



# JOURNAL OF EDUCATIONAL STUDIES AND MANAGEMENT

An Official Journal of the Department of  
Educational Studies and Management  
University of Benin, Benin City, Nigeria.

*Vol. 03 Nos 01 & 02 March 2015*

## MANAGING SECONDARY EDUCATION CURRICULUM FOR ECONOMIC SECURITY IN OYO STATE, NIGERIA

O.J OJO

Department of Educational Management  
University of Ilorin, Ilorin, Nigeria

&

S.K AJIBOYE (PH.D)

Department of Counselor Education  
University of Ilorin, Ilorin, Nigeria

&

A.A SHEU

Department of Educational Management, University of Ilorin

### Abstract

*Education, for any nation, whether developed or developing, is to help solve the problems that affect that nation. It is against this background that this study examined the management of secondary education curriculum for economic security in Oyo State, Nigeria. The descriptive survey design was used in this study. The population for the study comprised the entire secondary school teachers in the state. The researchers, however, employed random sampling technique to select 390 secondary school teachers across the state which then served as sample of the study. Four research questions were generated in this study and were answered. Questionnaire was used to collect relevant data from the respondents. Data collected were tested using simple percentage. Findings showed that the acquisition of appropriate skills of secondary school leavers will help to guarantee economic security of Nigerian youths. Based on the findings, the following recommendations were made: Secondary education curricular should be made more functional to guarantee economic security of secondary school leavers also the content of secondary education should be tailored to the needs of secondary school leavers who may wish to seek for active and voluntary participation in economic life after school.*

**Keywords:** Management, Secondary Education and Economic Security.

### Introduction

Security is an encompassing phenomenon that is paramount to individuals, entities, communities and even nations. Security has to do with self-preservation which is

the first law of existence. Security implies a stable, relatively predictable environment in which an individual or group may pursue its ends or objectives without disruption, harm, danger and without fear of disturbance or injury. Education, for any nation, whether developed or developing, is to help solve the problems that affect that nation. This is why according to National Policy on Education (FRN, 2004), "Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world." Nigeria as a nation, is besieged with the problem of insecurity in the recent past, there has been an upsurge of criminal activities such as kidnapping rising cases of broad day-light robberies, hired assassinations, political sponsored killings, looting of government treasuries by those in government, fraudulent banking activities etc. All these have contributed to security problem being witnessed in Nigeria. In Nigeria today, there are contentions as to whether our system of national security is functioning effectively. The resultant effect of this state of insecurity is that, the country is left to drift about, suffering from a lot of brain drains of intellectuals to other more peaceful and secured countries. Therefore, many nations after political independence had to turn their attentions to nation building by looking up to education as the tool to this end hoping that what it did to the "great power" it can also do for them (Williams, 1970, in Omede and Omede; 2004). National security is an umbrella term which has many parts. Such parts include Political, Social, Health, and Environmental among others. The thrust of this paper is to look into Economic security as a subset of the national security of Nigeria through the management of secondary education curriculum.

#### **Review of Related Literature**

Economic Security refers to a security that requires an assured basic income for individuals, which manifests as provision of productive employment opportunities and adequate remuneration. Unemployment, economic hopelessness and chronic poverty are threats to economic security. Various people such as Okiro (2008) Etim (2009), Adelugba Adesina and Ujomu (2008) and Odah (2009) have all observed the unpalatable state of security of the Nigeria Nation which is highly lamentable. Education is important for economic growth, social integration and the building of democracy (Cox, 2004). Secondary education has been shown to contribute to individual earnings and economic growth. It is associated with improved health, equity and social conditions. It buttresses democratic institutions and civic engagement" All over the world, the secondary school system has been seen as the gateway to providing not only an educated citizenry but also a capable workforce. Education has been adjudged as an instrument par excellence for effecting national development (FRN; 2004). For education to be potent and useful, it must have to

vely predicable  
ds or objectives  
ance or injury.  
o help solve the  
ional Policy on  
fit of all citizens,  
f their relevance  
onance with the  
ation, is besieged  
in an upsurge of  
-light robberies,  
nment treasuries  
All these have  
geria today, there  
y is functioning  
the country is left  
als to other more  
s after political  
by looking up to  
reat power" it can

uch parts include  
hrust of this paper  
ecurity of Nigeria

basic income for  
ment opportunities  
sness and chronic  
Okoro (2008) Etim  
have all observed  
highly lamentable.  
and the building of  
n to contribute to  
h improved health,  
stitutions and civic  
as been seen as the  
capable workforce.  
r effecting national  
al, it must have to

be indigenized that is, designed according to the prevailing needs of that particularly society.

