

## EFFECTIVE MANAGEMENT: A RECIPE FOR ATTAINING THE GOALS OF NOMADIC EDUCATION PROGRAMME IN NIGERIA

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### Abstract

*The paper examined different areas of management in relation to Nomadic Education programme and looked into policy statement which is enshrined in the National Policy on Education and definition regarding to management. System theory was also used in order to examine issues of effective management in schools. Administrators roles in schools was discussed such as mutual respect, shared ideas and the process in establishing nomadic schools with a lot of considerations before erecting the structure. School plant planning was discussed in respect of managers/head teachers in managing the schools toward the achieving educational goals. The paper also examined the component that helps in achieving the goals which are management structure, the hierarchical model to the management of nomadic schools and how it will really help in managing the school activities. Lastly the paper made some recommendations, such as, government should provide the needed teaching and learning materials for successful attaining goals etc.*

### Introduction

Attainment of organizational goals depends among other things on the ability and the wide range of usage of managerial style that is available at the disposal of the managers. Effective management by many scholars and general public will lead to the attainment of the objective set aside for every established organization be it educational or otherwise into reality. Perhaps management is the utilization of both human and material resources to enable the organization realize its goals within the stipulated period of time. In other word, management is the conflicting effort of managers and every members of the organization with the limited resources available to achieve the goals of an organization.

However, Nomadic Education Programme is designed to provide education to nomadic people and to develop them so as to improve their economic, social and political

participation in the nation development. Nomads are categories of people who value their culture/tradition and their cows more than anything in this world. Meanwhile, the programme has to employ all the managerial skills that will conform to their values and integrate their needs. In other words nomadic people are disadvantaged. So, the careful and judicious use of resources provided for their education will overcome their short comings for every aspect of their lives.

However, to achieve these, the Nigerian National Policy on Education stipulated that every Nigerian will have access to education irrespective of his social class, ethnicity, gender, religion, or occupation (NPE, 2004). The National Commission for Nomadic Education is charged with the responsibility of implementing of nomadic education programme. The goals of the programme are to:

- Improve the survival skill of nomads by providing them with the knowledge and skills that will enable them raise their level of productivity and to participate effectively in the nations socioeconomic and political affairs;

For the goals to be realized, the NCNE has focused on the three key activities, namely:

- The provision of primary education to children of nomadic pastoralist and migrant fishing community;
- The provision of extension education to adult in nomadic pastoralist communities ; and
- The establishment of linkages with state and local government, national and international NGOs and donor agencies, for collaboration and partnership of the nomadic education programme

### **Management of the Nomadic Education Programme**

Management and administration have been used interchangeably by the specialists in the field. While the management deals specifically or emphasizes on the utilization of human capital and material resources. Administrations ensure the reservation and the judicious use of the scarce resources. Here, management involves the ability of the manager to use the managerial skills to achieve organizational goals.

Management can be defined as judicious use of resources to achieve the objectives of an organization. Dare (2006), defined management as intelligent utilization of the scarce resources to achieve the goals of an organization and trying as much as

possible to avoid wastage. Farrant (1980), viewed that management has to do with the control of resources and process in a production operation. He further stated that good management requires that the resources are used in the most efficient way possible, and that a high quality product is maintained. Meanwhile for organization like school or other wise to maintain its equilibrium has to employ the best way of managerial functions which will led toward its success.

However, for better success and realization of goals there are a lot of theories which guide the management of organization because, every organization deals with both human and materials resources. It is believes that human being is dynamic in nature which cannot predict it exact behaviour because of his complexity in nature. More so, resources are parts that make the organization move to its success. So, there are theories which help in achieving the organizational goals.

### **System theory**

Edem, (1982), sees system theory as a social system which can be further subdivided in to subsystem, each having a subsystem which constitutes its environments. All the subsystems work together for the maintenance of the life of social system as a whole, the survival of which depends on its capacity to maintain, constancy in its process and relation within and outside the system.

The system theory referred to the organizational function. it depends



on the function of the organization which support the maximum function of every part.

