

REVAMPING EDUCATIONAL ADMINISTRATION FOR SUSTAINABLE DEMOCRACY AND NATIONAL DEVELOPMENT

Obianuju Adaobi Mbonu* & Udensi, Ukaku Solomon**

Abstract

Educational administration is the key to the overall development of educational system in the country. However, it requires revamping for it to achieve sustainable democracy and national development. This is because the quality of its input determines the quality of its product. As a result, nations of the world owe their level of development to the quality it offered to its citizens. Unfortunately, the products turned out of it, do not bring in the much needed expectations and aspirations for the revamping educational administration, sustainable democracy and national development in the society. This paper therefore conceptualizes delivery of quality education in Nigeria by examining the concepts of administration, administrator, educational administration, sustainable democracy, development and national development. The researcher discovers to their dismay that, revamping educational administration has not been given the necessary attention it deserves by government to ensure that the necessary human and material resources needed are procured and managed for sustainable democracy and national development to be assured. The paper concludes that, revamping educational administration is not possible in absence of sustainable democracy and national development. This calls for restructuring of educational administration curriculum in order to achieve effectiveness in instructional delivery.

Keywords: Revamping, educational administration, sustainable democracy, national development, administrator

Introduction

Education is the best legacy which any meaningful and progressive society can bequeath to her citizens. A nation that fails to educate her citizens, denies them sustainable means of livelihood, as education is generally accepted as a major motivating factor in national development. This is because, education under a well thought out democratic institution, is the bedrock of the development of the country as it remains the biggest instrument for academic progress, social mobilization, economic empowerment, political survival and effective national development of the country .

The onus therefore lies on the revamping of educational administration to achieve the aim of building a free and democratic society, a just and egalitarian society, a united and self reliant nation, a great and dynamic economy, a land of bright and full opportunities for all citizens as stipulated in the philosophy of the Nigerian education under the National Policy on Education (FRN 2004; 2013). This stem from the fact that, in the educational discipline, the emphasis of educational administration is how to revamp, develop and update education so that teaching and learning process can be realize and used to achieve educational objectives. It is against this backdrop, that this paper is designed, to determine how educational administration can be revamp for sustainable democracy and national development to take place.

The Concept of Administration

Administration is a social process concerned with identifying, motivating, controlling and unifying formally and informally organized human and material resources within an integrated system designed specifically to accomplish predetermined goals. The main work of administration, Nwankwo (2009) noted is to get things done in order to achieve definite goals and purpose. According to him, this is the main thrust of all administration. Without people and group to formulate goals and objectives, the overall accomplishment of set out objectives will be elusive.

Administration in an organization, school, industry or church) is therefore the central nervous system that propels all organization process whether in education or industry.

As a part of management, administration is a careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of specific objectives (Nwankwo, 2009). This means that administration is the process by which goals are achieved through collective and cooperative human effort in a suitable environment; Management on the other hand, is a means through which action is taken for the good of the organization. That is the reason why Holye (2003) described management as a continuous process through which members of the organization seek to coordinate their activities, using the resources at their disposal in order to fulfil the various task of the organization as effectively as possible. Although management is a concept which is synonymous with administration, the task performed by both of them is same but the degree of performance differs. Management is more involved with policy making than policy execution while administration is more concerned with policy execution than policy making. What is common to both concepts is that in every organization, they function as policy makers and policy executioners and implementers. For instance, in a secondary school, the principal makes the policy while the teachers execute them. At this stage the principal is the manager who makes the policies while the teachers are the workers who carry out the directives of the executing the policies.

Who Is An Administrator

An administrator is one who heads an organization. In school organization, an education administrator is one who head a school and goes by the name headmistress, headmaster, principal, provost, rector or vice chancellor. Their main function is execution and implementation of government policies and programs. They are thus, referred to as school administrators or an administrator. This means that an administrator is the chief executive head of an organization (Jaiye Oba, 2006). He coordinates, plan, organize, order and discipline all staff and their activities, he concluded.

Educational Administration

The concept, educational administration is a specialized activity which requires the smooth running of the whole educational enterprise composed of human and material resources in an organized manner to constructive and fruitful direction. According to Afimangbo and Nwokocha (2013) and Unachukwu and Okorji (2014), educational administration is the process that involves comprehensive effort to achieve some specific educational objectives because it deals with policies and practices peculiar to education system. This will involve prudent management of scarce and available resources as well as high degree of accountability on all organizational members. The main objectives Sidhu (2004) noted is to execute plan, direct line of action, supervise what is done and advise on the right work to be done. Others he noted include; stimulation of work efficiency, exploration of new approaches, leads learners' activities and assist in ensuring that all is done in the field of education.

