



# Secondary Education: Its Impacts and Weaknesses in Nigerian Educational System and Meeting Global Demands

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## Abstract

Secondary education; an education beyond the elementary level is a pedestal to national development. It is an education that instills and prepares one with the wider scope of knowledge of the world around. Secondary education prepares the mind of the young school leavers to understand the world cosmology for an effective contribution to the society. Thus, the neglect of it is an abuse to national development and the world at large. However, secondary education is not without its attendants problems. These problems cannot escape inadequate funding, undue political influence, high level of indiscipline among educational administrators, etc. This paper also x-rayed the weakness of Nigerian educational system in meeting global demands that have manifested in the area of massive production of half-baked young school leavers whose minds remained untransformed and untapped. Consequently, solutions to this ill practiced secondary education were also proffered to remedy the national decadence.

**Keywords:** Secondary Education, Impacts, Weakness, Educational System, Quality.

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## INTRODUCTION

Education is an essential process in the lives of every living being. It exposes individuals to all aspects of life and builds confidence in them. It also aids one to air views and expresses oneself in the public even in the phase of challenges. The process of education produces manpower to

the nation's economy and promotes nation building. The study of education creates substantial standards and basis to improve human nature, to inform and create awareness that will build and develop human minds.

Secondary education is commonly perceived as the most powerful weapon in alleviating poverty, elevating economic growth, producing skilled human resources, creating a healthy and enlightened social environment and creating self-reliant/sufficient nation. So many school leavers are found roaming the streets of the country without any means of livelihood. The increasing rates of poverty, unemployment and underemployment amongst school leavers in Africa and Nigeria in particular has made it imperative for secondary education to be highly hoped to solve the situation.

Suffice it to say that secondary education is an instrument for national development, social change and a vehicle for developing skills, competencies and imparting knowledge, it is believed that without education, various socio-economic activities in the society will remain stagnant and the society will continue to wallow in ignorance. No wonder, the Nigerian philosophy of education is based in set of beliefs that education maximizes the creative potential and skills of the citizens for self-fulfillment and the general development of society and that it should be qualitative, comprehensive, functional and relevant to the needs of the society and the world in general among others (National Policy on Education, 2013). It therefore becomes necessary for secondary to make sure the young school leavers acquire various skills through vocation and technical education.

## **SECONDARY EDUCATION AND ITS IMPACTS IN MEETING GLOBAL DEMANDS**

Secondary education is of six-year duration and given in two stages, junior and senior levels of three years each. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction.

Secondary education is very important as it gives the youths the right to acquire necessary skills, knowledge, attitudes and values which enable them to lead, live and become productive individuals and discharge their social duties as global citizens. This stage of education aims at socio-economic emancipation, which has to do with the youths having the ability/freedom and power to determine their own social and political rights and determine their own financial position and future. It has to do with one developing a sense of autonomy and self-confidence. Socio-economic emancipation of youths in this 21<sup>st</sup> century refers to the economic, social and political empowerment of citizens/youths after receiving basic secondary education especially on the area of earning a sustainable means of living. It is improvement of youth's lifestyle through improved and effective education delivery services which impacts on their income, skills development and employment opportunities and empowers them to be global citizen.

Koko (2001) noted that education enhances individual's choices in life. In socially, economically, religiously and culturally diverse nation like Nigeria, secondary education is a central mechanism that trains young people to be skilled and be able to raise the declining social and economic infrastructure of the country upon graduation. Secondary education has been on the increase in recent times due to the high demand of students to acquire quality education. This has led to few private schools emerging every day to fill the ever growing demand for quality secondary education in Nigeria.

Again, secondary education prepares young people for life and work in a rapidly changing world, secondary-level education system imparts a broad repertoire of life-skills. These skills include the key generic competencies, non-occupation-specific practical capabilities, ICT, the ability to learn independently, to work in teams, entrepreneurship and civic responsibility.

Consequently, it is not a gainsaying that secondary education is very important and unique in the Nigerian education system. Secondary education is the second in the tripod of education starting from the primary, secondary and tertiary stages in ascending order of magnitude (Amaghionyeodiwe & Osinubi, 2006). The importance of secondary education in educational system cannot be overemphasized. A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative and numeracy skills expected from him/her at the end of the training (Chinelo, 2011).

