

BUILDING AN EFFECTIVE, RESILIENT AND SUSTAINABLE EDUCATION SYSTEM FOR SUSTAINABLE SECURITY DURING AND POST-COVID-19 PANDEMIC

MOHAMMED Abdullahi

Department Of Continuing Education And Community Development

Faculty Of Education And Arts

Ibrahim Badamasi Babangida University, Lapai, Niger State

Abdullahimohammed144@gmail.com

Phone Contact: 08065965371

Abstract

*Generally, the need for education to all and sundry is more than necessary. It stands as the incontestable tool for attaining development, peace, and integration across the globe. Productive education serves as one of the tripods for personal advancement, increase social status, increase social health, economical progress, success to nation, set goals of life and make us more conscious about the social issues around us as well as gives us room to solve our environment problems. This paper examines areas needed to be taken care of in the education sector for sustainable security during and **Post-Covid-19 Pandemic**.*

Key Words: Education, Effective, Resilience, Sustainable, Security

Introduction

Education is the totality of all the environmental influences that affects an individual from birth to death (Aloma, 2013). In other words, education could also be seen as the process of learning how to become a complete and acceptable societal member. Thus, one may not be wrong to sense education as the core ingredient for societal existence. In effect, society with high number of literates grows to the fullest vice-versa. It is in view of that, education has a very prominent place in the minds of global nations. Moreover, prominent Nigerian educational thinkers had placed education as the orbit of Nigerian development. For instance, Prof. Bennett Ukeje in his cardinal principles of education; opines that, education should be deliberately planned to ensure that social, political, economic and scientific progress of Nigeria. Malam Aminu Kano, also stated penetration of education to people allays the problem of ignorance, disease and fatalism among women.

Generally, the need for education to all and sundry is more than necessary. It stands as the incontestable tool for attaining development, peace, and integration across the globe. Productive education serves as one of the tripods for personal advancement, increase social status, increase social health, economical progress, success to nation, set goals of life and make us more conscious about the social issues around us as well as gives us room to solve our environment problems. Thus, technically and substantially, Nigeria as an independent nation, operates; 9-3-4 system of education. However, Nigerian education remains very stultifying. Considering the fact, in the late 70s and 80 neighbouring Nationals used to come to Nigeria to acquire education. But today, the reverse is the case due to bad state of the Nigerian Institutions (Ogunyemi, 2020). Therefore, for the Nigerian education to be stable and stand the test of time, Nigeria's current system of education needs refinements and improvement in most of the major areas. As such stakeholders need to rally towards nurturing, reinvigorating and re-structuring the dying educational system to the global standard so that Nigerians can compete in the global economy after their graduation and certification.

Corona Virus other known as covid-19, is a disease said to have originated in Wuhan of China in December 2019. The virus was declared pandemic by the world health organization on the 11th of March, 2020 after its spread to different parts of the globe. In Nigeria, the first case of the disease was confirmed by federal ministry of health in Lagos state, on the 27th of February 2020, through an Italian citizen working in Nigeria after his returning from Milan to Lagos. As a result of that Nigeria placed a travel ban on 13 countries with higher cases of the deadly virus (covid-19), namely United State, United Kingdom, Germany, Italy, France, Spain, Switzerland, Iran, Japan, China, Netherlands and Norway respectively. Moreover, as part of the measures taken to curtail the spread of virus internally, the Nigerian government through Presidential Task Force on Covid-19 in collaboration with NCDC ordered for the immediate closure of all the learning institutions in the country, restricted movement of inter states, closure of market places, religious gathering of more than 20 persons, banning social gathering all with the view to cushion the further spread of the pandemic within, as well as imposing punishments on the culpable violations.

Security however, can be described as stability and continuity of livelihood (stable and steady income), predictability of daily life (knowing what to expect), protection from crime (feeling safe), and freedom from psychological harm (safety or protection from emotional stress which results from the assurance or knowing that one is wanted, accepted, loved and protected in one's community or neighbourhood and by people around. It focuses on emotional and psychological sense of belonging to a social group which can offer one protection). This description structured the concept of security into four dimensions. However, these dimension can be weaved together to give a composite definition of security as the protection against all forms

of harm whether physical, economic or psychological. It is generally argued however that security is not the absence of threats or security issues, but the ability to rise to the challenges posed by these threats with expediency and expertise.