Thus the nature and scope of educational administration is therefore wide and vital to the general administration of the school. It takes into account all types of activities that take place in the field of teaching and learning. This is why Campbell, Bridges and Nystrand (2010) categorize this broad area into six and referred to the classification as the task or operational areas of educational administration. They include school, community- relations, curriculum and instruction, staff personnel administration, student/ pupil personnel administration, physical facilities and equipment and school business management. All activities of the school is therefore centred on them and management in this regards The main function of educational administration is therefore to ensure that sound policies, goals and objectives are formulated in school and the methods of its objectives. To this end, necessary resources, organizations and coordination of school activities by school

administrators is needed to ensure that these objectives are efficiently and effectively managed, utilized and evaluated so as to integrate the school and its activities into the set up of the society. All these functions Nwankwo (2009) noted, can only be achieved, if education managers are knowledgeable in theories, principles, concept, techniques, skills, communication, motivation, budgeting, community-relation, methodology, use of instructional materials and management of infrastructural facilities and equipment for the well being of the staff and functioning of the educational institutions.

Sustainable Democracy

Revamping educational administration for sustainable democracy will therefore require total improvement of the entire educational system in Nigeria from federal, state and local government areas or better still, from nursery, primary, secondary to tertiary institutions. This will involve strengthening the institutions responsible for the day to day organization, administration and management of educational institution so as to make it sustainable under our present democratic dispensation. This is because sustainable democracy is enthronement of equality of educational opportunities in which individuals are allowed to attain any possible height in educational system without any fear or favour within the ambience of their ability. This is the only way to guarantee a free and democratic society without any attendant impediments

To have sustainable democracy that will help revamping educational administration, need freedom of opinion where everyone is, to air his view within the ambit of the law. Those that receive education should not be discriminated against on the basis of race, tribe, religion and creed. This is because we cannot say we are building a united and strong nation under democratic rule when some state government either bar or impose or send out students from other states from their school because they are not indigenes of the state. For educational administration to help sustain democracy it must not be seen as barrier because of sex but seen as one in which every child and staff must be given the necessary opportunity to participate in decision making process in the school so as to gender trust, loyalty and efficiency. To this end, students in educational system should be taught and directed in such a way that they can participate effectively in the development of the society through democratic rule by making use of the knowledge and skills they acquired from education (Ogbonnaya, 2018).

That is why writers of democracy and democratization has over the years emphasized on the importance of political education as the only feasible tool for sustainable democracy. This is because political education in democracy encourages loyalty to the nation and not a process confirmed to impressionable years of childhood but one that continues throughout adult life (Ball, 2014). This means that without educational administration, the citizens of the country would not be able to sustain democracy and national stability of the society. This implies that sustainable democracy is the pre-requisites to national stability and desirable leadership can only be achieved through education for democracy.

It is against this background that one must hasten to point out that there is need for our political leaders to reconsider their positions and promote our democracy; so far their interest is directed at how much to gain from certain education policy decisions rather than the interest and welfare of the generality of the people (Ogbonnaya, 2018). However, it is pertinent to note here that, the popular conception that democracy can only have positive meaning in the society, If the Nigerian political class will take sustainable democracy a little more seriously and electorate becoming more educated ever than before, if political education is introduced in our educational system.

This stem from the fact that democracy in Nigeria has had a chequered history. This is because our leaders who are operating it have been under democratic in their posture and actions. Their main concern is to control power at all cost and dispense it to the neglect of the very people whom they are supposed to represent. This is based on the promises that politicians have come up with different

education laws, policies and programmes that were not intended for sustaining education but to serve as conduct pipes for the siphoning of the nation's wealth in the names of sustaining democracy.

Perhaps, this may be the reasons why Hornby (2020) defined democracy as government by all the people of the country usually through representative government by the process of election. It is also, government of the people based on the majority rule. To Oguna (2019), it is a government in which the will of the majority prevails over the minority peoples vote. It is also a government where the power of the electorates is supreme through periodic election held every four, five, six or seven years depending on the country's electoral system or constitution.

Democracy all over the world, Nigeria inclusive, is characterized by freedom of speech, religion and freedom of expression or political opinion. That is why former president of United States of America (USA) Abraham Lincoln defined it (democracy) as the government of the people, by the people and for the people. This means that it's the people that determine how education can be run in a democratic setting based on their consent, needs, expectations and aspirations. This is based on the constitutional provision of the land, hence the saying that, the constitution of the country is supreme above any other laws of the land. This implies that, rule of law, constitutionalism, separation of powers, fundamental human rights, political participation, delegation of legislation, representative government, centralization and decentralization is the major principles of democracy in Nigeria and the world over. These principles Oguna (2019) and Ojo (2020) noted are geared towards ensuring that no arm of government can laud it over the other but must represent and protect the interest of each other as an agent or party to democratic rule. That government action is good or bad depends on how these principles of democracy is being use in the dispensation of justice, rule of law, separation of powers and application of fundamental human rights. This is to avoid tyranny, guarantee individual liberty, prevent arbitrary rule and oppression (Ogbonnaya, 2018).