The broad aims and objectives of secondary education in Nigerian educational system are: 1) Preparation for useful living within the society (self-employment), and 2) Preparation for higher education. Specifically, it aims at: 1) Providing all primary school leavers with the opportunity for education of higher level irrespective of sex, social status, religious or ethnic background; 2) Offering diversified curriculum to cater for differences in talents, opportunities, and future roles; 3) Providing trained manpower in applied science, technology and commerce at sub-professional grades; 4) Developing and promoting Nigerian languages, arts and culture in the context of the world's cultural heritage; 5) Inspiring students with a desire for self-improvement and achievement of excellence; 6) Fostering national unity with an emphasis on the common ties that unite us in our diversity; 7) Raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals, and live as good citizens; and 8) Providing technical knowledge and vocational skills, necessary for agricultural, industrial, commercial, and economic development (National Policy on Education, FRN, 2004).

Heads of secondary schools are tasked with the implications of these objectives. The success of secondary school education rests on a good administration involving, facilities together with interested parents supplying children's material needs and bringing home training to supplement the efforts of the teachers at school. For heads of secondary schools to succeed in the administration of secondary schools, they need the collaboration and sustenance of the parents, teachers, the Post Primary Schools Service Commission and the Ministry of Education.

## **WEAKNESS OF SECONDARY EDUCATION**

Despite these lofty ideas, objectives and role of secondary education, a good number of students who have completed their secondary education but do not wish to continue with higher education are in dilemma as opined by Osuji (2018). This is because they are not well equipped with necessary skills to empower themselves. The training acquired at the end of secondary education seems inadequate to make the school leavers competent and self-reliant, hence cannot contribute to nation building in this 21<sup>st</sup> century. Some of the reasons for these short comings are considered below:

### **Inadequate Infrastructural Facilities**

Facilities include all the buildings and equipment in schools that aid teaching and learning. Administration of secondary school is becoming difficult due to inadequate infrastructural facilities (Alagbu, 2003). According to him, large number of secondary schools suffer an immense deprivation of facilities that aid teaching and learning. It has been observed that teachers' ineffectiveness in delivering their duties is attributed to inadequate provision of infrastructural facilities for effective teaching and learning. This kind of situation has consistently presented enormous challenges to school heads. Anderson (2015) observed that teaching and learning without materials is like chewing nuts without teeth. If the nuts are chewed at all, they will never be chewed well.

### **Inadequate Staffing**

Staffing is another part of administration. According to Obi (2003), staffing is the process of ensuring that competent employees are selected, developed and rewarded for accomplishing the organization objective. He went further to say that human resources are the lifeblood of an institution. Odia and Omofonmwan (2007) argue intensely that acute shortage of teachers can result in poor outcome in teaching and learning. They also called for a revitalisation of the education programmes in Nigeria through research, manpower training and development. Staffing is seen by many researchers as a vital part of the functioning of any organization, including a school. Nel (2012) posits that staffing is a technique used by an organisation to place the right person in the right position. According to Ikegbusi (2014) the success of secondary school administration depends on the availability of teachers. This implies that for proper running of a secondary school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives.

### **Poor Funding**

According to Ogba and Igu (2014), one of the biggest challenges of secondary school management and administration is poor funding. They stress further that the extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Insufficient funds often leads to large classes for teachers, skimpy libraries, very limited instructional materials, low-priced building construction and poorly trained teachers. Keller (2012) posits that insufficient funds to maintain schools and pays teachers' salaries are among other factors that militate against the smooth administration of secondary schools. The lack adequate puts enormous degree pressure on school administrators, because as Anderson and Lamby (2005) point out that there is a high degree of pressure on school heads to raise funds so that their schools are fully efficient. Keller (2012) writes that for a country with a large population [such as Nigeria], and a failing economy, the challenge of financing public education is huge.

### **Ineffective Supervision**

Supervision according to Ofojebe (2007) is a process of assisting, directing, stimulating, and motivating teachers to enhance teaching and learning in educational institutions. Lack of

supervision and monitoring of schools are regarded as the major drawbacks in the education sector (Muodebelu, 2008). She goes further to say that effective supervision is an important virtue that teachers should uphold effectively in the school system. A failure to appropriately supervise instruction on the part of teachers might result in the failure of supervisory programme, which is a critical factor for school administration. The person who is task with the responsibility of supervision is the school head (Adeyemi, 2010). Despite the fact that supervision is very important in evaluating the effectiveness of schools, it is disturbing to note that it is irregularly conducted (Ezekwesili, 2007). He however blames this poor response to supervision on insufficient vehicle for monitoring, poor funding for supervision and scarce number of qualified school supervisors.