Invariably the management of Nomadic Education Programm in Nigeria does not lie on a single body. It involves all the three ties of government; Federal, State, and Local government education authorities and even the Nomadic Education programme. Each of these has defined functions. This view is supported by Idris, (2000), in Abba, (1993), which confirmed that the funding of nomadic education as outlined by Tahir (1993), is one, which the federal government provides capital and recurrent cost for national commission for nomadic education. The national funds is for instructional materials, rehabilitation of classrooms and the provision of new ones.

The state governments set up nomadic education agencies and provide recurrent and capital costs for them and build nomadic education schools and the local government pays teaching and non-teaching staff salaries and allowances including cost of nomadic education section of the local government education authority (LGEA) and schools. They can also establish schools. Perhaps, they show a greatest concerned among the government in ensuring that the nomadic education programmes meet the desired objectives.

#### **Administration of Nomadic Education Schools**

Edem (1982), says that administration involves planning activities which help at the fulfillment of the goals of the particular organization. The activities include: describing the task to be performed to accomplish certain objectives and assigning these tasks to

carefully select trained personnel, making the personnel perform efficiently by using the tools provided for them, and co-coordinating some formals structure (administration unit, system office or department) which permit a hierarchical (vertical) allocation of responsibilities and a communication flow.

Administration in nomadic schools needs or required these kinds of administrative patterns which schedules of responsibilities is according to specialization with enough provision of facilities needed for the programme purposely designed for. In other word nomadic people by nature and their culture are people very difficult to manage. So, with this experience it needs to involve techniques that can be conforming to their identity so as to attain the goals. There are so many considerations to look upon before establishment of nomadic school. These include:

- Nomadic people are those who are always on the cause of movement to search for water, and pasture, for their cows. This type of movement includes long distance movement carried out mainly by the total movement group of nomad. While short distance are the semi nomadic people who move to short distance in some season and return to fixed abodes at certain period of year. It called split movement group. the old people are left at the base camp with a few animals to supply their needs.

Lawan in Ezeomah (1993) said, to provide education for these groups of nomad, the following type of schools could be organized for them;

- (1) Mobile school: the schools are organized to move along with the mobile group of nomads;
- (2) School for integration: it is possible to find pastoral groups who are semi-settled or semi-nomadic. These live side-by-side sedentary communities and attend regular schools; and
- (3) On-site schools: this type of school is usually established in areas of concentration of the nomads, either along major routes of migration or in postures areas.

### **Establishing Schools for Nomads**

Establishing nomadic schools requires some procedures in which to follow that will help in getting some basic information from the beneficiaries. Following these procedures will avoid to enforce things that are not the felt needs of the target population. In this regard teachers and other stake holders need to be involved in carrying out a thorough survey to the following factors Lawan in Ezeomah (1993) identify as follows:

- (i) Type of school that will suit the educational needs of a group of nomads;
  - (ii) The number of school age children that will make up the school;
  - (iii) The nature of mobility of the nomads; and
  - (iv) The seasonal changes affecting the life of the nomads and the school.
- Consultation with parents; Here the parents should be consulted regarding the types of school wanted to establish for their children .The parents must agree on the nature and type of school that will suit the socio-economic roles of the nomads

to enable children help their parents in herding and also go to school.

A part from parents there are other group and associations that should be consulted. These include the following:

- i- Nomadic Leaders;
- ii- Religious Leaders; and
- iii- Cattle Breeders Association.

### **School Plants**

Oyedeji, (1998), argued that school plant include the site, building, and other infrastructure. By this means permanent and semi-permanent structures which include items such as machine, laboratory, and it facilities, equipment, the chalk, and even office assistance. Again school enhances the comfort, safety of pupils and teachers thereby increasing their performance. The quality of instruction is enhanced by the school plant. Adesina, (1980), observed that the quality of education that our children received beers direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. Not only that school plant is also for community use such as extra moral class, adult education and home economics centers meeting place, sport activities and public ceremonies such as marriage.

Learning achievement has direct relevance with the infrastructure such as building, infrastructure materials, and other resources that aids teaching and learning possible. For the nomadic education to realize such possible achievement, the authority concerned or the managers should make school environment a pleasant place that will accommodate nomadic needs. To ensure these before the establishment of



nomadic schools, considerations have to be made to the following factors.