According to the World Bank (2006), Secondary education is now being recognized as the cornerstone of educational systems in the 21st century. In Nigeria, secondary education plays a crucial role in both the development of the individual and the society. According to the National Policy on Education (2004), Nigeria's philosophy of education is based on three broad areas:

- a. the development of the individual into a sound and effective citizen
- b. the full integration of the individual into the community
- c. the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels

In furtherance of this philosophy, the goals for education as set in the National Policy on Education (2004) includes

- i. the inculcation of the type of values and attitudes for the survival of the individual and the Nigerian society
- ii. the training of the mind in the understanding of the world around, and,
- iii. the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society.

The National Policy on Education (2004) also specifies that secondary education shall

- a. provide all primary school leavers with the opportunity for education of a higher level
- b. offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. provide trained manpower in the applied science, technology and commerce
- d. inspire students with a desire for self improvement and achievement of excellence;
- e. raise a generation of people who can think for themselves.

The nation is experiencing economic insecurity occasioned by unemployment and poverty and secondary school leavers cannot be exonerated from these ugly situations. Unemployment is a hydra-headed monster which exists among the youth in all developing countries. Majority of the secondary school leavers are trapped by these unemployment situation and this has caused a lot of damage to the economic growth of the country. Zakaria (2006) believes that "the rising tide of unemployment and the fear of a bleak future among the youth in African countries have made them vulnerable to the manipulations of agents' provocateurs". Nwagbosa (2012) argued that the failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities is one of the major causes of economic insecurity in the country.

The failure of the government has led a large number of the Nigeria population hopeless especially the youths, and these have led to inequality in income distribution. The state of inequality has led to the migration of jobless youths from rural areas to urban centres in search for white collar jobs in Nigeria (Onuoha, 2011). Nigeria is one of the countries in the world with very high rural/urban drift. Most urban areas in Nigeria have grown beyond their environmental carrying capacities and existing infrastructure and this has resulted to increased poor quality of the living conditions in urban areas in Nigeria (Adedeji and Eziyi, 2010). Out of frustration, these youths are drawn into crime.

Poverty connotes inequality and social injustice and this traumatizes the poor. More than 70 percent of people in Nigeria are in abject poverty, living below the poverty line, and one-third survive on less than US \$1 dollar a day (Zakaria, 2006). This figure includes an army of youth in urban centres in Nigeria who struggle to make out a living by hawking chewing sticks, bottled water, handkerchiefs, belts, etc. The sales-per-day and the profit margin on such goods are so small that they can hardly live above the poverty line. Disillusioned, frustrated, and dejected, they seek an opportunity to express their anger against the state. Aworawo (2000) and Zakaria (2006) agreed that there is a link among poverty, loss of livelihood, inequality, and youth restiveness as evidenced by the numerous violent protests against the wielders of power in Nigeria.

Objectives of any level of education cannot be achieved if the management of the curriculum is not well carried out. Observing this, Onyeachu (2008:1) asserted that "No matter how well a curriculum of any level of education is designed and documented, planning, supervision and monitoring is important." This is because the problem of most programme arises at the implementation stage. Recognizing this, Babalola (2004) and Mkpa (2005) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace.

#### **Statement of the problem**

Presently, the world is experiencing security challenges which manifest in acts of terrorism such as political, economic and armed terrorism. This ugly situation could be a product of economic insecurity. Nigeria in particular has witnessed different degrees of crimes committed by school going adolescents such crimes include involvement in intra and inter ethnic violence, drug abuse, armed robbery, examination malpractice to mention just a few. These problems would have been reduced or eradicated if emphasis has been placed on the achievement of the goals of secondary education. According to the National Policy on Education (2004), secondary education aimed at ensuring the acquisition of appropriate skills and the

development of mental, physical and social abilities and competencies as equipment for the students to live and contribute positively to the development of the society. Therefore this study was conducted to examine the management of secondary education curriculum for economic security especially in Oyo State, Nigeria.