### **Explosive Population**

Oni (2009) recounts the appalling state of over-population through the experience of a one-time federal minister of education in Nigeria thus: In one state capital, I witnessed an appalling situation, where three classes made up of a total of 200 children were sitting in the sun facing one blackboard. This perchance meant that as a result of over-population, school children could not be accommodated in the classroom, but study outside classroom location. In Nigeria, free primary education is indicated in the universal primary education review of 1985 (Amaghionyeodiwe & Osinubi, 2006). The sad development experienced from the free primary education is that both federal and local government have constantly failed to reflect the effect of an increase in enrolment in the school's physical facilities. The above assertion according to Ogba and Igu (2014) suggested when facilities are in short supply in schools increase in students' enrolment will be futile and disadvantageous.

### **School-Community Relationship**

A healthy relationship between school heads and their teachers can result in an increase in teacher job performance, reduced incidence of students' indiscipline and an improvement in school-community relationship (Ogba & Igu, 2004). School teachers should be made to understand that they can reach out to the school head with their grievances and obtain backing. In fact, Adeyemi (2010) opines that the way a school head relates with his or her staff has a positive or negative impact on the productivity level of the staff. In the same vein, the school head is in a solely in-charge as the administrator, who control school's resources for the purpose of attaining the aims and objectives of his school (Ikegbusi, 2014). Ayeni (2010) seriously asserted that in pursuit of quality teaching and learning, schools must see themselves as open systems deriving their energies from a network of relationships including those of host communities. He goes further to emphasize that good community relation enables the school to receive learning means, enabling environments and possibly, attracts capable and professional educationists from the community to the school. After all, on graduation, learners are released as outputs to their immediate communities. Anderson (2015) advocates that if a healthy relationship exists between the school and its host community, it becomes almost possible for the community to absorb the graduate, knowing fully well that they have followed the student's learning programme from day one.

## **Indiscipline**

School discipline is an essential element in school administration. The indiscipline problems in schools are ranked as a major problem among students of secondary schools in Nigeria (Olaitan, 2013). In fact, one of the reasons for the introduction of the universal basic education in Nigeria was the sharp decline in the morality of primary school children (Edho, 2009). The enforcement of discipline through corporal means is now criticized around the world. When teachers are not able to impose discipline as a result of conflicting values, they feel uncertified.

## **WAYS OF REALIZING POSITIVE IMPACTS IN SECONDARY EDUCATION**

### **Teacher Development Programmes**

Development Programmes are aimed at helping teacher overcome shortcomings that may have been part of teacher pre-service education and keep teachers abreast of new knowledge and practices in their field. The ongoing training for teachers can have a direct impact on student achievement. Development programme are avenues where teachers upgrade their skills, knowledge and competence by acquiring necessary skill needed to advance learning in their teaching service. These create opportunities for teachers to enhance themselves through several approaches prescribe by educational institutions to develop teaching staff.

Hence, effective development programme may take many forms; it should not be limited to informal off-site kinds of programmes. Dialogue and reflections with colleagues, peers and supervision, observation and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2002). However, much is unknown about the process of changing school performance, in spite of research on the topic spanning nearly 20years and large scale intervention, effort dating from mid-1980's ( Kowell & Hassel, 2005). In light of evidence on teacher development programmes in general, the suggestive evidence of human workforce turnover enabling low performing schools to improve the prescriptions for staff turnover in the education sector. These aimed at the approach to improving school implicitly rests on as assumption of static teacher and principal quality.

Moreover, improved performance in the turnover schools identified in the data outcome from which teachers and principal can be attributed. Development programmes are feasibly an alternative model turning a low performing school around, though such a strategy has not been as prominent in current turnover efforts. The efforts are on improving the entire stock teachers in the school to make them more productive than they have been previously. There are various designed for teacher while in service to expose them to new methods of teaching and acquire knowledge that will boast their teaching abilities. These programmes, are peculiar to the school system; such are conferences, workshops, seminars, online course, monitoring and peer observation, inset programme, implementation, collaboration and partnership, professional development network and material development.

Therefore, development programmes are very important to principals and teachers in school and needs to be staffed with qualified and competent teachers who are charged to carry on teaching of students. Elton and Manwaring cited in Delaney (2005) argued that development programmes are systematic identification viewed and anticipated needs of an organization and its members to fine turn development programme that are needed. Also, it is observed that, there are increase enrolments of pupils with no correspondent in the employment of teacher. Thus, this

has led to the employment of non-profession teachers who are less skilled and knowledge (Oloyede, 2008). There is every need to retain these non-professional teachers on the rudiments of classroom activities to reduced shortage of skills and knowledgeable staff.

Teachers are media agents to problem solving and inventions in classroom and school curricular. So they need to enhance their skills and knowledge through development programme. Lunenberg and Orstein (2008) stated that, improved professional development techniques can be reading, case discussion lecture simulation, behaviour, modelling sensitive training and vestibule training. Conclusively, development programme will continue to search for relevant knowledge and to gain skills.

