and non-teaching staff to be involved in planning school programmes that would meet individual needs and global demand. Planning secondary schools for sustainable national development has an overarching effect in all aspects of the school. Secondary schools are established with a set of plans guiding its existence. This plan is the curricular which covers what is to be taught in the classroom, materials, and courses to be learnt amongst others. The content of the curriculum should be planned to meet international best practices to ensure that graduates of this level are self-reliant to contribute to national development.

In a way to make school planning effective, principals should endeavor to involve as many teaching and non-teaching staff as possible in formulating and implementing plans since people tend to avoid implementing plans they were not involved in the formulation. Besides, school plans should be flexible as possible to accommodate changes which may be coming from time to time. This is geared towards efficient management of the school and other activities aimed at achieving secondary school objectives for sustainable national development.

School planning according to Oyesola (2013) is an integral part of the overall educational planning where desired facts and information are collected and decisions taken to enable school authorities enunciate objectives and determine the pattern of action to achieve the objectives. Reiterating the importance of planning, Oyesola further noted that planning encourages innovation, mind-stretching and search for more and better alternatives towards achieving stated objectives. Planning therefore reconciles objectives, opportunities, and capabilities and lends itself as a factor for selecting targets and means of achieving those targets. Effective planning is needed in the educational system in order to avoid frustration

that may arise in the absence of adequate planning. As an aspect of management, planning is seen to center around curriculum planning, instructional planning, operational planning, organizational planning, personnel planning and evaluation planning (Olagboye, 2004).

The curriculum plan takes cognizance of the broad objectives for which the school is established. These include all learning activities and the environment in which learning will take place. The space and the equipment required for learning are taken care by the instructional plan. Operational plan takes care of interactions that will take place between the teacher and the students. The organizational plan recognized the age structure and level of maturity of the students who are to be taught in the school. Finally, the personnel plan considers the human resources needed, while the evaluation plan incorporates the assessment of the accomplishment of educational plans.

Organizing as a function of management involves arranging work schedules in such a way that they can be carried out most effectively by people through division of labour taken into cognizance area of specialty. Odimegwu (2003) viewed organizing in the school system as an administrative process which provides a structure whereby positions are created and functions assigned to such positions for the purpose of performing specific duties. Since the school administrator cannot carry out most of the duties in the school alone, duties are scheduled for effective accomplishment. In the management of secondary schools duties are scheduled for personnel's to carry out instructional delivery based on areas of specialty. Administrative duties such as games masters, health, agricultural, chapel and so on are assigned based on interest and specialty. Without proper organizing, the teachers, students, and non-academic staff will not be able to cooperate with their principals or even among themselves in the execution of school activities. Organizing in school planning enables the principal to: assign duties to people according to their competence to ensure that they put in their effort in the execution of assigned duties; minimize conflicts in schools since each person knows his area of operational influence and limitation; properly coordinate the various aspects or activities of the school.

Coordination is another function of management which involves the process of bringing human and material resources together to achieve set educational objectives. It is a basic administrative function of educational and institutional leaders like the principal. Odor (1995) described coordination as the process fitting together various groups and operations into an integral pattern. In effect, coordinating is a process of directing and harnessing resources and group activities for achieving set educational goals without friction. Dimensions of coordination in school management includes: supervision, directing, and leadership. Practical aspects of these dimensions in school management according to Su (2012, p. 23) are:

- Supervising various sections of the school by year heads and heads of department and all bestowed with sectional headship;
- Instructing or directing periodic checks, replacement of worn out roofs, repairs of broken chairs and painting of school plant;
- Ensuring that conflict doesn't arise from the use of school facilities such as laboratories, libraries games pitches and musical rooms, etc.; and
- Ensuring uniformity in school programmes by coordinating sectional units.

Stimulation, also known as motivation according to Osuku (2004), is another management function which refers to the process of making people work efficiently without being coerced. Osuku noted that stimulation is a state of the mind which activates and directs human behavior towards achieving desired goals. In school management, those involved in carrying out various functions in the school environment must be duly motivated. Mgbodile (2004)

identified practical aspects of stimulating or motivation in the school system to include: encouraging sense of achievement, by ensuring that staff who perform certain feats are rewarded; and providing the necessary working tools, recognizing staff personnel value, and showing concern to staff welfare and involving them in decision making as well as encouraging them in praise and recommending them for training and retraining. Doing these could make staff to work cooperatively with school management to ensure that set objectives are achieved with ease. The application of these management functions in secondary schools could ensure sustainable national development in Nigeria.

