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Education Management & Internet Development for Sustainable Development of Nigeria

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The art of education management and the Internet technology have been among the vital aspects of human development in this 21st century. Both sectors facilitate the effective development and management of people committed to the success of a well-rounded society where knowledge, information and communication technology aid societal growth. As management involves the planning, organising, directing, controlling and evaluation process to accomplish predetermined objectives of an institution through coordinated use of human and material resources; the advancement of technology in recent times has contributed to higher learning in Nigeria and the world as a whole. The internet is one of the tools employed by the modern day technology to fuel the success of e-commerce and learning, therefore, it is imperative for Nigerian instructors to efficiently engage in the process. They must practice e-learning and other online resources packaged for 21st century learners, managers and administrators for the sustainable development of Nigeria. However, pitfalls still abound in the field of education management and use of the internet - cyber crime, admission racketeering, examination malpractices, among others which are challenges to policy makers in the country. The authors call for the need for effective and efficient education management and Internet development programmes for instructors in order to attain the United Nations' Sustainable Development Goals (SDGs) by 2030.

Keywords: Education Management Internet Technology Schools Teachers

INTRODUCTION

The absence of quality teaching and learning, appropriate educational management practices and technology application in the sphere of things in developing nations create problems within the human development process; resulting in the production of unskilled workforce, unemployment, crimes, ignorance and other national problems. In many developing countries, access to localized resources in educational sector is limited, text books are often outdated and expensive, and funds for developing new materials are in short supply (Cisco, 2013). Additionally, access to learning beyond basic education is often limited by economic status. In Nigeria, as in many developing countries, out of the population of about 140 million people about 60 million people are illiterates (Obiozor and Obidiegwu, 2013), and so combating illiteracy has been among the major objectives of the National Policy on Education.

This is contrary to what is obtained in most developed nations (like United States of America, Australia, Canada, United Kingdom, France, Germany, etc.) where there is industrial growth, as a result of proper educational management and technology application in their daily lives. This process results in the successful training of individuals in technical and vocational skills, employment, acquisition of life coping skills, leisure and recreation; including getting individuals adapt to the technological and/or socio-economic changes that may affect their societies. All these structures had education and technology (especially the internet) in the forefront which supports the sustainable development of such societies.

In Nigeria, a few years ago, the use of internet in the educational sector was unthinkable; now it is a reality and it has expanded beyond imagination of every individual within the country. The internet technology has allowed us to learn and grow with people from around the world; it has given access to new opportunities in work, learning, socialization, as well as for sustainable development of the nation.

Every institution requires the provision of series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society.

Educational management is both a field of academic study and a collective group of professionals that includes principals, teachers and other education professionals, who apply the internet technology in daily work routines. The process flourishes in any given society when information communication and technologies (ICT) are embedded purposefully to ease the challenges of the teaching-learning transaction, administration and overall institutional growth.

The utilization of internet facilities and related services in managing educational programmes could be viewed as a global revolution in this era of sustainable development. The art of education management and the internet technology have been among the vital aspects of human development in this 21st century. Both sectors facilitate the effective development and management of people committed to the success of a well-rounded society where knowledge, information and communication technology aid societal growth. As management involves the planning, organising, directing, controlling and evaluation process to accomplish predetermined objectives of an institution through coordinated use of human and material resources; the advancement of internet technology in recent times has contributed to higher learning in Nigeria and the world as a whole.

Need of Educational Management

There is a great need for educational management for societies that strive for sustainable development. The scope of educational management is very wide and includes history and theories of management science, roles and responsibilities of educational manager as well as technical and managerial skills needed for sustainable development.

Management involves being able to accomplish desired goal by using available resources (both human and materials) efficiently and effectively (Obidiegwu & Obiozor, 2014). This view of the concept of management implies that any rational human being is a manager because management helps an individual to direct his efforts towards a focus or a definite purpose. Obidiegwu & Obiozor argue that as a manager, an individual manages all resources at his/her disposal in order to achieve success or do

a good job. Management is also the process of planning, organising, directing, controlling and evaluating to accomplish predetermined objectives of an institution through coordinated use of human and material resources.

Management is the Art/Science of:-

- Getting work done.
- With the help of other people
- Within the given budget
- Within the given deadlines

The government policies at the national level focuses on social, economic and cultural development transcend sustainable development which requires the expert contributions of professional administrators. The best means to achieve sustainable development in these spheres is through human resource development and education. There have been tremendous advancement in the field of technology - this is made available to society only through education.