- i- Parents should take part in decision making process of erecting structures for the school;
- ii- Education authority is responsible for the educational programmes of the nomads. Nomads must be feed with adequate information on best place of putting structure for the schools especially permanent structures; and
- iii- Leaders of farming communities should be consulted in establishing school to prevent a clash between settled communities and nomads in against of school life disruption.

In addition to above mentioned, considerations other factors should be considered in order to make learning more attractive for the nomads. These include;

#### **Convenient Learning Time Table**

School managers should design class time table that suit with the nomads work roles for them to help their parents.

#### **Knowledge of the Culture and Custom of Nomads**

The managers should employ teachers from their kith and kin. This will enable the nomadic pupils to have more attention about their school learning and will yield more achievement.

#### **Relevant Learning Curriculum**

The curriculum should be designed in such a way that will be relevant to the nomadic culture and tradition. Teachers should master their subject matter that

will enable them to enhance good teaching learning activities.

#### **The Role of school Administrators / Head Teachers**

Schools is a place which comprise different types of resources ranging from the teachers, pupils books, building and other equipment that lead to its success. And all these found in school is the responsibility of the head teachers to see that are coordinated toward the line of action.

Farrant (1980), explained that a good head teacher must possess high quality of leadership because like a general, he cannot win the battle by himself but only by inspiring those with whom he serves. In addition, good management requires knowledge and experience, the ability to demonstrate practical process when required. The head teacher must supervise the work of his teachers, but he must avoid over supervision.

Farrant (1980), further stated that the head teacher has responsibilities beyond the confines of his school. for he is responsible not only to his employer but to the public and in particular to the community which his school serves. Meanwhile, school activities are responsibilities on the neck of head teachers and assigning other responsibilities to respected teachers who show the spirit of moving the school forward. Community where a school was sited is beneficiaries so they need the service of the school by involving them into the matter that brings the realization of the school goals. In the case of nomadic school which deals with pupils of unique culture and tradition that is difficult to manage. In regard to this it requires very skillfull and qualified head teacher who has a

diversified leadership style that will suit the nature of those pupils in order to obtain the nomadic education goals. The following are issues to take into considerations:

**Mutual Respect:** Respect cannot be demanded: it can only be given growing as one person sees in another person quality he admires. This relationship of mutual respect is necessary among staff and pupils in school if there is to be a good school spirit.

Good relationship among staff and pupils is translating the school atmosphere for whoever visited the school. And this anticipates what will be the outcome in a given period of school activities. .

**Shared Ideas:** Group feeling is most easily developed amongst people who hold the same views and have the same ideas. This is difficult in a school which draws its staff and pupils from different backgrounds, but can be encouraged by a Head Teacher who wants it. Particularly in Nomadic School which both the teacher and the pupils might not be from the same kith and kin. So, here the head teacher should map a strategy that will bring both the staff and pupils together.

**Shared Activities:** The Head Teacher need to break down the barriers that separate classes so that there are occasions when the school is like a family. Sometimes all together sharing a common task or enjoying a social occasion or perhaps in mixed age groups following their several interests. This can be done through morning assemblies, concerts, exhibitions, school maintenance etc. Not only that, it encouraged unity and understanding

among pupils and school community. A part of these pupils at the early stage of their life start learning the art of leadership understanding themselves and the community at large.

### **Important Component for the Management of Nomadic Schools**

Management as earlier said, is the ability of the school manager to co-ordinate the human and material resources to actualize the stated goals. To achieve the desired objectives it requires a process that leads to its attainment. Farrant, (1980) has identified the following structures:

- (i) **Management Structures:** There are a number of different methods of school management, each is recognized by the pattern in which decision making is carried out.
- (ii) **The Hierarchical Model:** In this system there is a clearly defined structure of authority. The head teacher has a complete authority over all the line of authority all move downwards.
- (iii) **The Departmental Model:** Here the authority is delegated among senior staff in the school. And the lines of authority move outwards rather than downwards. The head teacher will usually make clear what he would like to see happening in the department and will do this through discussion with head of department.
- (iv) **The Democratic Model:** Here school is operating without a line of authority. The school is operating through a school council on which the representatives of all interest



groups. Policy making decision is taking by this council with the head teacher in the role of chairman or coordinator of representatives from the teaching units.