Sustainable National Development

Sustainable national development is a social concept and a global phenomenon with three component words built into two compartments namely: sustainable development and national development. A clearer understanding of each of these words is necessary to make this discourse more meaningful. Sustainable literally means that which can continue for a longtime; capable of being maintained at a set level, and keep up assumed role competently (Abraham, 2012). Sustainability therefore implies programme viability over time. Development on the other hand has been defined by authors differently across disciplines. However, in the context of this discourse, Akinpelu (2002) conceptualized development from the point of view of human beings whom he referred to as the target of development processes neither rather than material accumulations surrounding him nor of the economic progress and growth of any nation state. Akinpelu defined development as:

The process of changing a personality, equipping it with the necessary skills, knowledge and attitudes to conceive, design and carry out their own self-improvement. It involves liberating people from all inhibitions (social, economic, political, and cultural) that prevent them from realizing the best confidence, self-reliance, self-pride, and poise to face the world, with their creative potentials and sense of freedom and readiness to participate in any matters involving self/or the environment (p. 80).

Sustainable development as a concept has attracted much attention across disciplines and scholars of various dispositions. The most widely recognized definition of sustainable development is that of the Brundland Commission Report (1987) which conceived sustainable development as the development or growth that meets the needs of the present without compromising the ability of the future generation to meet their own needs. It is a development that is continual, progressive and aims at utilizing the dividends of positive economic, social and ecological changes to meet the basic human needs of the present and future generation. The Rio Declaration on Environment and Development (2012) posited that sustainable development is when the development of today does not undermine the developmental needs of present and future generations and it is capable of improving the quality of lives of all the citizens in this present and in the generations to come.

National development is described as growth in all ramifications (economic, social, cultural, political and environmental) which a nation engages in to achieve a good standard of living for her citizens. The main purpose of national development according to Onyenemezu and Okanezi (2013) is to liberate citizens from the shackles of poverty. National development therefore involves an all-round development of citizens economically, politically, socially, culturally, materially, and morally for freedom and dignity of man.

Sustainable national development can be viewed as the capacity of a nation in discovering and utilizing new ideas, new innovations, new technologies and techniques to improve the quality of life of citizens in economic, social, political, and environmental

dimensions without impairing the ability of the future generation to enjoy the quality of life and opportunities for a long time (Abraham, 2012). This simply means the ability of a particular country to plan and achieve betterment and improvements in its socio-economic, political cultural and environmental lives both now and in the future. This indicates that the process of attaining sustainable national development begins with discovery and developing the potentials imbued in human and natural capital of the nation, and rooted in the consistent and efficient utilization and effective management of the human and natural resources of the nation.

Development of a nation can be described as sustainable or unsustainable (Ajibola & Okafor, 2017). It is unsustainable when a society or nation is characterized by high rate of poverty, food insecurity, poor health care services, gender inequality, poor sanitation, inefficient use of energy, lack of water conservation, poor infrastructural development, increased environment pollution, abuse of human right, injustice, high rate of unemployable and unemployed graduates, climate change, environmental degradation and so on. Looking through the elements that make development of a nation unsustainable, one can categorically say that the development of Nigeria as a country has not yet reached the stage of sustainability, because Nigeria as a nation is still faced with many of the enumerated challenges. Achieving sustainable development in Nigeria is a collective responsibility of school administrators, the government at all levels, and all the citizens irrespective of religion, age, gender, academic attainment and social position occupied by individuals.

The objective of sustainable development as stated in the Rio Declaration was to produce a set of universally applicable goals that balance the four dimensions of sustainable development, which include: environmental, social, political, and economic dimensions. It is also designed with the aim of integrating social, economic, cultural and ecological policies to ensure high quality growth and development that can improve the quality of human life, both at present and in the future. Perhaps the proper management of secondary schools will enhance achieve these objectives.