### **Promotion of Job Rotation**

Job Rotation is an administrative methodology where workers are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to all verticals of an organization. It is a pre-planned approach with an objective to test the employee skills and their competencies in order to place him or her at the right place. In addition to it, it reduces the monotony of the job and gives them a wider experience and helps them gain more insights. The most common redesigning strategy is to do it through job rotation. Rotating jobs give workers the opportunity to utilize a variety of skills, and perform different kinds of tasks. Move the workers through a variety of jobs that allow them to see different parts of the organization learn different skills and acquire different experiences.

This can be highly motivating, especially for people in jobs that are repetitive or that focus on only one or two skills. In academics, job rotation is moving a teacher from one course to another within his area of specialization. This entails teaching students in a level higher than the one originally assigned and a teacher who taught same courses for many years would not have challenges as they would with rotation of jobs. Teaching junior students and senior students can give the teacher more variety and allow them to use variety of skills in carrying out their jobs. An academic staff teaching JSS3 students could be promoted to handle SS2 students in order to experience changes in preparation of lesson notes and use various skills to do the teaching. The aim is to keep the teacher from getting bored teaching one subject since they would move round different age groups, grade levels and different subjects. Changing jobs changes a person and his job. Job redesign should not cause a person to feel being intimidated by changes. Taylor as cited in Peretomode (2006) posited that altering workers and their work should be in a way that placed the needs of the organization in opposition to the needs of the workers who perform the work.

It should follow that the enriched job should not be in a manner that such a person who cannot perform is stripped away from their job. That is to say that Job rotation is a well-planned practice to reduce the boredom of doing same type of job every day and explore the hidden potential of an employee. The process serves the purpose of both the management of the workers. It helps management in discovering the talent of employees and determining what he or she is best at. On the other hand, it gives an individual a chance to explore his or her own interests and gain experience in different fields or operations. Job Rotation has the following Objectives as noted by Sushil (2014):

- **Reducing Monotony of the Job:** The first and foremost objective of job rotation is to reduce the monotony and repetitiveness involved in a job. It allows employees to

experience different type of jobs and motivates them to perform well at each stage of job replacement.

- **Succession Planning:** The concept of succession planning is ‘Who will replace whom’. Its main function of job rotation is to develop a pool of employees who can be placed at a senior level when someone gets retired or leaves the organization. The idea is to create an immediate replacement of a high-worth employee from within the organization.
- **Creating Right-Employee Job Fit:** The success of an organization depends on the on-job productivity of its employees. If they’re rightly placed, they will be able to give the maximum output. In case, they are not assigned the job that they are good at, it creates a real big problem for both employee as well as organization. Therefore, fitting a right person in right vacancy is one of the main objectives of job rotation.
- **Exposing Workers to All Verticals of the Company:** Another main function of job rotation process is to exposing workers to all verticals or operations of the organization in order to make them aware how company operates and how tasks are performed. It gives them a chance to understand the working of the organization and different issues that crop up while working.
- **Testing Employee Skills and Competencies:** Testing and analyzing employee skills and competencies and then assigning them the work that they excel at is one of the major functions of job rotation process. It is done by moving them to different jobs and assignments and determining their proficiency and aptitude. Placing them what they are best at increases their on-job productivity.
- **Developing a Wider Range of Work Experience:** Employees, usually don’t want to change their area of operations. Once they start performing a specific task, they don’t want to shift from their comfort zone. Through job rotation, managers prepare them in advance to have a wider range of work experience and develop different skills and competencies. It is necessary for an overall development of an individual. Along with this, they understand the problems of various departments and try to adjust or adapt accordingly.

## Promotion and Use of New Methodology

The new methodologies are not just instructional strategies, they are powerful models of teaching and learning, enabled and championed by increasingly pervasive digital tools and resources, taking hold within learning environments that measure and support deep learning at all level of the education system. Pedagogical approaches are often placed on a spectrum from teacher-centered to learner-centered pedagogy. Teacher entered pedagogy positions where the teacher is at the center of the learning process and typically relies on methods such as whole class lecture. The teacher assumes responsibility for making decisions about what would be learned, how it would be learned, when it would be learned, and why it is of value to the learner. Nations around the world are currently embarked in deep reforms of their education systems. One of the most substantial changes introduced relates to dramatic transformation in the types and nature of learning outcomes expected from students.

There are tremendous reasons why new methodology is necessary in the scope of learning and teaching in recent times, but the prime is to enable the leaner and teacher to be creative and innovative in the method of teaching and learning in order to prepare them for the 21<sup>st</sup> century world.