The field of education is expected to provide society with human resources which have specialized knowledge, attitudes, work ethics, social, moral and political values and skills so as to sustain and enhance the expected development of the nation. Thus, (1) education has to be dynamic, to make its curriculum more relevant to life and needs of a changing society in an effective and efficient manner. (2) Education must empower students to bring about desirable social change and at the same time preserve desirable and positive aspects of existing culture.

In order to fulfil the above stated roles of education, keeping in mind –*National Developmental Goals* effectively and efficiently, there is a need to manage education professionally and move beyond the traditional role of academics and values but the application of modern technology. According to Learn (2003) educational management, also sometimes known as educational administration, is commonly associated with elementary and secondary schools as well as institutes of higher learning like colleges and universities. Educational management professionals can also be found working in governmental agencies, private companies, and not-for-profit organizations. Those working in educational management might act as

policy-makers, researchers, or consultants to help evaluate and develop ways to enrich and enhance the educational system at all levels. Most educational management professionals have earned at least a master's degree and many are licensed teachers or principals. The programmes and projects in education by professionals and institutions across the globe hinge on the application and overall use of the educational technology, especially the internet. Educational technology refers to the use of both physical hardware and educational theoretics. It encompasses several domains, including learning theory, computer-based training, online learning, and, where mobile technologies are used, m-learning.

The Internet and Educational Management

The increasing globalization of education makes it necessary for educators and managers to be aware of application of technology in the field of human development. With the advent of the internet, people, organizations, and businesses are better informed and connected to each other than ever before. Information that once took several processes and procedures to obtain is now readily available. ICTs are available in Nigerian university libraries, but if not used properly, the benefits derived in library services will be minimal, and will not justify the reasons of making the ICTs available (Emojorho & Nwalo, 2009). Librarians, Tierno, Bribena and Nwosu (2011) stress that the internet as an information source, is uniquely important because it allows the library to provide information beyond the confines of its own collections; provide access to the teaching, learning, and research activities.

In justifying the essence of internet revolution in the educational sector in Nigeria, Tierno, Bribena and Nwosu (2011) recounted that in the early 1990s, the library was the major source of information embodied in books and journals, which were often outdated. Other complemented sources were lecture notes, photocopied materials, seminars, and conference papers. With the advent of information and communication technology (ICT) infrastructures such as the Internet, e-mails, and the Global System for Mobile Communications (GSM), librarians, lecturers, students, researchers,

and non academic staff no longer have to travel far to retrieve information. Neither do they rely on print materials only. The sharing of knowledge among students and lecturers has been made possible through the Internet. However, the authors argue that information on the internet may be outdated, biased, inaccurate, unreliable or restricted for access. Good information consumers evaluate the validity of information found on the Internet, just as they do with print materials.

Writing on the theme, *Education and the Internet of Everything*, Selinger, Sepulveda and Buchan (2013) argue that technology is just one of many disruptive influences in education today. We live in an era where the wealth of data and the exponential growth in the development of new knowledge is challenging institutions to rethink teaching and learning in a global market. There is also a need to prepare students for increasing competition in the workplace. With technology as a catalyst, education is moving from a knowledge-transfer model to a collaborative, active, self-directed, and engaging model that helps students increase their knowledge and develop the skills needed to succeed in the “Learning Society.”

According to Cisco (2013) the internet technology brings together people, process, data, and things to make networked connections more relevant and valuable than ever before—turning information into actions that create new capabilities, richer experiences, and unprecedented economic opportunities for businesses, individuals, and countries. Based on Cisco research, 99.4 percent of physical objects that may one day be part of what they called “Internet of Everything” are still unconnected.

Furthermore, Cisco (2013) explained the trends in technology—the dramatic increase in and the reduced cost of processing power, storage, and bandwidth; the rapid growth of cloud, social media, and mobile computing; the ability to analyze Big Data and turn it into actionable information; and an improved ability to combine technologies (both hardware and software) in powerful ways—are making it possible to realize more value from connectedness.

The Internet has evolved from connecting people and later videos, photos, and text to more recently physical objects. Using sensors, physical

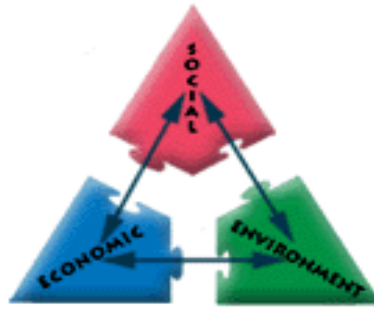
objects can “talk” (transmit data) to each other and even command each other to perform a physical act. As things and people become more connected, such objects will also become part of social networks, much in the same way that people tag photos on Facebook. In this way, the value of such objects will increase for both research and learning, as well be of great benefit to educational management processes.

