

PLANNING AND MANAGEMENT OF SECONDARY EDUCATION IN 21ST CENTURY FOR JOB CREATION THROUGH MODERN TECHNOLOGIES AND INNOVATIONS: ECONOMICS EDUCATION VIEWS

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Abstract

Secondary education occupies a strategic position in the educational system as it links the primary and tertiary level of education. Therefore planning and management of secondary education become imperative in 21st century for job creation for harnessing of human, material and financial resources for the achievement of organizational goals. The paper planning and management of secondary education inn 21st century for job creation through modern technologies and innovations. The paper view the aim of education, concept of planning, management, concept of secondary education. It further discuss the utilization of modern technologies and innovation in education, essence of technologies and innovations utilization in educational planning and management (secondary education).

Keyword: Planning, Management, Secondary Education, Job Creation and Innovation

Introduction

The place of education as a sine-qua-non for the all-round development of both the individuals that make up a nation and the nation itself is globally acknowledged thereby making it a major index of development (Obiemuju, 2021). Education which is the major source of knowledge needs a radical and spontaneous change to meet up with a “new normal” world.

To survive its course, education needs planning and management strategies quite unusual but sporadic to contend its goals of providing survival skills and competences for learners. The situation calls for an action pack of practical skills and critical thinking towards self-sustenance by its products. Consequently, education must employ the current digital world for the empowerment of its products who will create jobs for themselves and the society (Tabotndip, 2021). These is in confirmation with the national policy on education that state the broad goals of secondary education as stated by Federal Republic of Nigeria (2014) shall be to prepare the individual for:

- a. Useful living within the society and
- b. Higher education

In specific term, secondary education shall:

- a. Provide all secondary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- c. Provide train manpower in the applied sciences, technology and commerce at sub-professional grades.
- d. Develop and promote Nigerian languages, art and culture in the context of world’s culture heritage.
- e. Inspire students with a desire for self improvement and achievement of excellence.
- f. Foster national unity with an emphasis on the common ties that unite us in our diversity.
- g. Raise 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 board national goals and like as good citizens.
- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Aims of education

Generally speaking, the various forms of educational activities are directed towards achieving the identified social goals. Hence, the aims of education according to Asuk (2020) are stated below:

- i. Development of character: Through education individuals character are molded for better and the individuals develop right sentiments and be able to use their sensitive conscience to differentiate between good and bad.
- ii. Ethical standard of morality: Education constitutes the core of human development that make society a better place to live and therefore has a strong bond with morality. Hence, education encourages high moral standards of life.
- iii. Utilitarian standard of good living: Education is used to ensure that the society is a better place for all because it solves societal problems such as hunger, ignorance, disease among others. And therefore, serve utilitarian purpose in the society. In a nutshell, it is a common knowledge that the majority of educated people live better lives than those that are not educated.
- iv. Development of personality: Personality simply means the characteristics of set of behaviours, cognitions and emotional pattern evolve from biological and environmental factors. The educated people have their personalities more fully developed than those who are not educated and therefore make use of their good features to flourish.
- v. Training of the mind and body: Training is one of the major goals of education that helps in developing the body and mind to be able to select between alternatives and judge matters of life appropriately.

Conceptual clarification

Planning

Planning is a management process concerned with defining goals for organization future direction and determining on the mission and resource to achieve those targets (Montana & Charnov, 2015). Planning increases the efficiency of an organization. Osika & Essien (2015), the concept of planning is to identify what the organization wants to do by using the four questions which are “where are we today in terms of our business or strategy planning? Where are we going? Where do we want to go? How are we going to get there?”

Therefore, planning is very necessary for the attainment of 21st secondary education. Without planning it would be difficult to know the resources both human and materials to be channeled into the system that will help in the attainment of school goal. Generally, planning defines where the school wants to be in the future and how to get there (Parker, 2011). Oosterlynck (2011) plans give purpose and direction to the school. Planning is important because it provides staff with a sense of purpose and direction, outline the kind of task to be perform, and explain how their activities are related to the overall goal of the school. Without information, staff would not know how to use their time and energies efficiently and effectively.

Planning is also a prerequisite to other leadership functions (Goodstein, 2011). Planning is a basis for monitoring and evaluating actual performance (McDonnel, 2011). This implies that plans made during the first step become benchmarks or criteria against which to measure actual performance in the monitoring step. Unless plans are form, wanted and mutually agreed on, there is relatively little value or basis for measuring effectiveness of the school outcomes (Lunenburg & Irby, 2006; Lunenburg & Ornstein, 2008). Similarly, in comparing plan and actual results provide the head teacher with a sound basis on which to make necessary adjustments in the school plan of action for the attainment of school goal. Also planning is called fore thought, is the process of thinking about and organizing the activities required to achieve a desired goal. Planning is preparing a sequence of action steps to achieve some specific goal.