Insecurity on the other hand, is the antithesis of security. However, because of the very many ways in which insecurity affects human life and existence, the concept of insecurity has usually been ascribed different interpretations in association with the various ways which it affects individuals. Some of the common descriptors of insecurity include: want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention a few. All of these have been used by different people to define the concept of insecurity. These different descriptors, however, run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood. Beland (2005) defined insecurity as "the state of fear or anxiety stemming from a concrete or alleged lack of protection." It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security

Contextual Framework

Unarguably, education should be the strongest weapon for transforming any society. The moment the education of a nation loses focus that society begins to lurch into delirium. Education in Nigeria underwent numerous reviews and changes in the aspect of system and curriculum just to achieve globalization, advancement and technology. Nigeria as a nation, is blessed with enormous resources for iconify its educational system to the level that it can compete with other nations in any field. It has been estimated that Nigeria spends about 1.4 trillion Naira annually to support foreign education tourism (Ogunyemi, 2020). Paradoxically, the Nigerian education still remains blank. To some, Nigerian education would continue to falter owing to absence of streamlines in the area of planning, funding, supervision, teaching staff, facilities, security brouhaha and poor leader of educational administrators.

- Planning: Educationally, planning concern itself with the process of formulating education policies and arranging resources with the aim of achieving certain educational objectives. The branding of a nation largely depends on its ability to plan its education. The role of education in the overall development of a nation cannot be over emphasized. There is hardly any sphere of national development that is not influenced by any factor than a well planned education (Kudu, 2005). The said opinion, tallies with the rhetoric that says "he who fails plans, plans to fail". Realistically, Nigerian education in the area of

planning is faulty owing to the fact that, its planners have no power over the organization of its national economy. The planners are only responsible for the establishment of broad educational aims and objectives, (Ndayelechi, Baba and Saba, 2018). This trend makes the planning process or situation of the education in the country, contrary to the financial straight of the nation thereby symbolically paving way to wastage and embezzlement of the nation's resources. As stated also by Mgbodile (2004), absence of proper educational planning implies that the envisaged national education objectives achievement unrealistic due to lack of roadmap.

- **Funding:** educational funding refers to all funding commitments expended in educational programme (Ndayelechi, Baba, Aloma and Wushishi, 2010). The most crucial factor in the implementation of any educational programme which other factors mingle on it, is funding (Muhammad 2000). In effect, one of the problems stultifying qualitative education in Nigeria is funding of the educational Institutions. Government allocation to education in Nigeria is inherently insufficient to justify the capital and current expenditures of the educational institutions in Nigeria. As posited by Mgbodile (2004), the achievement of any form of educational objectives is largely depends on sufficient funding of the education. For instance, one of the problems necessitating for re-current of strike in our Nigerian Universities, is lack of adequate funding to the Nigerian universities. The universities in Nigeria are suffering from the problem of underfunding. As stated by Aderounmu and Ehiametalor (1985) in Mgbodile (2004), poor funding negatively affects educational development. Against the ambiguity, our educational institution, need more financial disbursements to cater for the growing population in our learning institutions in the area of rehabilitation of the structures, building structures, provision of more physical facilities for learning and other educational miscellaneous expenses. So doing, will help in the area of fixating the problems of learning institutions in Nigeria. Owing to the fact that, there are some of our learning institutions in Nigeria today, that one will not believe, that they are learning institutions. This is more mainstreaming in the rural areas and state universities. Schools in rural areas are in a very sorry state. They are not favourable for effective learning. Applicable to some of our state universities. Some of the state own universities in Nigeria are like secondary schools due to lack of funding (Ogungemi, 2020).

- **Supervision:** supervision remains one of the incontestable fulcrums for educational development. According to Yabo (2007), supervision refers to effort of education officials that geared toward providing leadership to the teachers and other educational workers for instructional improvements. Supervision spurs professional growth in the educational circle, owing to the fact that, it prompts the workers in

educational setting to be on their toes. Unarguably, our educational institutions in Nigeria today are suffering from enormous undesirable educational practices which practice by the teachers on the ground of supervision paucity, poor style of supervision, resistance of teachers to change, lack of relevant materials, Negative attitudes of teachers to supervision, poor funding of supervisors, shortage of supervision personnel, poor incentive to supervisors, out of touch with techniques of modern supervision, poor communication to schools among other things (Ndayelechi, 2012) prioritizing supervision of educational program, is one of the needful things that government needs to embark upon across the whole levels of Nigerian educational institutions. Through that curriculum development will be sense. Therefore, to achieve this, there is need for the improvement of educational supervision, as well provision of adequate transportation, security for supervisors for visitation of schools located at villages due to security hiccups lingering rural settlements, recruitment of more supervisors inter alia.