Sustainable development comes with a set of 17 goals that every nation is expected to achieve on or before 2030. Achieving these goals in Nigeria begins with envisioning the citizens into the goals. It also involves successful curriculum reforms and implementation of the policies, using the right tools and machineries and overall participation of all the citizens that are both in the formal or informal sectors of the nation (Ajibola & Okafor, 2017). The citizens need to be developed and empowered through education for maximum participation in the processes that can lead to the achievement of the sustainable development goals in Nigeria. Quality education at the secondary school level is crucial to achieving sustainable development. It is the key to making new discoveries, new innovations and advancing technological development that can bring about sustainable development. The principal who is the administrative head in implementing policies and programmes at the secondary school level is saddled with tasks areas of responsibilities in the daily execution of duties. These task areas are critical in the management of secondary schools for sustainable national development.

Critical task areas of management of secondary schools for sustainable national development

In this era of technological innovations, schools are facing increased pressure to improve teaching and learning. Stoner (2002) posited that the duties and responsibilities of principals has expanded further to include task areas like instructional supervision, communication, decision-making, provision of incentives for teachers and students, financial management, plant management, professional development, conflict resolution strategies, adherence to statutory regulations in school administration, public relations and utilization of ICT

resources to meet global best practices. Thus, success in school management to increase students' achievement and inculcation of relevant skills and aptitudes for sustainable development is perceived to hinge upon principal's ability to effectively perform his duties within the context of these critical task areas.

Instructional supervision is a vital area in the management of secondary schools. Supervision of instruction is the process of ensuring that effective teaching and learning takes place in the school system. According to Mgbodile (2004), supervision of instruction involves the school administrators' ability to effectively see that aspects of instructional delivery in the school system are properly carried out to enhance learning. Supervision is one of the indispensable task of an effective administrator in the operation of a good school system because in addition to arranging and organizing for effective teaching and learning to take place, the school head must undertake to supervise the instruction going on. It is the duty of the Principal to see that meaningful learning is taking place in all the classes and that the teachers are teaching what they are supposed to teach, and in a manner that the students understand and enjoy their lessons. This is because, the teacher plays a significant role in response of the need to employ curriculum in the direction of sustainable development. This is so because according to Oghiagbephan (2017), the teacher kindles the learners' interest during the instruction process to stimulate thinking, making learning enjoyable, exciting and concrete. This will expose and guide the learners meaningfully to equip them so as to face the realities of the ever changing environment. Effective supervision of instruction by the principal in secondary schools will enable the teacher to:

- Explain concepts in ways that help learners follow in a logical sequence;
- Provide learners with advance organizer, e.g., lesson should be presented in perspectives of past and future. Sustainability is about a positive future;
- Access learners' level of teaching and learning to upgrade their knowledge above the current level of understanding;
- Teach sustainable development using illustrations for clarity;
- Use various modes of presentation e.g. (present, ask questions, then provide for independent practice);
- Motivate learning to be scientific with investigation; and
- Be elaborative with environmental awareness campaign (Oghiagbephan, 2017, p. 46).

The essence of instructional supervision seems not to be achieved in most schools. The principal need to properly supervise instruction to ensure that teachers help formulate, shape, design and interpret curriculum programmes for optimal success. Effective supervision of instruction is lacking in most Nigerian secondary schools hence the perceived decrepitude in the standard of education. He emphasized that Nigerian society demands qualitative education to give the youth functional education, which cannot be achieved without effective supervision of instruction to check if learning content in the curriculum is taught the students. Therefore, without adequate commitment to the performance of school administrators in their instructional roles, categorized as supervision and curriculum development and innovation, and other aspects of school management, the goals of educational programs towards sustainable national development will continue to be shattered. Effective instructional supervision is enhanced by communicating specific issues through advice, direction and discussion to teachers and students by the principals as supervisors.