A good plan reduces time and effort required to achieve a goal. A plan is like a map. When following a plan, it is easier to know how much progress has been made towards goal attainment and how far it is from the destination (Wikipedia, 2015).

Management

Management is the art of getting things done through people Ogundele and Okonji (2004) defined management as the functional process of accomplishing the goals of the organization through the help of others. Daft (2003) management is the attainment of organization goals in an effective and efficient manner through planning (defining/selecting goals and means to attain them), organizing (assigning responsibility for task accomplishment), leading (use of influence to motivate employees to achieve organization goals), controlling (monitoring employees' activities, keeping organization on track toward achieving its goals, and making corrections needed/necessary). In other words, management is concerned with the organization (arrangement) and efficient (prudent) utilization of the available resources in an establishment of institution or organization in order to achieve or accomplish specific goals.

Secondary education

Secondary education is the education children receive after primary education before the tertiary stage (Federal Republic of Nigeria, 2014). Most students end their academic career after their secondary education for businesses, craftsmanship, white collar jobs or other engagements to seek for self-reliance in the absence of financially independent parents or guardians. When the goals of secondary education of "useful living within the school" is not attained, how will these set of young school leavers be useful, independent, self-reliant and be able to contribute to the economy of the nation. Amea in Akeke, Mbon and Osim (2015) noted that one of the reasons for unemployment in Nigeria is producing people whose skills are at variance with the needs of the world of work against the philosophy of the 6 - 3 - 3- 4 now 9 – 3 – 4 system of education.

In order to achieve the important objectives of secondary education, adequate human and physical resources must be provided. This will enable the students to learn to do by doing and to learn through the manipulation of real objects similar to what they will see after leaving school. Duze (2012) stated the secondary school auditors are called principals who are strictly involved in instructional management, school plant management and financial management. For efficiency, the principal need to receive adequate training, support and compliance of the teachers. They direct the day-to-day affairs of the schools to ensure the attainment of secondary education goals. This can be achieved when there is corresponding development of skills, attitude, knowledge and understanding of our young school leavers which will be helpful in their future roles.

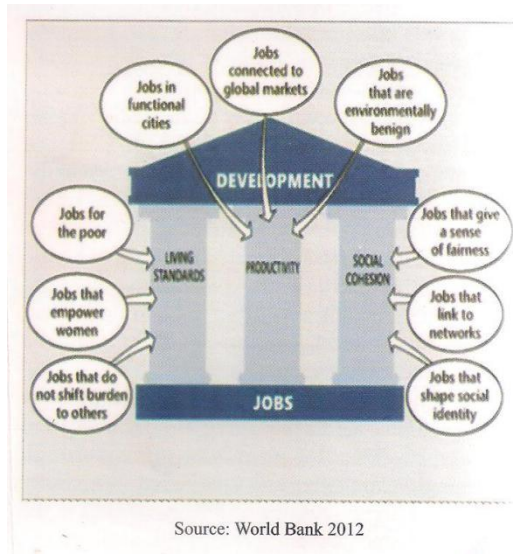
Similarly, to attain these goals, it is necessary for an ideal school principal to set reasonable expectation for work and achievement. These expectations of the school, families, society and the nation at large should be communicated to the students. A standard should be set for the teachers and students to encourage performance, the school can introduce some motivational majors to increase students enthusiasm towards learning for practical acquisition of skills, knowledge and values to enable them to be useful citizens after school.

Job creation

Job can be seen as task or work one does to earn a living (money). According to World Bank (2012), a job is a work activity that is remunerated in cash or kind and does not violate human rights. It includes labor activities that generate income cannot be assigned to individual household member as in the case of household farming or household non-farm enterprises. It also includes good produced for final consumption of the household (food from the family plot). However, some services consumed by the household itself (such as looking after children, cooking, fetching water and other household chores) are excluded from the definition. It is also important to note that forced labour (slavery practices) and child labour are not jobs because they violate human/children rights. Some jobs are considered illegal because of their fraudulent nature, for example, drug peddling, human trafficking, arms dealing, hacking, internet scam, vandalism, robbery etc.

Job creation has to do with the provision of new opportunities for paid employment to the unemployed which may be temporal or permanent. Lowrey (2011) views job creation from two perspectives namely the 'employment job and the entrepreneurial job'. Employment job is offered by an

employer to an employee through a contractual (paid) relationship while the entrepreneurial job which is the focus of this paper is a self-created position for exerting efforts directly to the business creation.