### Research Questions

The following research questions were formulated for the study:

- What are the constituents of economic security in Nigeria?
- What roles does secondary education play in achieving economic security in Nigeria?
- What are the causes of economic insecurity in Nigeria?
- How does the management of secondary education curriculum aid economic security in Nigeria?

### Purpose of the Study

Consequent upon these questions, it was then envisaged that the specific purposes of this study were to:

- find out the constituents of economic security
- examine the causes of economic insecurity
- investigate the roles played by secondary education in achieving economic security
- ascertain the management of secondary education curriculum as it aid economic security

### Methodology

The study adopted descriptive research design because the study is directed towards people, their opinions, attitude and behaviors. The population for the study consisted of all the secondary schools in the 33 Local Government Areas of Oyo States. Six Local Governments were randomly selected while five schools were randomly selected in each local government which gave a total of 30 schools that were involved in the study. In each school 13 teachers were randomly selected which gives a total of 390 teachers used as respondents for the study.

### Instrumentation

A structured validated questionnaire titled: "Management of Secondary Education Curriculum for Economic Security Questionnaire" (MSECESQ) was designed for data collection. It was a closed-ended scale with two sections A and B. Section 'A' contained the personal data of respondents while section 'B' contained question items on the variables investigated with respect to the research questions. The

researchers with the help of three trained research assistants administered the 390 copies of the questionnaire. With 90 copies missing cases, 300 copies were returned validly answered for data analysis through frequency distribution and percentage count.

### **Results and Discussion**

**Table 1: Demographic information of Respondents**

| Item                      | Factor             | No  | %     |
|---------------------------|--------------------|-----|-------|
| Sex Distribution          | Sex                |     |       |
|                           | Male               | 90  | 30%   |
|                           | Female             | 210 | 70%   |
| Age                       | Age (Years)        |     |       |
|                           | 21-30              | 28  | 9.4%  |
|                           | 31-40              | 112 | 37.4% |
|                           | 41-50              | 104 | 34.6% |
|                           | 51 and above       | 56  | 18.6% |
| Educational Qualification | NCE                | 120 | 40%   |
|                           | B.A/B.Sc./B.Ed/HND | 150 | 50%   |
|                           | M.Sc/M.Ed          | 30  | 10%   |
| Years of Experience       | 1-10               | 90  | 30%   |
|                           | 11-20              | 80  | 26.7% |
|                           | 21-30              | 90  | 30%   |
|                           | 31 and above       | 40  | 13.3% |

Demographic analysis of the research showed that 90 (30%) of the respondents were male, 210 (70%) were female. 9.4% of the respondents fall between the ages of 21 and 30, while 37.4% falls between 31 and 40, 34.6% are between 41 and 50 while 18.6% are 50 years and above. It also showed that 70% of the respondents are female while 30% are male. 40% of the respondents are NCE holders, while

s administered the 390  
10 copies were returned  
distribution and percentage

| %     |
|-------|
| 30%   |
| 70%   |
| 9.4%  |
| 37.4% |
| 34.6% |
| 18.6% |
| 40%   |
| 50%   |
| 10%   |
| 30%   |
| 26.7% |
| 30%   |
| 13.3% |

30%) of the respondents  
ents fall between the ages  
% are between 41 and 50  
t 70% of the respondents  
s are NCE holders, while

curriculum help to cater for the differences in talents for the realization of economic security while 24 (8%) of the respondents show their disagreement to the statement. 266 (89%) of the respondents agreed that economic security can be achieved if secondary education can raise a generation of people who can think for themselves. The implications of the above result are that secondary education if well managed can make the nation achieve economic security. The findings was supported by National Policy on Education (2004) that the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society will foster economic security.