Implications to Sustainable Development

The term ‘sustainable development’ first appeared in 1987, and described as:

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Sustainable development is generally thought to have three components: environment, society, and economy. People concerned about sustainable development suggest that meeting the needs of the future depends on how well we balance social, economic, and environmental objectives--or needs--when making decisions today. Furthermore, people around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are key to moving society toward sustainability.



Services Household Needs Industrial Growth Agricultural Growth Efficient Use of Labor	Equity Participation Empowerment Social Mobility Cultural Preservation	<u>Biodiversity</u> <u>Natural Resources</u> <u>Carrying Capacity</u> <u>Ecosystem Integrity</u> Clean Air and Water
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Many of these objectives may seem to conflict with each other in the short term. For example, industrial growth might conflict with preserving natural resources. Yet, in the long term, responsible use of natural resources now will help ensure that there are resources available for sustained industrial growth far into the future.

How does it affect people in the society?

The way we approach development affects everyone. The impacts of our decisions as a society have very real consequences for people's lives. Poor planning of communities, for example, reduces the quality of life for the people who live in them. (Relying on imports rather than growing food locally puts Africa at risk of food shortages.)

Sustainable development provides an approach to making better decisions on the issues that affect all of our lives. By incorporating health plans into the planning of new communities, for instance, we can ensure that residents have easy access to healthcare and leisure facilities. (By encouraging more sustainable food supply chains, we can ensure the Africa has enough food for the long-term future.)

How do we make it happen?

We all have a part to play. Small actions, taken collectively, can add up to real change. However, to achieve sustainability in the Nigeria or

Africa, we believe the Government needs to take the lead. Educational managers must be involved in the use of technology for human development so as to scrutinize, advice and join in building institutional capacity for sustainable development.

Human development recognizes that people are the real wealth and builders of every nation. It puts people at the centre of development and emphasizes that for sustainable development to be achieved, potentials of people must be developed without constraints; and lives of individuals fulfilled without any barrier or limitation. It sees people as an input and beneficiary in the development process (Obidiegwu & Obiozor, 2014). With the advent of the internet, human development efforts have increased considerably due to the packaged materials and resources accessible by educational managers and other professionals concerned with manpower development and growth.

In any effort to develop human beings or students, using educational management and technology, it is important to involve an *Education Management Information System* (EMIS). This is a Management Information System designed to manage information about an education system (Wako, 2003). An EMIS is a repository for data collection, processing, analyzing and reporting of educational information including schools, students, teachers and staff (Carrizo, Sauvageot and Bella, 2003). The EMIS information is used by Ministries of Education, NGOs, researchers, donors and other education stakeholders for research; policy and planning; monitoring and evaluation; and decision making (Connal, 2005).

During the education management process, the education management information system (EMIS) should inform the different actors and partners on the state of the sector, its internal and external efficiency, its pedagogical and institutional operation, its performance, shortcomings and needs. A solid information system should not only aim to collect, store data and process information but help in the formulation of education policies, their management and their evaluation. Policy and decision-makers and other planning managers need clear, easy to interpret comprehensible

documents, accompanied by relevant analyses on which to base their policies (Unesco, 2003).

Higher education programmes must ensure that the next generation of educational technologists, technicians and engineers understands how to design and build technological systems that reflect our altered expectations of openness and participation (Cisco, 2013). In the area of computer science, the challenge is in developing new forms of scalable education that accommodate large numbers of students around the world, attract potential students with various interests, and deliver an innovative curriculum that reflects the radical changes in computing technology.

In conclusion, every institution of learning must embrace technology to grow in the area of educational management. Few educational institutions actively incorporate technology into learning, least of all reach out and connect to each other. And, fewer teachers share data, except for research projects. Massive adoption of technology in education is required so that the power of *Internet of Everything* can be realized and learning can become more authentic and relevant through engagement beyond the classroom (Cisco, 2013). Educational jurisdictions and institutions can no longer rely solely on their core competences and teacher knowledge. Instead, they must embrace—not prohibit—the devices that learners bring into the classroom and allow students to use them as learning tools to capture intelligence faster and accelerate learning.

Generally, research shows that basic education is key to a nation's ability to develop and achieve sustainability targets. Therefore, free access to ICT training, internet facilities and online resources will improve the quality of life for students and many people who cannot afford a formal education. Thus, entrenchment of adult education programmes to complement the educational management process becomes imperative for Nigeria and other nations striving for sustainable development. Therefore, education and the internet technology are among essential tools for achieving sustainability in this 21st century.

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