Communication is another critical task area of principals in the management of secondary schools. It involves the process of sharing information, ideas, or attitudes in ways that produce a degree of understanding between two or more people. Communication can

also be seeing as the ability to convey information or ideas in the simplest form which the recipient can easily understand; and the ability on the other part of the recipient to reciprocate in such a way that he can easily be understood. Communication is said to have been accomplished if the message is interpreted in the same way by the sender and the receiver. It is a transactional process where people construct meaning and develop expectations about what is happening around them through the exchange of symbols. Constructing meaning involves, people using symbols that is, objects or words that stand for ideas, feelings, intentions, and other objects, to describe their experiences with others.

Communication is important in any social setting because it is one of the chief means by which its members work together. Communication is vital in the relationship between employers and their employees, supervisors and their subordinates in any organization. It is the process through which work gets done by way of giving instruction. Production and regulation purposes include activities aimed at doing the primary work of the organization, such as teaching and learning in schools. They include setting goals and standards, transmitting facts and information, making decisions, leading and influencing others, and assessing outcomes. Innovation purposes include messages about generating new ideas and changing programmes, structures and procedures in the school. Finally, socialization and maintenance purposes of communication affect the participants' self-esteem, interpersonal relationships and motivation to integrate individual goals with the school objectives.

In the school system, communication is vital in the relationships between principals, teachers, students, parents and the public for the achievement of the goals and objectives of education. Effective communication could play an important part in all forms of relationship between the school and the public. This is because it is the process by which ideas, attitudes, and opinions are exchanged between the school and the public. These include school morning assembly, letters and memoranda, staff meetings, school rules and regulations, signs, meeting with school functionaries, and prefectural representatives. If the principal's communication style is unfavorable to teachers working with him, there is the tendency that the teachers would not co-operate with the principal and productivity would be affected.

The communication climate created by the school management directly influences the extent to which communication is positive or negative in an organization. Meanwhile, an open or supportive communication climate promotes co-operative working relationship and it is therefore conducive for effective information gathering and transfer. A closed or defective information climate has the opposite effect. The communication climate influence productivity. An open or supportive communication environment and people are more likely to have a sense of worth and speaks freely without fear of reprisal. This kind of environment created by the school administrator promotes an understanding of what each team member wishes to accomplish and the mutual coexistence towards a common goal of the school. They will feel trusted, secured and confident in their jobs for the organizational growth as a whole towards achieving effective teaching and learning to instill in the learner skills, and aptitudes that are lifelong for sustainable national development. Thus, effective team work, flexibility and a sense of involvement all contribute to and benefit from an open and supportive communication climate operated by the principal in the management of secondary schools. Decisions are communicated to subordinates in the school system for implementation. Decision-making is another task area of the principal in the management of secondary schools in Nigeria for sustainable national development.

Decision making is also a critical aspect of an administrator's responsibility in the management of secondary schools. Decision-making is the act of choosing between alternatives in the process of solving a problem to bring about optimum results. Decision-making is a process of identifying and selecting a course of action to deal with a specific problem or take advantage of an opportunity. Decision-making is the heart of administrative

process and leadership in schools. Every good decision is arrived at from five stages which include: recognizing and defining the problem, analyzing the problem, establishing the criteria for solving the problem, developing a plan or strategy for problem solving and imitating the plan for action.

A good decision could reduce tension in schools. As a fundamental process in an organization, decision making is the central responsibility of the educational administrator. He described decision-making as the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. It involves choice and entails cost although not an end in itself but a means to achieving organizational goals and objectives. Decision making is also the process of selecting a course of action from among alternatives. It is the core of planning, as a plan cannot be said to be complete unless a decision involving commitment of resources, direction, or reputation has been made. Decision making as well is a process by which school administrators respond to the opportunities and threats by analyzing options and making determinations about specific school goals and courses of action. They pointed out that good decision results in the selection of appropriate goals and courses of action that increase organizational performance while bad decisions result in low performance.