Poor Quality of Staff: It is being a practical metaphor, plurality of these days recruitment to teaching profession is not on the principles of meritocracy. Vast numbers of people are taking teaching profession as a stepping stone to their greener pasture (Kaduna 2003). In line with the above, majority of those whom were recruited into the teaching profession were on the basis of corruption and connection. These people will rarely give their best in the teaching activities, owing to the fact that; they have no passion for the activities (teaching). Moreover, those who were recruited on the basis of corruption are not academically well to do.

As such, those who are not academically well to do, have no means of impacting to their pupils/students academically. For instance; even the Nigerian punch of Dec., 23, 2019, had quoted ASUU chairman decrying the recruitment system in the Nigerian universities as regretting, owing to the fact; many of whom were recruited are not qualified to teach. They found their ways into the system on connections and corruption ground. This situation is indeed serving as a negative icing on the existing rotten cake to educational development. Against the ambiguity, this is not the trend in other developing nations like South Africa, Ghana whose educational system is now better than ours (Ogunyemi 2020). This situation is tormenting and teasing to our education psych.

Facilities Problems: Facilities constitutes part of the core resources needed in learning enhancement. Facilities availability in school affects positively the mental, health, behaviour and engagement of the learners and the teachers (Aloma 2013). In effect, facilities paucities across the various levels of our educational institutions are palpably incontrovertible. Most of our Nigerian universities lack appropriate facilities for the conduct of cutting edge researches. Most of the libraries in our

Nigerian universities are derail of current books and journals, kerosene stoves are also use to be employed as bouncing burners for experiments. Some universities use buckets to fetch water to their laboratories for some activities (Ogunyemi 2021). Absence of well equipped libraries, laboratories, technologically workshops, over head water tank/motorizedboreholes, lecture halls, toilet facilities and hostels are greatly posing a macabre stall to the conduct of effective learning process and encourages brain drain.

Availabilityof facilities in educational institutions aids in the context or area of making teaching and learning process aesthetically pleasing. Facilities tremendously help in the area of positively affecting the tutees and the tutor's health, engagement, and learning performance. The effectiveness of learning in school depends on the facilities possess by a school, the conduciveness of learning institution; for instructional under taken is also largely depend on facilities in place that could promote learners involvement such as equipped science laboratories, technologically workshop, spacious as technologically outfit classrooms/lecture halls, well-stocked library, sporting facilities, as well as facilities that could assist learning as such as; book store, wireless internet service, students reading lounges, multi media specialty room among other things. Today in Nigeria, schools, particularly in rural settings are lacking facilities for effective learning. Sometimes you will find it very unbelievable that learning is taking place in some of the schools, because the schools lack chairs, door, proper roofing, in some offices of the school heads; one can't even see table and chair for writing. Some school administrations and learning activities are all taking place under mango trees. The classrooms structures dilapidated and become very scary for learning programs. Some of the classrooms have become animal abodes.

Security Issues: unarguably speaking, security situation is a pandemic. No country in the world today can maintain cavalier attitudes about security situation ofitself; owing deleterious consequences which lack of security poses or stalls to the whole ramifications of a nation. Insecurity in Nigeria, is getting murkier and unpredictable it's getting worst to worst by the day. Bandits, kidnappers, Boko-haramites and Gunmen operate at will. They can attack villages, homes, religious centres and educational institutions are also not exceptional. For instance, the murderers (Boko Haramites) under the tutelage of Shekau, came to limelight in 2014, staging secondary school at Chibok of Borno state and kidnapped about 276 school girls, which some of them till date are yet to get re-united with their parents. Moreover, vanguard of August, 2020 had decried the activities of gunmen,who invaded one price academic in Chikun local government of Kaduna state at about 8:00AM of that unfaithful day at Damba-Kasaya community and abducted JSS 3 finalists who went for examinations.In other disgusting, teasing and tormenting development similar to that, gunmen, suspected to be kidnappers, invaded and stormed A.B.U Zaria staff quarters, kidnapped a

lecturer identified as Dr. Bako along with his wife and daughter (Sahara reporters, 23, Nov. 2020). Moreover, on the 17th of Feb., 2021, gunmen in their inordinate number around 2:00AM, stormed Government Science College, Kagara, Niger State, kidnapped about 27 students, 3 staff and 13 staff families and killed a student. The attack prompted the Niger state ministry of education to declare the closure of boarding schools in Rafi, Munya, Shiroro and Mariga local governments, until further notice. Moreover, on the 26th of February, 2021, about 279 female students aged between 10 and 17 years were kidnapped at G.G.S.S Jangebe of Zamfara state. In the same vein, on the 11th of March, 2021, kidnappers stormed Kaduna state female College of Forestry Mechanism in Mando area and abducted female students. The above mind troubling security saga, caused by handful of different social miscreants in our learning institutions, have been sending shivers down to the earth of the minds of parents and learners. The parents feel unsecured to allow their children to go to school for learning, even the students feel unsafe in their schools due to fear of attacks (Burkarti 2021).