Revamping educational administration for sustainable democracy in Nigeria therefore will help develops in individuals those values which make for good citizenship such as honesty, selflessness, tolerance, dedication, hard work and personal integrity, all of which provide a fertile ground from which good leadership potential are groomed (Kingdom and Mackae, 2013). For educational administration to accomplish its aims and objectives under democratic rule, Obasanjo (2012) noted, it must train individuals to relate and interact meaningfully with others in the society to appreciate the importance of active participation in governance through political education for human progress. Such political participation in democracy must be geared towards the needs, expectations and aspirations of the people as it affect educational organization, administration and management.

This is in agreement with National Policy on Education NPE (FRN,2013) which states inter alia that, efforts shall be made to relate education and democracy to overall community needs. This shows that, if education is to contribute to the development of the country in a democratic setting, it must embrace all facts of the society in terms of social, economic and political development of the nation. This brings us to the issue of development.

Development

Development as a concept means growth towards the direction of modernity that will improve quality of life of the people. According to Oguna (2019) and Agu (2020) it is the process of acquiring capabilities that will enable the system to cope with new challenges and changes that are inevitable in a world by generating new ideas, ideals, and facts from education. Development according to Udensi (2020) involves the effective processing and utilization of available resources such as material and human resources as well as monetary resource. For Lawal and Oluwatoyin (2011), development is not only essential for economic growth and development of a country but for equitable distribution of available scarce resources, provision of free and egalitarian society where

people are free without molestation to air their views and have opportunities for unrestricted education.

From the foregoing we can deduce that development is of three aspects in a society = as a process, an interaction and as an action. It is not the number of imported cars, flyovers, constructed road facilities, video equipment but rather authentic development of human and material resources in the country to enhance growth of health care, education, housing and other essential services aimed at improving quality of life of the citizenry. This can only be achieved through education of the citizens of the country in science and technology.

National Development

National development as a concept is the development of man and the people, who will drive at the appropriate time and gain from the development. According to Gboyega (2003), Oguna (2019) and Udensi (2020), National development is the ability of a nation to improve the quality of life of its citizens and identifies its literacy rates as latitude through the knowledge and skills acquired from education. For National development to be achieving a strong political will on the part of the government should therefore be demonstrated at various levels of government by repositioning of educational administration for wealth creation through adult and non-formal education and restructuring its curriculum to include entrepreneurship education and in-service education. These qualities and characteristics are the necessary instruments needed for the achievement of educational development objectives in the country. This is because the man is responsible for initiation and direction of educational policy because he possess certain qualities and characteristics such as respectable personality resulting from his knowledge and skills of educational administration which assist him to organize available resources and utilize it to sustain democracy and national development (Gboyega:2003)

In essence, the man in educational administration operates at four levels- directive level, organizational level, exceptional level and planning level. To carry out these four functions efficiently and effectively, he must possess qualities and characteristics which involve self criticism and self justification of performance through self- evaluation of its own activities by means of choice and alternatives in the use of available scarce resources. In other words, the man must be guided in his administration by ethics, aesthetics, methodology and the fundamental principles guiding its operations.

The job element of educational administration is the activity which he needs to perform for the successful execution of the aims and objectives of sustainable democracy and national development. This aspect of his job as an administrator will entail him knowing or having the knowledge of coordination, function of provision of adequate skilled manpower through the process of education. It requires systematic plan, organization, coordination, industry, discipline and self sacrifice to be able to effect a radical transformation of the society.

Thus, national development can be summarized as a process by which a series of qualitative and quantitative principles adaptive capacity of the nation is increased which results in the transformation of overall national life through dynamic national government leadership, rational thinking, systematic planning, active involvement and participation of people in political activities (Oguna, 2019). This is why political thinkers like Asoyede (2009), Nnoli (2012) and Oguna (2019) regarded national development as a systematic national transformation which is concerned with the fulfillment of the necessary conditions for the realization of the entire human personality and society. This they noted is because, national development activities encompasses other branches of development such as health, education, economy, politics, religion and scientific developing and their roots are traceable to the type of education in the country.