Decision making in response to opportunities in the secondary schools occurs when principals search for ways to improve organizational performance that are sustainable for global best practices to the benefit of students, teachers, parents, and the government. On the other hand, decision making in response to threats occurs when events inside or outside the schools are adversely affecting its performance and the principal searches for ways to enhance organizational performance. Thus, principals in secondary schools are faced with myriads of challenges in administrative activities which seem to have consistently hampered the realization of the objectives of the school. The most typical areas of decision-making in secondary school administration include: curriculum and instruction, students'-personnel management, discipline, adaptation to change, recreation, physical facilities, evaluation, continuous assessment, staff-personnel management, delegation of authority or responsibility and supervision. These decisions areas as noted by Ijaduola (2007) and Dosunmu (2004) will affect the principal performance in the pursuit of school goals if not properly handled. Involving teachers in decisions making areas may lead to job satisfaction. Udoh and Akpa (2007) asserted that where teachers and other subordinates are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goals will be easy. In this regard, apathy and opposition within the school will be minimized. Hence, principals' decision-making competence would go a long way in influencing performance towards enhancing sustainable development in Nigeria. Principals also provide incentives to teachers and students for effective school administration.

Provision of teaching and learning incentives to teachers and students is another area of principals' responsibility in school administration. These incentives are those things that encourage teachers and students action or efforts in the teaching and learning process which fall within the limits of the principal (Amirize, 2009). These include: stimulating, controlling, disciplining and evaluation of teachers and students for the purpose of effective instructional delivery (Mgbodile, 2004). Understanding that teachers and students are the most important assets in the school are very necessary for school management. Due to the importance of teachers and students in the school system, Mgbodile further reiterated that they must be handled very adroitly. The principal must understand how to deal with them to get the best out of them.

To make a teacher committed, Kanabe (2013) posited that the school management must motivate them by showing that they are cared for by listening to them and assisting them in their personal problems. Continuing, Kanabe noted that frequent acknowledgement of teachers and students whose performances are outstanding will make them consistent and spur others work hard to the lime light. Teachers must be handled with care and encouraged to do their work. Their feelings and problems must be understood by extending love and friendship towards them as this will add value to their welfare, and repudiate the notion of treating them as mere working tools for achieving school goals. The principal should help to secure discipline among the students, monitor their attitudes to their studies and their commitment to hard-work and learning and rewarding hard work like excellent performance in examination. Provision of incentives could also entail monitoring their needs such as the need for affection and attention, for play, for safety and protection, for convenience such as having adequate urinal and toilet facilities and medi-care in order to give meaning for learning to take place. Principals are also involved in the human resource development of their staff in pursuit of school goals for sustainable development.

Human resource development is another crucial area of principals' responsibility in the management of secondary schools. This could also be known as professional development. These are the series of articulated training programmes designed for enhancing values re-orientation and attitudinal change of the human resources in an organization (Lawson, 2007). These specialized training when given to the teachers will make them more professionally effective than those who are not exposed to such training. This is so because these training programmes empower and motivates teachers for better performance. In the opinion of Achunine (1998), the length of time one stays on the job does not necessarily make one perform efficiently rather, professional training is a more important factor than on-the job experience in job performance.

Human resources are the most important factor of production. The human resources in any organization according to Hunter (2006), is the fulcrum upon which all other resources revolve. Igwe (1990) pointed out that in the educational system teachers are the most important elements. This according to him is because with the best of all facilities, books, infrastructure and other materials and equipment, the aims and objectives of education may still not be achieved if the teachers/principal as the organizers of all these are incompetent. Therefore, professional development is important to realize the ever cherished dream of sustainable development for a greater tomorrow. This implies that no organization can succeed without the availability of human resources in the right quantity and quality. Lawson (2007) reiterated that the human resources even when available in the right mix could not attain organizational goals because they are either not properly utilized for effective performance or may not have been properly harnessed for effective result-oriented purposes. The importance of continuous training cannot be overemphasized. Kabiru (2000) noted that for the school teachers to be fully equipped for their professional duties, continuous training in instructional development, teaching skills, and managerial ethics are needed so as to meet the objectives of education to inculcate contemporary knowledge to the learners to meet the needs of modern society for sustainable development. Continuing, Kabiru noted that the glaring insinuation of a short fall in the administrative competency level of teachers and administrators in secondary schools in Nigeria is a direct reflection of lack of training of incumbents and would be administrators by the educational planners. Another area of principal's responsibility that is critical for sustainable development is public relations.