### Research Question 3: What are the causes of economic insecurity in Nigeria?

| S/N | STATEMENTS                                    | YES | %  | NO  | %  |
|-----|-----------------------------------------------|-----|----|-----|----|
| 1.  | High incidence of poverty among the citizenry | 291 | 97 | 9   | 3  |
| 2.  | Inequality in income distribution             | 177 | 59 | 123 | 41 |
| 3.  | High level of population                      | 298 | 99 | 2   | 1  |
| 4.  | High rate of unemployment in the country      | 296 | 98 | 4   | 2  |

Table 4 indicates that 300 respondents participated in the study out of which 291 (97%) agreed that high incidence of poverty among the citizenry is a cause of economic insecurity while 9 (3%) of the respondents disagreed with the statement. Also, 177 (59%) agreed that inequality in income distribution is another cause of economic insecurity while 123 (41%) of the respondents show their disagreement to the statement. 298 (99%) of the respondents agreed that high level of population is another cause of economic insecurity. Findings of Nwagbosa (2012) supported that failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth is one of the major causes of economic insecurity in the country.

appropriate skills needed in achieving economic security while 79 (26%) of the respondents disagreed with the statement. Also, 276 (92%) agreed that diversified curriculum help to cater for the differences in talents for the realization of economic security while 24 (8%) of the respondents show their disagreement to the statement. 266 (89%) of the respondents agreed that economic security can be achieved if secondary education can raise a generation of people who can think for themselves. The implications of the above result are that secondary education if well managed can make the nation achieve economic security. The findings was supported by National Policy on Education (2004) that the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society will foster economic security.

**Research Question 3: What are the causes of economic insecurity in Nigeria?**

| S/N | STATEMENTS                                    | YES | %  | NO  | %  |
|-----|-----------------------------------------------|-----|----|-----|----|
| 1.  | High incidence of poverty among the citizenry | 291 | 97 | 9   | 3  |
| 2.  | Inequality in income distribution             | 177 | 59 | 123 | 41 |
| 3.  | High level of population                      | 298 | 99 | 2   | 1  |
| 4.  | High rate of unemployment in the country      | 296 | 98 | 4   | 2  |

Table 4 indicates that 300 respondents participated in the study out of which 291 (97%) agreed that high incidence of poverty among the citizenry is a cause of economic insecurity while 9 (3%) of the respondents disagreed with the statement. Also, 177 (59%) agreed that inequality in income distribution is another cause of economic insecurity while 123 (41%) of the respondents show their disagreement to the statement. 298 (99%) of the respondents agreed that high level of population is another cause of economic insecurity. Findings of Nwagbosa (2012) supported that failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth is one of the major causes of economic insecurity in the country.

**Research Question 4:** How does the management of secondary education curriculum aid economic security in Nigeria?

| S/N | STATEMENTS                                                                            | Yes | %  | No | %  |
|-----|---------------------------------------------------------------------------------------|-----|----|----|----|
| 1.  | Effective Planning of the contents of secondary education Curriculum                  | 209 | 70 | 91 | 30 |
| 2.  | Effective Supervision of secondary education Curriculum                               | 212 | 71 | 88 | 29 |
| 3.  | Effective Monitoring of the activities enlisted in the secondary education Curriculum | 243 | 81 | 57 | 19 |

Table 5 indicates that 300 respondents participated in the study out of which 209 (70%) agreed that effective planning of the contents of secondary education curriculum can bring about economic security while 91(30%) of the respondents showed their disagreement to the statement. Also, 212 (71%) agreed that effective supervision of secondary education curriculum can bring about economic security with 88 (29%) not in agreement with the statement. 243 (81%) of the respondents agreed that effective monitoring of the curriculum can also guarantee economic security while 57 (19%) do not agree with the statement. The finding was supported by Onyeachu (2008) who asserted that no matter how well a curriculum of any level of education is designed and documented, planning, supervision and monitoring is important.