Therefore, the learners here should be taught in such a way that they are able to develop the required knowledge and skills for creativity, creation of employment (self and others), and creation of wealth through entrepreneurship. Ambitious learning goals, including both academic and non-academic outcomes have been set in many countries (Todd, 2010). To facilitate the roles of the teacher's job performance and accomplishment of vision 2020 the teacher need to embrace new methodology. Therefore, the teacher must meet the global demand for effective job performance through training and retrained in new methodology.

Pope and Golub (2000) in Akabogu (2006) assert that he must be ready to step into the status quo as well as to advance the teachers profession by infusing technology into teaching.

### **Maintenance of School Library**

The information resources in our school is very vast and fast growing. It is important for both teachers and students to be aware of the formal processing strong and use of the library resources. Teaching and learning mostly takes place in the classroom. However, a reasonable amount of the materials needed for effective teaching and learning are found in the library. The school library provides basic ancillary services that should be provided by any didactic institution (Agabi & Okrie, 2002). Books in the library are made appropriate for the age and level of the learner. The needs of the students and teachers must be captured when setting up a library. The library is made of books and non-book materials such as records, files slides and artifacts. The library plays a major role in the enhancement of learning and teaching activities which takes place in the classroom.

Maintaining the library involves sweeping, dusting, mopping, scrubbing and washing and replacement of old books with new stocks. It also include fire prevention activities, repairs of electrical systems, prevention of theft and preventing unwanted cost of rehabilitations. The time it takes for a library structure to become obsolete and outdated is a function of the quality of the original construction and materials as well as the quality of maintenance and housekeeping (Knezevich, 1975).

Some of the widely acclaimed roles of library include but not limited to; Providing enough opportunities for slow-paced children learning, encouraging and developing the reading ability of individuals by providing a wider area of materials to enhance what has been taught, Improves the interest of students to find out more knowledge stored in books, developing independent reading habit among children, etc.

### **Introduction and Promotion of Incentives**

Incentives are various forms of encouragement given to motivate one to take action. Giving of incentives are major aspects of enrichment and motivating teachers to work. They are the direct and indirect benefits offered to teachers as intrinsic motivators. Put in other words, they are the application of additional inputs that shape the education process to achieve the eventual outputs of education in desirable ways. Incentives are an external persuading factor that encourages the motive which positively directs the individual into working harder, matching the required performance in the institution, as to get the incentive. Incentives are also defined both as methods used by institutions to encourage employees to work with high spirits and also as concrete and moral methods of satisfying the individuals' moral and material desires. Palmer (2012) defines incentives as the external temptations and encouraging factors that lead the

individual to work harder; they are given due to the individual's excellent performance since he will work harder and produce more effectively when he feels satisfied in the institution. In addition to this, incentives can also be defined as the consideration of the excellent performance, assuming that the salary is enough to make the worker appreciate the value of the job that also satisfies his basic needs in life (Palmer, 2012).

Incentives have particular relevance for teachers and can be monetary incentives (direct and indirect), non-monetary incentives and perverse incentives. Monetary incentives can either be direct or indirect benefits. Direct monetary incentives refer to salary and allowances that teachers receive for their work. The most direct and effective way to increase the number of secondary school graduates entering teaching and to encourage those already in teaching to remain as teachers is to increase salary to a level that makes teaching more attractive than alternative career options. While raising salaries is an effective incentive for building a more qualified teaching force, it is not very useful for shaping the specific behaviors of individual teachers. Provision of incentives is one of the practices principals' engages in to encourage teachers and students in teaching and learning process in secondary schools. Incentive is the use of any strategy or factor to incite greater effort towards the attainment of pre-determined goals and objectives of the school. Incentives are used by organizations in order to reach certain goals, encourage a certain behavior and team-spirit for collective high performance (Atambo, Kabare, Munene & Mayogi, 2013). Effective school leaders also provide incentives for teachers and students to improve the quality of teaching and learning activities in school (Mehmet & Yan, 2017). Students will perform better when they are handled by the teachers who are well motivated in terms of incentives and remuneration.

Allowances given to teachers are cash incentives, but tied to the specific action that education officials are trying to encourage, such as teaching in a double-shift school or taking that remote assignment. When the teacher leaves the position to which the allowance was tied, the allowance ends. Consequently, allowances have two advantages over just increasing salaries: (a) allowances have less impact on the recurrent education budget of a country, and (b) they can be more directly tied to the specific behavior that education officials are trying to encourage. Indirect monetary incentives include all the other financial resources offered to teachers. These might include: (a) professional support such as initial and ongoing training, teacher guides, resource books, instructional supervision; and (b) personal support such as free and/or subsidized housing, food and transportation.