- (2) **Allocation of Resources.** The aim of school management is to make the most efficient use of the available resources such as teachers, buildings and equipment in order to achieve predetermined educational goals relating to the pupils, the community served by the school and national system of education. It is pertinent with the nomadic education in making sure that all needed resources are supplied and make wise used of its in order to meet the desired objective. It becomes necessary for the head teacher and any other related personnel to coordinate effectively the resources through:
- (a) The work of the member of the teaching and supporting staff;
  - (b) The funds, facilities and equipment possessed by the school; and
  - (c) The resources offered by the community.

- (3) **Internal and External Communication:** Schools like organisms are depended upon and efficient network of communication between the administration and people who make up the school community if they are to operate as intended. In addition, communication is the life wire of organization which interact the feelings, attitude and understanding of school organization. Bello ( 1972) in

Dare (2006) sees communication as intercourse by words, letters, symbols or messages and the way organizational members share meaning and understanding with another. The main areas of communication that need to be considered are those carried on between.

- (a) The Ministry, the school and the community.
- (b) The Head teacher, the staff and the pupils.

Perhaps the head teacher needs to examine how effective are his channels of communication between those various bodies. School communication is established through Parents Teachers Association (PTA). This helps in enabling parents to know the activities of the school and how well the teacher and pupils performing in the school.

#### **Professional Teachers**

Teachers are considered to be the bed rock of achieving the educational goals. It is necessary for the Ministry of Education or any educational relevant bodies to employ teachers that are qualified who obtained minimum qualifications prescribed. Teacher as a professional usage John, (2003) defined teacher as an individual who is friendly, impacting knowledge to the learners. He holds child's courtesy, courage, knowledge and helps him to develop healthy attitude in learning. Also a teacher is a person trained or recognized and employed to help learning in a classroom situation in order to achieve a set of educational goals. Ojibara and Ojibara (1997) emphasized that the teacher is expected to be academically, physically and intellectually fit. They further intimated that the teachers' skills.

dispositions and most especially the teachers' professional status could affect their efficiency at ensuring desirable behaviour and enhancing the academic achievement of the pupils. These could also affect their attitude to work and how they handle management problems in the school. Blair (1984) observed that, teachers of high achieving students are good classroom managers. Abdulkareem (1997) argued that teachers are the fulcrum of the educational lever. The fact that teacher has a unique influence on students' academic achievement is generally recognized.

In essence teacher is regarded as someone who have accumulated a body of knowledge from a recognized institution of learning that awarded a certificate which has been prescribed as qualification that would enable one to teach in school. In other words before a teacher could be called a professional teacher there is a body to ascertain the level of its professionalism. These bodies are:

- (1) Teacher Registration Council of Nigeria (TRCN), it empowers to accredit, monitor and supervise courses and programmes of all teachers training institutions in Nigeria. In section 7 of the act titled "approved of qualification etc"
- (2) TRCN and collaborative agencies in education such Nigerian University Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) work hand in hand to ensure the quality of the programme of

teacher training institutions under their respective controls.

Hence the NUC, NBTE and NCCE are all in the governing board of TRCN and they are actually meant to work jointly. Each of these has given directives to their Vice-Chancellors, Provosts to get their teachers to comply with the provision of TRCN act.

### **Recommendations**

- 1- Government should provide the needed teaching and learning materials for successful attainment of goals of education for nomadic children.
- 2- Government should create more awareness to nomadic people with a view for making them to realize the benefits of formal education for themselves, community, and the nation at large.
- 3- Accessibility among teachers to their various place of their primary assignment should be enhanced.
- 4- More funds and incentive should be allocated to the appropriate bodies and incentive to teachers for their motivation.

### **Conclusion**

Education as a tool for self and national development now witnesses a serious challenges in area of administration and management most especially in public schools at lower levels of education. In essence nomadic education is among of which suffered with this, despite the fact that the system is still not yet matured but it seriously requires all administrative pattern to bring about the realization of its stated objectives. However, for nomads to receive a better education, well trained personnel must



be employed, qualified teachers also to be recruited, teaching facilities must be provided in enough quantity and quality to teaching. And again a lot of consideration must be given to the target population by virtue of their life style because it will enable them to consider themselves as one of the key in running the administration of the school purposely designed for them. Never the less the school system and time-table should consider their daily routine of the herding system.

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