Summary

Our discussion above has revealed that, to educate people will involve revamping educational administration for sustainable democracy and national development. This is because educational administration consist of three main dimensions, namely, the man, the job and the environment. In considering the man for sustainable educational administration, democracy and development, one must look at his qualities and characteristics. These two elements of the man, involves his personality, knowledge, skills, values corporation, channel of communication, discussion participation, control and human relation approach to issues affecting his ability to organize, administer and manage both human and material resources available to him. These elements or administrative principles are vital for effective execution/ implementation of a particular assignment or job given to him.

The environment is the other aspect of educational administration. His ability to use it efficiently and effectively to carry out his daily activities is crucial in his administration. This consists of infrastructural facilities and equipment and instructional materials. It also involves the society, the entire education system and the physical environment. The society has certain aspirations, needs and expectations of the educational administrative organization which involve conformity to its norms, values and culture of the society. To satisfy these needs of the society, educational administration for sustainable democracy and national development want administrators to use available human and material resources to revamp education system in Nigeria. This they can do through proper organization, administration and management of all education structures, laws and regulations as well as maintenance of education standards and objectives.

This is because such institutional set up can only flourish when the physical environment under which they operate is clean, have good surroundings, have security for students and are within the reach of students. The existence of neat and beautiful environment, human and material resources if effectively utilized will enhance sustainable democracy in school, thereby helping in national development as well as revamping educational administration

Conclusions

This paper discussed the basic concepts of administration, administrator, sustainable democracy, development, national development and educational administration. From the discussion, it could be observed that these concepts are interdependent and synonymous with each other but differs in meaning and content. These concepts are also necessary aspects of the administrative functions to be engaged in by the administrator for organizational efficiency and effectiveness. This shows that there is an operating phase to each of these educational administration and management activities but there is no clear cut distinction or separation of one activity from another. Efforts were made to relate administration to educational administration which has a vase area of operation. These areas includes planning, directing, coordinating, school community-relations, curriculum and instructional supervision, staff-personnel administration, student/pupil personnel administration, physical facilities and equipment as well as school business management. Also examined is how educational administration and management which is the process of formulating policies and objectives occurring and committing available limited resources ensure that, the objectives of the school organization is attained in the most efficient way for sustainable democracy and national development to be use to revamp educational administration in Nigeria .

Recommendations

Based on the above discussions and conclusions, the following recommendations are made;

1. There is the need to restructure the curriculum of educational administration and planning as to make it functional to meet the present day realities

2. There should be strict adherence to all disciplinary policies of the institution so that staff and students who violate the rules and regulations will face disciplinary measures so as to enhance democratic values in schools and enhance national development through sustainable democracy.
3. There is the need for political education to be introduced in the Teacher Education Curriculum so that both teachers and students will learn the principles of democracy so as to enhance sustainable democracy in the school.
4. Schools must have conducive learning environment and be properly equipped with all needed modern technologies. Therefore, all needed infrastructure must be put in place including uninterrupted power supply, strong internet facilities (Wi-Fi), networks, smart class board (multi finger touch smart or e-boards) computers, projectors, laptops and ipads. These must be made available to our new generation of learners, if sustainable democracy and national development is to take place in the education sector.
5. We must re-evaluate our educational administrative system in line with our cultural settings and values in order to achieve the target of ensuring quality education in our country through educational administration for sustaining democracy and national development.
6. Our learning strategy and methodology of teaching and learning must be re-visited and updated. This is because of the changes taking place in global educational development as we cannot continue to use the same method and expect a different result. To this end, there should be right infrastructural facilities and equipments as well as personnel efficiency and effectiveness for sustainable democracy and national development to take place through revamping educational administration.
7. Students and teachers education curriculum should be diversified to include courses on sustainable democracy and national development.
8. Government should roll out policies that will encourage revamping educational administration for sustainable democracy and national development.
9. Abundant human and material resources available in the country should be tapped to encourage sustainable democracy and national development through educational administration.
10. In line with the foregoing, it is highly recommended that both the Nigerian government and stakeholders charged with the responsibilities of revamping educational administration for sustainable democracy and national development, set up appropriate laws and policies that will adequately finance and modify the educational sector in line with the above recommendations from 1-9, thus, making education qualitative, quantitative, affordable and accessible to all, for the development of the nation in general.

***OBIANUJU ADAOBI MBONU (MRS), Ph.D**

Department of Education and Management
School of Education, Federal College of Education, Technical
Umunze, Anambra State.
Phone No: 08034075368
Email: vinachi2001@yahoo.com
Obvianuju Mbonu @fcetumunze.edu.ng

&

****UDENSI, UKAKU SOLOMON (Ph.D)**

Department of Educational Administration and Planning
Faculty of Education, Peace land University, Enugu
Phone No: 08057134596
Email: udensiuka 2018@gmail.com

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