Non-monetary incentives: Given the choice between monetary and non-monetary incentives, most teachers want the money. However, the education budgets of many countries are severely constrained, limiting governments' use of direct financial incentives. Consequently, there has been an intense search for low-cost or non-monetary benefits that still have sufficient incentive value to shape teachers' behavior. For example, effective incentives include public recognition, respect from peers and supervisors, and promises of preferential next assignments.

Perverse incentives: Incentives are not always positive. Some can operate in perverse ways. For example, the widespread reliance on private tutoring has emerged as a major problem in some countries, such as Egypt and Cambodia. Many teachers supplement their income by offering special instruction for those students able to pay. This has created a negative incentive, as teachers have a financial motive to withhold their expertise during their regular teaching as a way of encouraging students (and their families) to invest in remediation outside of school hours. Improving their classroom teaching could jeopardize their income flow (Chapman and Miric

2005). Monetary and non-monetary benefits identified having potential incentive value. She organized these under the general categories of remuneration, instructional support and working conditions.

Education and government decision makers have exhibited intense interest in identifying specific actions and/or benefits they might use as incentives to encourage valued teacher behaviors. Vegas and Umansky (2005) suggest nine types of actions that can operate as incentives in attracting teachers, retaining teachers, or in encouraging more effective teaching. These include intrinsic motivation, recognition and prestige, salary differentials, job stability, pension and benefits, professional growth, adequate infrastructure and teaching materials, subject master, and responding to stakeholders.

The morale of a teacher is a fragile thing, because the value of a nation's education is premised on the quality of teachers, therefore, it needs a lot of attention by school administrators and the society at large (Akinfolarin, 2017). Principals' provision of merit award, bonuses, in-service training, equipping of staff offices and recognition of outstanding staff could encourage teachers' regularity and punctuality in school, preparation of their lessons, attending classes as scheduled and effective delivery of their classroom instructions.

Similarly, Ashraf and Mohammad (2014) pointed out that stability of work, participating in decision-making, commitment, pertinence, recommendation for promotion and appreciating employees (teachers) by thanking them are forms of moral incentives. Principals' appreciation and thanking speeches directed to outstanding teachers during staff meetings serve as incentives for higher performance in classroom instruction delivery. It is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration, is bound to be dedicated to his teaching so as to bring about the needed learning on the part of students (Money, cited in Imo, 2013). However, experienced and newly recruited teachers require on-the-job training to improve on their performance. Training in form of in-service educational programmes, seminars, workshops and teachers' group discussion among others, serves as incentives to teachers.

Similar to this, Bello and Adebajo (2014) asserted that training contributes not only to the effectiveness of the attainment of organizational goals but also serves as a potent instrument of motivating people and influencing behaviour in an organization. Also in support, Ezeani and Oladele (2013) pointed out that training could provide a number of benefits to teachers. These benefits include updating teachers on changes in the field of education, improving their classroom management and teaching skills, enhancing their positive attitude to work as well as motivating them for better performance for school improvement. They maintained that teachers in Oyo State seem to be disgruntled due to the low level of incentives in the State. This seems to limit their dedication and commitment to instruction delivery. The teachers' unwholesome attitude towards teaching seems to have condensed the students' to learn. Provision of incentives to students is very essential in the teaching and learning process. Provision of incentives to students is concerned with creating conducive learning environment. However, students' incentives could be tangible or intangible. They may be verbal (praise) or a present in form of gift (Anyafulude, 2009).

Tangible incentives can be in monetary form or gift items or awards for outstanding performance, while intangible incentives entails acknowledging students' performance by praising them in public, and elevating them to the post of school prefects among others. Incentives make teaching and learning experience more enjoyable thereby encouraging students to study harder. School managers must identify the appropriate form of incentives that will best

motivate teachers and students for instructional improvement. Similarly, Bello and Adebajo (2014) pointed out that in a school system, it is necessary for the administrators to develop the most suitable incentives and good reward system which could be financial and non-financial. Students have been known to meet the teacher's challenges or expectation and produce excellent work just because they expect adult's (principal's) praise or incentives (Ilegbusi, 2013). Applauding outstanding students during school assembly is one of the powerful incentives which are the gate-ways for better performance.

Principals' award or gifts to outstanding students during instructional supervision encourage better performance. Award or gifts may be simple like sweets, stickers on paper or any gift (Asifa & Kamal, 2013). Students' feeling of being rewarded for outstanding academic performance increases their motivation and zeal for better performance. These awards or gifts are to inculcate in students positive behaviour or attitudes towards learning which will contribute to attainment of educational goals and objectives. To support this, (Ilegbusi, 2013) stated that incentive practices provide direct and short-term reward for students' achievement and their efforts and increase students' extrinsic motivation to learn in such a way as to achieve the objectives of the school. Also, arrangement of field trips by the principals could serve as incentives to students and this is likely to increase their interest in teaching and learning process. Field trips expose students to first-hand information and make learning interesting and memorable to students. To renew the interest of students in learning, field trip is very necessary (Asifa & Kamal, 2013).

