RE–ENGINEERING SECONDARY EDUCATION MANAGEMENT FOR QUALITY EDUCATION AND SELF PRODUCTIVITY IN IMO STATE OF NIGERIA

By

Dr. P. N. Ikwuegbu
Department of Educational Foundation and Administration,
Alvan Ikoku Federal College of Education,
Owerri.

And

Elizabeth Oduh
Department of Educational Foundation and Administration,
Alvan Ikoku Federal College of Education,
Owerri.

Abstract
Education is generally regarded as a major industry and also investment against poverty. Education without quality is no education hence the need for its constant re-examination. The paper examined the present condition of secondary education in Imo State and noted some dwindling qualities that affect educational progress and development. The problems were attributed to poor quality education, planning, quantity and quality of teachers, attitude of parents, school administration supervision and inspection, lack of appropriate management policies by government that could engender and inspire to healthy completion for better performance among secondary schools etc. Therefore, there is need for a re-engineering of secondary educational management in the State to bring about stronger accountability, standard and motivation among secondary school teachers, teachers and other staff. It was recommended that the State government should adopt strategic planning with statements of vision and mission backed by policies on acceptable standard in order to achieve the educational rescue mission in Imo State.

Educational reforms are not new or strange as no educational system is perfect. Education is an investment against poverty and it is meant to serve the world. The world, itself, is not static how can education be static if it is to remain relevant (Ijaiya 2004).

Obanya 2002 asserted that on some occasions, education is an industry, and indeed a major one in Imo State that problems of Imo State secondary education system is so deep and fundamental that it will take a total radical re-engineering of the system to curb the problem.
The various Governments have made series of omissions and commissions which have continued to cripple the secondary educational system and reforms have been patchy, inconsistent mismanaged and therefore mostly ineffective. The system failed at the level of management. The implementation of the National Policy on education is a typical example laudable programme but poorly executed.

The ultimate aim of educational management is to procure and marshal resources like human and non-human resources (man, money materials and time) to ensure the achievement of educational goals and objectives. All management functions such as planning, organizing, leading, supervising, controlling and motivating are directed towards achieving such objectives (Ijaiya 2004). The ultimate aim of education is to bring out the best in each individual for his benefit and that of the society, yet the government, parents, teachers, head teachers and students still underinvest in various ways in education.

The resources such as energy, time, money, and materials committed to secondary education by these groups mentioned continue to dwindle and yet people still describe education as a social service which is universally accepted as a form of investment in human beings which yields economic benefits or returns and contribute to a nation future wealth and development by increasing the productive capacity of citizens (Nwagwu 1976 and Olele, 1995).

The paper will highlight some of the problems facing secondary education in Imo State and then show how government by making appropriate policies can improve the quality of education in the state because education without quality is no education; it is a destroyer and a betrayal of trust and therefore need some educational reformation and accurate assessment.

**Problems of Secondary Education Management in Imo State**

1. **Planning:** Educational planning in Nigeria has not been helpful in promoting quality education. First accurate data are hardly possible in Imo State secondary schools because of the politicization of figures for financial gains by principals, teachers, and some officials. Due to poor planning, the system has no clear cut direction. The National Policy on Education (NPE) is supposed to guide the operators of the system but it is shortsighted (Obanya 2002). Also, the implementation of the NPE has been haphazard because of lack of strategies for implementing it.

   For instance, the intention of the 6 – 3 – 3 – 4 system is that students will branch after junior secondary (JS) exam to secondary, teacher training and technical schools based on their ability. But no sooner did the implementation begin than the states started to close the Technical and grade II Teacher Training Colleges.

   What is being running now is actually 6 – 6 – 4 system and not even 9 – 3 – 4 that was later introduction by Universal Basic Education (UBE). There are other deficiencies in the policy that calls for a reformation and change.
2. **Attitude to Parents:** Parents occupy important position in the quality process. Many parents are shirting their responsibilities in this regard. They send their children to school without necessary textbooks and writing materials (Ike-Obioha, 2007). Many parents do not pay school fees when fees were paid in Imo State Secondary Schools. Fees are now paid by the Imo State government since the year 2011 by Owelle Rochas Okorocha’s Administration. Many parents also do not bother to find out what their children do in school or how they behave until it is too late. This is why wastage is very high and cultism spreading in schools.