Poor Leadership of Educational Administrators: One of the militating factors indirectly militating against effective administration of schools operation in most of our learning institutions is poor administration of the schools. Ineffect, some of the school administrators operate at mercy of their whims and caprices. Some school heads' plan their schools' administration without quarter contribution of their immediate subordinates; they feel unsatisfied to give their fellow colleagues role(s) and room to contribute their quarter to the effective administration of their administrations. School administrators with these type of attitudes are demoralizing subordinates of coming up with mind blowing ideas that can be harness together in making their schools great in learning faculty and they are doing damage to their schools' administration. In an unsavory development aligning to this, some of our school administrators are too cavalier to speak up against undesirable educational elements/practices or exhibit by their fellow staff. This type of attitudes are enormous infraction to their effective administration of their schools' administrations and to their positions as schools' administrations. As it was observed that school administrators are responsible for the productive plans, organizations of resources under their disposals, directs and coordinates the affairs of both staff and their pupils. They also assigns task to teachers and supervise to ensure utmost attainment of their schools' objectives (Ndayelechi 2019). In effect, activeness of the schools administrators could be incorporated as part of the battle line to potent for their institutional thrives.

Contextual Framework on Covid-19

Against the ambiguity, the performance of the scars of the pandemic on all sectors of global states/nations was unarguably ironic. There was never an epidemic or pandemic in the annual of the world that left an unprecedented negative impact like covid-19. The virus spreads quickly like wild fire. History had it that, the plagues stalled a

nonpareil dangers than the black death of (1346 - 1353), Spanish flu (1918 - 1920), Asian flu (1957 - 1958), West African Ebola (2013 - 2016). The dangers posed by the said viruses were seen as tantrum in analogy to covid-19 so far, the virus (Corona) was estimated to have killed about 3 million people globally and to have effected millions people. The outbreak of corona virus and its effect to education is huge, due to the fact that, it has added to the mess of 260 million out of school children globally as reported by United Nation (Aljazeera inside story 2020). This can be established, due to the fact that, the closure of the schools had disrupted about 1.5 billion children and youth educational pursuance. The closure of the schools were necessitated by the fear further spread of the disease/virus among learners and teachers. Symbolically the pandemic, unfold or unmasked the matrix of orgy of hiccups under which educational institutions are operating under, in the area of facilities, financing, inter alias. Particularly in Nigeria and other developing countries.

School Activities before Covid-19 in Nigeria

Incontrovertibly, school activities before the advent of covid-19 in urban areas were partially interesting compare to their counterparts in rural areas, due to the fact that most schools in urban areas are unarguably glamorous for instructional activities. They have average teachers, facilities, supervision and enjoy more patronage and security in comparison to their rural counterparts. In the aspect of facilities, they have classes, sits, libraries, laboratories, computers, practical rooms, boreholes and other instructional or learning friendly materials.

Moreover, these wherewithals for academic flourishing are also better enjoyed in the private learning institutions due to volume of funding which private institutions and supervision the schools receive from their proprietors.

Schools Activities during Covid-19 in Nigeria

Due the cascade of pressure from parents, proprietors of private institutions, and others who did not believe with the true existence of covid-19 and who see it as a ploy, the schools were ordered open for instructional activities. Under strict compliance to non-pharmaceutical covid-19 protocols. Though, before the re-opening of the schools, government in some states like Niger state, under the able leadership of Governor Sani Bello, introduced, Radio Learning Programme where students of primary and secondary schools were made to be listening to lessons in F.M radio stations. While, the higher institutions were introduced to online programmes of learning. The duo programmes received series of rebuke due the fact that, children/pupils in the villages and other rural areas particularly in Northern Nigeria are not having peace of mind that they can stay and listen to radio programmes to learn to due fear of banditry attacks. On that of higher institutions, "it is not all higher institution of learning,

institutions can afford handset that can be used for effective online studies" . Moreover, the networking system in Nigeria are also not strong or effective everywhere.