School improvement is about enhancing students' achievement through focusing on teaching-learning and the conditions which support it (Ashiq, Naseer & Nasarullah, 2014). Principals should often maintain focus on practices that could help facilitate effective teaching and learning process to ensure instructional improvement which according to Akinfolarin and Rufai (2017) is the act of making progress in instruction delivery for better academic achievement. School improvement is concerned with strengthening learning and other related conditions toward bringing about higher students' performance (Nnebedum & Egboka, 2017).

In the context of this study, school improvement involves the provision of management practices, good leadership, creating enabling environment and motivating teachers and students for better academic achievement. School improvement is about experiencing a progressive change in teaching and learning process leading to better academic performance of students. Several input factors such as teachers' and students' incentive practices, quality assurance strategies, availability of resources, good leadership and other management practices are the ingredients of school improvement. School leaders must provide the necessary resources and incentives to enhance effective teaching and learning in order to ensure school improvement.

### **Maintenance of Classroom**

This is one of the most factor in realizing positive impacts, hence classroom is a unit of the school plant where teaching and learning activities takes place on a daily basis for onward transmission of knowledge for those committed to it, and therefore it is necessary to carry regular maintenance activities to keep it from deteriorating. The classroom is seen as a social system made up of individuals, guided by roles and regulations and maintains a two-dimensional system of interaction between students and between students and the teacher. Agabi and Okorie (2003) pointed out that the classroom has an input component, transformation process, output component, feedback component and a system environment.

For a classroom to be effective for teaching and learning, some form of management practices must be carried out. Classroom management involves the total process of conducting the classroom instructional process in a manner that the basic objectives of the instructional process are optimally achieved within the content restraints. This demands resourcefulness and creative capability on the part of the teacher. The basic classroom task is teaching and learning for achieving optimal results through proper planning, implementation of plans and control of exigencies and so, students must be provided with the required needs for improving their academic performance.

Discipline is an integral part of classroom maintenance. Disciplines of students have attracted a lot of archetypal writing as to what constitute adequate discipline for students (Agabi & Okorie, 2002). Maintaining disciplinary action over students contributes in keeping them in check to promote self-positive comportment among them.

In some instance, learning may not take place due to obscure methods of communication. Communication must be effective to enhance proper learning outcomes else the essence of interaction will not be achieved. Classroom maintenance also constitutes the health and safety of students in which the teacher needs support to be effective, hence adverse health condition negatively affects the students' academic performance. The support of parents in playing their role of checking out for challenges faced by their children will save the teacher the trouble of emergencies.

## **IMPLICATIONS OF QUALITY TEACHER IN SECONDARY EDUCATION**

Education is the key to socio-economic emancipation of sustainable living, therefore all efforts should be channeled towards realization of the secondary school objectives. Good enough that the curricula have been reviewed and emergent issues and global challenges integrated, the next question is "are the teacher's knowledge and skills who are the drivers of these objectives and curriculum updated? To achieve quality education and enhance the production of global citizens who are capable of bringing socio-economic transformation, good leadership skills and quality teachers are needed to drive in the objectives.

Quality teachers elicit and encourage the spirit of competitiveness amongst students to take on tasks that seems beyond their capacity to grasp, to discover and develop their talents and take responsibility for their actions. Teachers are curious, imaginative, empathetic, humorous friendly and have acquired the 21st century skills needed in teaching and learning.

The teacher, teaching method, and infrastructural facilities are major factors that influence curriculum implementations in Nigerian secondary education (Obanya 2007). The importance of teachers in curriculum planning, development and most importantly implementation cannot be overemphasized. Teachers most times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in areas like vocational and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. In some areas in Nigeria, there remains an acute shortage of specialist teachers for Introductory Technology, Creative and Cultural Arts, Local Crafts, which are manifested in the poor implementation of the curriculum.

In a study conducted by Amugo (1997) showed that there exists a significant relationship between the availability of subject teachers and implementation of skilled-based secondary

school curriculum in Nigeria. In the same way Amugo (1997) suggested that quality and quantity of teachers in Nigerian secondary education significantly affect the implementation of curriculum in Nigeria. The poor execution of the secondary education curriculum in Nigeria has caused the missing link between the goals of education and the achievement of the goals; there is also a breach between education for self-reliance and education for socio-economic emancipation and global citizenship (Osuji & Amie-Ogan, 2017).