Public relations function is another area of responsibility of the school administrator. It underscores the need to establish good rapport and human relations between the school and the various stake holders especially the parents, government and philanthropists (Sherlekar, 2005). This demands that the administrator seeks appropriate ways of relating with the public

on issues of mutual interest. The performance of this function, according to Worlu (2007), could be by operating an open door policy where administrator can easily be accessed; regularly sending out newsletters that address school and student progress over the course of the time and indicating dates of special events and volunteer opportunities; helping to establish PTA and working co-operatively with them by holding regular meetings where parents, teachers and community stake holders discuss salient issues as well as correct the views people hold against the school; making appeals to philanthropists in the locality to track down needed supplies in the school; and inviting the community to important school functions such as price giving day, annual sports competition and end-of-year events. By this, the school will endear itself to the public and will attract support and assistance in various ways (Bander, 2008). Another critical area of principal's role is in the pursuit of school of goals for sustainable development is fund management.

Fund management is one of the major tasks of the school administrator. The success or failure of any school programme depends very much on the way the financial resources are managed and this in turn affects the overall performance of the school. Ogbonnaya (2010) pointed out that public schools derive most of their financial resources from the government but the principal of such schools should be aware of other avenues for the school to generate fund for its use. However, the crux of the matter is not just the inflow of funds but also on how best the funds are utilized. It is therefore important that all school heads have sufficient knowledge of financial management in order to be effective financial managers as chief accountants of their schools. Ogbonnaya cited in Mgbodile (2004) noted that financial management is one of the areas where many practicing school administrators have neither pre-service nor in-service training prior to their appointment. This has contributed to the failure of many schools. Without good fund management measures, the programmes of educational institutions will not be properly implemented and sustainable development would be shattered. Another crucial area of principal's function in the management of schools for sustainable development is school plant management.

School plant management is a critical area of principals' responsibility. School plant refers to the school site, the building, the playground ground, the equipment and other materials provided for effective teaching and learning. School plant can be described as the space interpretation of the curriculum, noting that the programmes of the school are expressed through the site, the building, play grounds, the arrangement and design of the school buildings. The school plant in this study are the school facilities which enhance teaching and learning such as classrooms, staff offices, compound, laboratories and libraries. The importance attached to school facilities as a vehicle for effective teaching and learning cannot be over emphasized. The school plant if not properly managed and utilized could dilapidate and wear out to the extent that the school would not derive optimum benefits from it. Consequently the educational goals for which such educational facilities are acquired would not be achieved. Proper utilization of facilities through an effective maintenance culture is a prime means of reducing the total cost of school operation and make achievement of objectives effective and efficient for sustainable development. Ezugwu (2005) posited that properly designed and fully utilized school plant with wide array of teaching aids provide effective delivery of schools curriculum and are positively related to academic achievement. The school administrator, in addition to other duties is expected to utilize, safeguard and maintain school plant. Principals while carrying out their duties in the school are also involved in maintaining law and order by abiding to legal provisos guiding school management.

Adherence to legal status is also an important area of responsibility for the school administrators. In contemporary times people are becoming more aware of their rights within the school system. The school administrator in the discharge of the duties is expected to work

within the confines of the laws guiding school administration. This is because any act to the contrary will be ultra-vires and ignorance of the law is no excuse. Igwe (2003) observed that most school administrators and teachers are not aware of their rights, duties, obligations, and responsibilities under the law and most especially the probable consequences or implications of their actions in their day-to-day activities in the school system. In this age of enlightenment such ignorance Obi (2010) noted may no doubt be costly if not disastrous to the individual, the educational system and others within the school environment. Proper understanding of their roles and codes of conduct as they impact on the rights and responsibilities of teachers, students and other stakeholders in the school system affords them the opportunity to define the limits of individual behaviours, provide understanding, injects respectability and mutuality of interest for the smooth running of the school towards the achievement of educational goals (Kalagbor, 2004).

Conflict management and resolution is an important task area of principals in the management of secondary education. Conflict ordinarily is an inescapable reality for workers in organization which takes any form. It may be a disagreement about how to complete a task, allocate resources, personality clash between associates, misunderstanding among students, or differences in individual value system. Leah (2008) posited that in which every level conflict manifests in the schools, be it intra-personal, inter-personal, inter- organization and community related, if not properly diagnosed or left unchecked can be a highly destructive force. Good conflict resolution and management strategies in the school system bring about an enviable and productive environment for the achievement of school goals for the attainment of sustainable development in the nation. Hence school administrators should apply conflict management and resolution strategies to control and prevent conflict from becoming destructive.