3. **School Administration:** Educational administration according to Peretomode (1995) involves in operational aspect of educational management, it concerns itself with the implementation of educational policies and programmes formulated by management, through its day to day activities. It ensures the achievement of educational goals and objectives through ‘careful utilization of the available limited resources”. Secondary School Administrations in Imo State face the problems of poor infrastructure, poorly motivated teacher, uncooperative parents, problems of politics in the appointment of school heads and deputies which is creating seniority problems lack of promotion is also major headache for teachers. All of these work against quality education (Ijaiya, 2004).

4. **Supervision and Inspection:** Supervision focuses on the teaching/learning process for the purpose of ensuring the achievement of educational goals and objectives while school inspection is used as a quality control measure/strategy for assessing the progress of the school. Supervision tends to be selective or specific in approach to problem solving in schools while inspection takes holistic view of the school’s valuation and improvement. In Imo State Secondary School inspection is far from being regular and also traditional in approach, ineffective due to poor funding, staffing and poor implementation of inspectors’ reports or recommendations (Alugbuo, 2005).

5. **Examination Malpractice:** One of the major problems facing education in Imo State today is examination, malpractice. Cheating to pass is assuming a dangerous dimension in the state secondary schools as it is in the entire country. Many students migrate to rural schools for opportunity to cheat. Some principals, teachers and parents illegally assist students to cheat. Examination malpractice and cultism can be traced to it as students are not fully engaged in their studies. Ineffective teaching can also be trace as one of the factors that can lead to examination malpractice (Obanya, 2002).

**The Reformation at Present**

A dream today if property managed can be the catalyst for a greater tomorrow. Education must take people out of poverty. It must produce jobs creators, and not just job seekers. It must produce upright citizens. The calls for a strategic plan which involves a radical re-thinking of education in Imo State as an integral part of the total reformation of the society which education serves. Such an education must break new
grounds but must be realisable and should lift Imolites from the current state of despondency to that of hope and progress (Ikwuegbu, 2007).

Secondary education in Imo State has taken a different shaper for good. The rescue mission of the present government under the leadership of governor Rochas Okorocha since the year 2011 has made Imolites proud by given free education to primary and secondary levels of education and thereby reducing stress on the parents and also on the students. The parents can now use the money for school fees to buy other school requirement for their children. With this new change in Imo State School administration and management will be a little free and easy for the administrators. Students are now serious with their studies. The teachers are also happy because their salaries are now paid as of when due.

In the area of supervision and inspection, traditional approach is still in use. A approach that is full of threat and intimidation. The traditional method should be replaced with the modern method which is called or known as clinical method of supervision. It deals with face to face approach. It is threat free and considers the interest of the teacher and students. This approach is yet to be practiced in Imo State secondary education.

Rewards should be used to encourage innovative and reforming schools and sanctions (e.g.) change of (principal or headmaster) for those who fail to respond positively to reforms. Imo State is now on the move for change and change must be continued to achieve the educational goals set out to accomplish.

Conclusion
In conclusion, it was noted that most of the problems of secondary education in Imo State bother on deficiencies in management policies to regulate teachers’ and students’ behaviour. However, no amount of money or teachers injected into the system can improve quality in the schools unless Government introduces new approaches to solving educational problems. The government should adopt strategies planning statement of vision and mission backed up by policies on acceptable standard in order to achieve the educational rescue mission in Imo State.

Recommendations
1. Government should adopt a systematic approach to educational management through strategies planning. An initial four - to – five- years plan is a good starting point.
2. Inspectorate division of ministry of education should introduce clinical method of supervision and inspection rather than using an old method of traditional method. Supervision and inspection should change along with the society.
3. All stakeholders in secondary education should have a radical re-engineering of educational management in Imo State.
4. More qualified teachers should be employed to fill the areas of deficiencies.
References