## **WAY FORWARD TO ACHIEVING SECONDARY EDUCATION THAT WILL MEET THE 21<sup>ST</sup> CENTURY DEMANDS**

To achieve and remain in the part of achieving 21<sup>st</sup> century demands, our secondary education must be managed in such effective and efficient ways to make the graduates relevant by providing them with necessary knowledge and skills that will empower them socio-economically and make them become responsible global citizens who can take joint actions and reach their desired goals.

This can also be attained through the establishment of effective business incubation centers by school managers, encouraging partnerships between industry and academic and placing career counseling offices that should work on intellectual and professional development of the graduates during the course of their studies in order to prepare them for future challenges. Our education managers should integrate educational travels, excursions, field trips to mention a few in the curriculum, which will help the children acquire such skills as problem-solving, communication, collaboration, adaptability, cross-cultural awareness which are relevant to individuals and help them to face the challenges of the 21st century.

The National policy on Education (2013) makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular inspection and continuous supervision of instruction and other educational services. Anukam (2009) opined that the nation is finding ways of improving supervision of schools in the wake of assumed falling standard of learning, increased school enrolment, and increased recruitment of unqualified teachers. The author emphasized the importance of supervised instruction in schools as a correlation of students 'positive' academic performance.

## **IMPLICATION OF SECONDARY EDUCATION FOR GLOBAL CITIZENSHIP**

It is the primary duty of secondary education to produce school leavers who will fulfill the national, social and economic needs of the country. In this regard, the role of school managers in the administration of the secondary education becomes very important. Education plays a key role in the development of human capital that subsequently brings about the establishment of sound economies and harmonious communities. There is an immediate need to initiate radical educational reforms and administrative strategies to address the outlined challenges of secondary school education like inadequacy of teaching staff, inadequate funding and infrastructure and capacity building. Educational management in secondary schools should focus on creating an entrepreneurial and vocational culture among their graduates to empower them economically and to become global citizens.

Global citizens identify themselves with being part of an emerging world community and whose actions contribute positively to building of community values and practices. Citizens who are responsive to world community based on shared identity, democratic governance, gender

equality, environmental sustainability, eradication of poverty and defend human rights. Anderson (2013) noted that in becoming a global citizen, it goes beyond having fundamental skills of literacy and numeracy, transferable skills such as problem solving and leadership skills, technical and vocational skills that impact specific technical know-how are also needed. To do this, our secondary education must be managed in such effective and efficient ways to make the graduates relevant by providing them with necessary knowledge and skills that will empower them socio-economically and make them become responsible global citizens who can take joint actions and reach their desired goals.

This can also be attained through the establishment of effective business incubation centres by school managers, encouraging partnerships between industry and academic and placing career counseling offices that should work on intellectual and professional development of the graduates during the course of their studies in order to prepare them for future challenges. Our education managers should integrate educational travels, excursions, field trips to mention a few in the curriculum, which will help the children acquire such skills as problem-solving, communication, collaboration, adaptability, cross-cultural awareness which are relevant to individuals and help them to face the challenges of the 21st century.

## **CONCLUSION**

The development of societies and economies is interlinked with the growth of education. Proper management of secondary education systems in Nigeria for socio-economic emancipation and global citizenship cannot be achieved without proper re-examination of the secondary school curriculum and implementation strategies, leadership practices, teacher quality, adequate infrastructural development, adequate funding of the educational sector. Proper implementation of laudable educational policies to meet the emerging trends in global education is absolutely necessary.

## **Suggestions**

The indispensability of secondary education and its widely acknowledge impacts in this 21<sup>st</sup> century cannot be disputed. Be as it may, the following suggestion are given:

- There is need for the Secondary and Technical Education Boards to organize seminars and workshops for principals and teachers. Such workshops and seminars should be handled by experts who are current in school administration.
- There is need for government to improve the conditions of service of principals and teachers.
- Recruitment of staff should be widely publicized to enable the Secondary and Technical Education Boards to select competent and well qualified teachers.
- Government should also pay salaries regularly to avoid distracting principals from their administrative duties. Such distraction could hamper the effective performance of the principals.
- Government should provide school administrators with the necessary infrastructural facilities, equipment and materials for effective performance of their duties.

- Secondary education managers in Nigeria and beyond have to re-think and re-design some of their policies to meet the socio-economic situation of 21st century and the global world educationally.
- There should be a total paradigm shift from theoretical to practical secondary education that prepares, empowers and equips young minds to face the 21st century challenges globally through entrepreneurship, technological, innovative and creative education that would not only empower them socio-economically but make them global citizens

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