Utilizing Information and Communication Technology (ICT) resources is a contemporary responsibility area for school administrators like principals in the management of secondary schools in this technological era. The term "ICT" describes the use of computer-based technology and the internet to make information and communication services available to a wide range of users (Saidu, Soba & Turku, 2009). The term ICT also refers to information channels such as the World Wide Web (www), online database, electronic documents, intranet, communication channels such as e-mail, computer programmes/tools, use of cell phones and so on (Victoria, 2014). Teaching ICT in secondary schools has been emphasized (Blurton, 2011) to inculcate the requisite skills for the younger generation to fit in to the competitive global world of works. This is because the prospects of ICTS for sustainable development in Nigeria according to Emeke, Sunday, Andrew and Felix (2018), are obvious in various ways such as: software development, commercial outfit, computer training, maintenance, networking, internet service providers, and enhancing teaching and learning activities. The authors further stated that one of the problems that is facing developing countries today is sustainable development. Information and Communication Technologies (ICTs), which include radio and television, as well as newer digital technologies such as computers and the internet have been regarded as potentially enabling tools for educational change and sustainable development. When used properly in schools, are capable of expanding access to sustainable development and strengthening the achievement self-reliance goals.

By implication, the effective integration of ICT into a programme that envisions community or citizen participation and information sharing in schools, becomes an enabling force for sustainable development in Nigeria. The basis according to Saidu et al, (2009:8) is on the lofty prospects of ICT application enumerated as follows for the present and future generation.

Economic sustainability: Economic sustainability stresses the need for change from old sector-centered ways of doing business to new approaches that involve cross-sectional coordination and integration of empowerment and social concerns into all development processes. ICT plays an important role in sustaining the economy of a country through internet, GSM, radio, television and so on, which enables different transactions to take place over the world on a daily basis. The use of credit cards enhances transactions anywhere in the world without waste of energy and time. Banks also use ATM cards for withdrawal of money in 24 hours. The process of e-banking and e-commerce is very important in promoting the economic development of a country in the context of globalization. A good knowledge of ICT will endear the youth to be engaged in commercial computer outfits, cyber café, maintenance, programming, and website design for life-long living.

Social sustainability: ICTs equipment gives people access to listening and reading news as well as entertainment. It is possible to chat with a friend through internet both audio and visual. This is also applicable to GSM which also enhances teleconferencing where more than two persons communicate at a time.

Environmental sustainability: This involves the process of making sure that current processes of interaction with the environment are pursued with the idea of keeping the environment as pristine as naturally possible on ideal-seeking behavior.

Political sustainability: The use of ICT has impetus during political campaigns. Televisions, radio, and internet play very important roles here. The use of these gadgets make politicians reach everybody in the world during campaigns. Sophisticated software is used in casting and counting votes which minimize injustice during election. This wouldn't be possible without ICT skills which should be inculcated in the learner at a tender age in secondary schools to grow with it.

CONCLUSION

The objectives of secondary education as contained in the FRN (2014) have links with sustainable national development. The inculcation of lifelong skills and aptitudes is linked to sustainability. To that extent, the effective management of secondary schools is imperative to sustainable national development where youths at the secondary school level are provided learning opportunities to endear them to vocational skills to equip them for the present dispensation and future requirements to meet global demands. Therefore, well managed secondary schools are veritable tool for achieving sustainable nation development in Nigeria.

Suggestions

The following suggestions are made to ensure effective management of secondary schools for sustainable national development:

- Principals should continually engage in instructional supervision to ensure that learners are taught what the curriculum requires;
- Collaborative decision making is essential in the daily administration of schools to ensure team work for the attainment of school goals;
- Emphasis on ICT training through professional development is necessary for teaching staff to enable them acquire and apply such skills in instructional delivery for sustainable development; and

- Effective human and material resource utilization is required to achieve optimum goals of secondary education.

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