**Conclusion**

The role played by secondary education in addressing the issue of economic insecurity of a nation cannot be undermined. Economic security is an important part of national security. This is because when a nation is secured economically, the nation will be devoid of security issues and this will help to bring about national security. The protection of jobs also makes it possible for a country to be well secured economically. For economic security of a nation to be achieved, the management of secondary education curricular should be well fashioned to address the causes of economic insecurity such as unemployment, inequality in income distribution, poverty and high population rate.

**Recommendations**

- Secondary education curricular should be made more functional to guarantee economic security of secondary school leavers.

- Content of secondary education should be tailored to the needs of secondary school leavers who may wish to seek for active and voluntary participation in economic life after school.
- Government at all levels should provide fund for secondary schools so as to provide functional education to children of that going age.
- More skills acquisition enhanced subjects should be incorporated into Nigerian secondary education curriculum
- There should be linkages between schools and industries for practical demonstration of subjects taught in the class during holidays.

#### References

- Adagba, O., Ugwu, S. C. and Eme, O. I. (2012). Activities of Boko Haram and Insecurity Question in Nigeria, *Arabian Journal of Business and Management Review*, 1, (9) 77-99.
- Adedjeji, D. and Eziyi, O. I. (2010). Urban Environmental Problems in Nigeria: Implications for Sustainable Development, *Journal of Sustainable Development in Africa*, 12, (1) 124-145
- Adelugba, D and Ujomu P.O (2009). *Rethinking security in Nigeria. Conceptual issues in the quest for social order and National integration*. CODESTRIA .Dakar.
- Amorawo, D. (2000). Mal-distribution and poverty as factors in the crisis of the Nigeria state.
- The Constitution: A Journal of Constitutional Development* 1 (2) 1-13.
- Babalola, V.O. (2004). Resource materials in the implementation of curriculum in the 21<sup>st</sup> century In Noah, A.O.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (eds). *Curriculum implementation and professionalizing teaching in Nigeria*. Lagos: Central educational services.
- Etim, T.M. (2009). Nigeria Post-Amnesty, *Daily champion* 29 October, Retrieved 11/2/2009 from <http://www.allafrica.com>
- Federal Republic of Nigeria (2004). National policy on education. 4th ed. Lagos: Nigerian Educational Research and Development Council.
- Mkpa, M.A. (2005). Challenges of implementing the school curriculum in Nigeria *journal of curriculum studies* 12 (1), 9 – 17.
- Nwagboso, C.I. (2012). Security Challenges and Economy of the Nigerian State (2007 – 2011), *American International Journal of Contemporary Research*, 2 (6) 244-.258.
- Odah J.O (2009). *Good governance as a pre-requisite for the realization of vision 2020 and seven point Agenda*. A paper presented at a lecture of senior Executive Course No.31 (2009) of the National institute Kuru on 26 June,2009.

- Okoro, M.M (2008). *Security and safety management*. A Keynote address presented at a two day seminar organized by hfc consulting, lagos on Wednesday 15<sup>th</sup> October 2008.
- Omede, R.A. & Omede, J. (2004). Education and Value Re-orientation: A Sine Qua-non for National Reconstruction. *Confluence Journal of Education*, 1(1), 21-26
- Onouha, F.C. (2011). Nigeria's Vulnerability to Terrorism: The Imperative of a Counter Religious Extremism and Terrorism (CONREST) Strategy, *Peace and Conflict Monitor*, (2 February 2011), Retrieved from: <http://www.monitor.upeace.org/innerpg.cfm?id>
- Onyeachu, J.A.E. (2008). Curriculum implementation at the primary education level challenges for the 21<sup>st</sup> century in *Multidisciplinary Journal of Research Development*. 10 (1), 38 – 49.
- Ozohu-Suleiman, A. (2006). The Nigerian youth in contemporary political development: Relevance, challenges, and role expectation. *The Constitution: A Journal of Constitutional Development* 6 (4) 97-111.
- Technical Committee on Security(2008). *Report of the Vision 2020 National Technical Working Group on Security*. Retrieved 11/2/2009 from <http://www.npc.gov.ng/downloads/Security%20NTWG%20Report.pdf>
- Zakaria, Y. (2006). Youth, conflict, security, and development. Available: <http://www.realityofaid.org/roareport.php?table=roa2006&id=6>