The Need for Realigning Our Education

What commend/attracts review of Nigerian educational system is the expectation of potential benefits which carries with any or all changes. The needs for better education are enormous and can be summarized as:

- i. To create sense of national belonging to all as Nigerian citizens, regardless of our diverse background and encourage national unity in diversity.
- ii. To reduce brain drain.
- iii. To reinvigorate the lost glory of Nigerian education system, thereby restoring room for cutting edge of researches in Nigeria.
- iv. Reduce illiteracy, poverty and fatalism.
- v. Ensure growth and development of Nigeria.
- vi. To boost our source of revenue through education. Owing to the fact, if the education becomes up to standard, it will attract other nationals to come to Nigeria for education pursuit which in turn may be charge appropriately as it used to be in eighties. (80s)
- vii. To reduce social vices.
- viii. To protect and defend the rights of citizens.
- ix. To fixate the re-occurrence of strike, specifically in Nigerian Universities.
- x. Allay half bakes production.

Conclusion

No nation can thrive with its educational system gradually stultifying in a geometric nature by the day, on the ground of poor attention. If education in Nigeria and other developing countries of the world are not given adequate and most priority, the level of insecurity which is sensing today will be a tantrum in analogy to what may be seen tomorrow. This is because, investigations and observations proved that the vast number of manipulate for insecurity undertakings, are people with poverty of thought and knowledge occasioned by illiteracy. As such government needs to upscale its effort in the context or area of addressing issues that are militating against educational development in Nigeria. As such, adequate supervision, funding, proper planning, security partnership, provision of facilities, good leadership techniques on the part of the schools administrators, is therefore the most appropriate and timely.

Ways Forward/How to Go About

Specifically, the best way to go about it would be to:

- Increase Funding: As postulated by inordinate number of educational

administrators, the achievements of educational objectives largely depends on the financial resources available or funds available. As such, government needs to do more in the aspect of funding of education to the international standard. For instance, the international standard has it that, 25% of nation's budget should be given to the nation's education(Ogunyemi 2020). This doing will enable our education to have a well balance financial disbursement for catering for the growing population of students at all levels of our institutions of learning, in the context of rehabilitations, provision of more physical facilities for learning and other educational miscellaneous expenses. Moreover, to make this more obtainable our institutions need to spark off their sources of funding. Our schools and the communities should maintain positive rapports so as to solidify their relationship. Through this, the community members will find it courageous to help the school in any area of demands. In a similar development, endowment funds should be well utilized. Religious leaders as well as community leaders should call on their members to contribute to education materially or financially.

- Government needs to do more in the area of encouraging supervision of education. More educational supervisors need to be employed for supervision of our education. These supervisors need to be motivated with incentivize and be well equipped with appropriate materials for the supervisory undertakings. For example, there should be provision of adequate transportation, payment of salaries as at when due, working materials, adequate workshops and seminars for them for professional efficiency. With the current security brouhaha, supervisors should be attached with security men who will see them to the rural areas for the conduct of supervisory activities.

- Educational Planning should always be done by knowledgeable and experience educational planners, bearing in mind, the education they are envisaging, the statistical data of the beneficiaries, nation's financial strength as suggested by Chike-Okoli (2007). Moreover, the Nigerian educational planners should be allowed to have picture of the nation's national economy, not only responsible for establishing broad educational aims and objectives, which is part of the most annoying aspect of our curriculum planning.

- Recruitment to teaching profession should base on merit. This should be via; established vigorous, screening, oral interviews and written test. Moreover, at the primary schools level, SUBEB should stop interfering in the shortlist of whom to be recruited, rather, they should only go to various local education authorities for the conduct of interviews, screening and test to those shortlisted for the interviews. Owing to the fact, plurality of those recruited from board and sent to schools other than those in their localities, they don't use to stay and teach with full commitments. In this wise, I suggest those to be given appointments in primary schools should be

people in their areas where the primary schools are located, to avoid leaving their areas of duties. In furtherance to that, the need for organization of workshops/seminars for those in education sector is also more than necessary. This will help in keeping them abreast with new techniques, methods and skills for teaching for easy curriculum development.

- Appointment to school administrators should be based on merit. The appointment of some school administrators to head schools is ironical. There are inordinate numbers of school administrators who are now heading some institutions not on merit. Some were appointed on corruptive, connection and even sexism basis. These calibre of people have it pretty challenging to effectively and efficiently manage their schools.

- To counter student abduction, our schools now need installation of air raid sirens, the use of the force multipliers in alerting nearby authorities on any attack. Use of metal doors in school compounds and appointment of armed school resources officers as well as local vigilantes in our schools for proper security.

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