Good jobs for development according to World Bank 2012 are those with the highest value for society, taking into account their value to the people who hold them as well as potential spillovers on other (positive). Such jobs are fashioned to reduce poverty, connect the economy to global markets or foster trust and civic engagements. However, the idea of jobs, good for development is relative to a country's level of development, demography endowments and institutions. It is therefore expected that in agrarian country like Nigeria, where people still work in agriculture and live in rural areas, making small holder farming viable is critical to address high poverty rates. Also as a conflict-affected country (as a result of recent security challenges resulting in many young people joining one armed group or the other) the most immediate challenge is to support social cohesion.

Utilization of modern technologies and innovation in education

Tabotndip (2021) stated that the phrase ordinarily refers to the up-surging technologies in different fields of endeavour. They are currently developing and are expected for use in the future. Among these are those already being used, though with the internet of improving upon them for significant, social and economic effects in the society. Kumen (2015) viewed emerging technologies as those whose development, practical, applications or both are still largely unrealistic to the extent that they are figuratively emerging into prominence from a background of non-existence or obscurity.

Similarly, ANUPA-NEPAD (2020) concluded that emerging technologies are technical innovations that represent progressive innovations within a field of competitive advantage. Therefore, emerging technologies cover a wide field of disciplines including education. A few of these technologies are the Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR), Internet of Things (IOT), Broad Z-D Printing and Robotics.

Jafilah (2012) assert technology as a tool for improving the presentation of material making lesson more fun for the learners and making administration more efficient. Through its utilization, education becomes more individualized for students thereby create room for better differentiation and allow students to master concept and skills at their own pace (Kronjolz, 2011). Also Mangal and Mangal (2010) maintained that the use of technological advancement such as various equipment, materials and machines in performing task of educational management enhances effective productivity.

On the other hand, innovation is the necessity for approaching the analysis on the functions of sustainable entrepreneurs for implementing sustainable development (Schaltegger and Wagner, 2011). The focus lies on innovations that enhance sustainability.

It is a process that focuses on renewing something in existence or giving birth to something new. To Beswick (2010), innovation is the successful use of an idea that adds value to the customer and commercial return to the creator. Giving that the students are the customer in our context while the creator is the teacher/system, innovation and technology connectivity can be seen as the use of technological ideas to aid students or learners learn resulting to the achievement of objectives intended by the teacher(s) thereby actualizing the goals of the education system as co-creator with the teacher(s).

Essence of technologies and innovations utilization in educational planning and management of secondary education

Educational planning and management implies the adoption of practical measures aimed at ensuring the effective implementation of school curriculum by utilizing the available human and non-human resources adequately and through it achieve the goals of the school (Obianuju, 2021). Most educators agree that apart from the benefits of education utilizing technology in enhancing students learning it injects a measure of efficiency, paperless work (leading to effective time management), better collaborations, enhanced communication among staff and so much more.

To this end, technologies and innovation become imperative in education operation. Utilization of technologies in education encompass the diverse types of technologies, tools, methodologies and services available to education personnel and students in achieving their diverse/various goals. It is the considered implementation of appropriate tools, techniques or processes that facilitate the application of senses, memory and cognition to enhance teaching practices and improve learning outcomes (Hap – Aziz, 2010). According to Hughes (2004), technology is a “creative process involving human ingenuity”. This definition emphasizes creativity and highlights the prominent role of humans and therefore their responsibilities for the use of complex technological development. Hornby (2010) defined technology as a scientific knowledge used in practical way in industries to design new machines and equipments. It modification of the natural environment to satisfy perceived human wants and needs. Similarly, Faizi, Shakil and Sidra – tul-Muntaha (2013) stated that, since human needs are insatiable, technology tries to proffer possible solutions to human needs craved by man for continue existence of life. For instance, students in secondary school require adequate use of scientific knowledge to help them develop innovative thinking, creativity as well as research skills as they progress through the academic sphere.

Conclusion

Based on the paper, it is hereby concluded that planning and management of secondary education should have positive impact on 21st century job creation through modern technologies and innovation because youths possessing smart skills to revolutionize the labour market with smart ideas for job creation and by it, drastically put an end to youth unemployment and its concomitant ripple effect on the Nigeria Nation.

Recommendations

The paper recommended that government should organize training programmes such as workshops, conferences for school heads so as to help equip them with the necessary skills that will enable them discharged their responsibilities effectively to enhance job creation through modern technologies and innovation.

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