

EDUCATION ADMINISTRATION FOR SUSTAINABLE HUMAN DEVELOPMENT

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ABSTRACT

The study examined educational administration for sustainable human development. The theoretical position was based on modernization theory of development propounded by American social scientists in the 1950s. The theory states that the society moves from the traditional level to modern level. Its features are universalism, high mobility and achievement motivation. The study critically examined the following variables such as concept of sustainable development, core indicators of sustainable development, relationship between sustainable development and human development, guidelines for bringing the indicators of sustainable development and ways of managing educational administration to bring about sustainable development. Based on the observations and findings of this study, it was concluded that the need for effective and efficient educational administration is a sine qua non for national manpower restructure and sustainable development. Based on the conclusion, it was recommended that educational administrators should be adequately empowered to manage education and their capacity must be built and continuously enhanced through attendance of in-service training such as capacity building, workshops, seminars and conferences. This will give them the insight needed for them to discharge their statutory responsibilities which its end-product would be sustainable human development.

Keywords: Educational Administration, Sustainable, Human Development.

INTRODUCTION

Education is a potent apparatus for achieving sustainability. 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. Beyond that, there is little agreement. People argue about the meaning of sustainable development and whether or not it is attainable. They have different visions of what sustainable societies will look like and how they function. These same people wonder why educators have not moved more quickly to develop education for sustainability (EFS) programs.

The paper can therefore be seen as a set of concrete suggestions for actualizing, in practical terms, the laudable goals of the United Nation (UN) Decade for Education for Sustainable Development (2005 – 2014). In specific terms, the paper will be handled under the following headings:

- (a) Concept of sustainable development
- (b) Core indicators of sustainable development
- (c) Relationship between human development and sustainable development
- (d) Ways of managing educational administration to bring about national development.

THEORETICAL FRAMEWORK

The theoretical position of this study is anchored on Modernization Theory of Development as propounded by American social scientists in the 1950s. The theory states that the society moves from the traditional level to modern level. Its features are universalism, high mobility and achievement motivation. There is high level of social mobility, more productive forces, children are better educated and the needy receive more welfare. It is a society of the western world. There is also rational legal source of authority and high level spatial mobility and highly differentiated political and educational structures.

Bringing the cart back home, since these characteristics are equated with the value of capitalism, development or modernization becomes synonymous with capitalism. To be developed or modernized is to be a capitalist, and to be a capitalist, require the adoption of the protestant ethnics. From the explanations above, this theory is suitable for the study.

The Concept of Sustainable Development

As an academic scholar, in order to understand the academic meaning of sustainable development, it would be of paramount importance to define the term “development”. What then is development? Defining development is contentious i.e controversial because there is disagreement among scholars about what constitutes development. The differences arises from the ideological perspectives of scholars. However, there are two major ideological perspectives of defining development.

- (a) Liberal ideological perspective
- (b) Marxist ideological perspective

(a) **Liberal Ideological Perspective:** According to the liberal school of thought, development entails increase or growth in certain indicators such as per capita income, gross domestic product (GDP), gross national product (GNP), level of education and infrastructural facilities. They see development as being synonymous with modernization. Development involves social change where people have freedom in political participation, and that a developed system becomes more orderly. To sum up, development creates conditions for material advancement.

(b) **Marxian Ideological Perspective:** They see development as being people centred. It is people centred because its end-purpose and process is the development of human beings. According to the Marxist, development should enable individuals to enhance their personality. Personality that is creative, personality that is organized and personality that is disciplined. Development gives rise to the enhancement of personality that can be a driving force behind the economic and social formation of the society.

According to Walter Rodney, development can be seen in two levels:

- Level of individual
- Level of society as a whole

At the individual level, development entails increase in skills and capacity, greater freedom and creativity, self discipline and responsibility that eventually brings about material well being. At the society level, development does not stop at economic well being alone. It is purely more than economic affairs. It involves overall social process in which its outcome is man’s capacity to deal with its environment rather than the environment controlling and determining how they live their lives. To this end, development whether viewed from either

liberal or Marxian perspectives, have one thing in common and that which they have in common is that development involves change that is qualitative.

The question is, what then is sustainable development? The term sustainable development was put forward by the World Conservation Strategy in 1980 (IUCN 1980). Later, the Brundtland Commission Report (1987) and the Rio Earth Summit (1992) made sustainable development a policy objective for the world community. Environmental sustainability is presently one of the eight millennium development goals that 191 UN member states have pledged to meet by 2015. Among the numerous definitions of sustainable development, the most cited is the Brundtland Commission's (1987 :15) "very broad and non-specific" definition, which is to "meet the basic needs of the present generation without commission the ability of future generations to meet their needs".

There seems to be an apparent conflict between the sustainability and human development goals. Attaining higher human development may require the use of more resources, whereas ensuring sustainability may require constraining the use of resources and making some "defensive expenditures. A balanced approach is, therefore, needed to optimize human development with sustainable use of natural resources and the environment. On the other hand, the term Sustainable Human Development (SHD) has been used since 1991 with different meanings, or as Cohen (1997) stated, "(t) here is no agreement among development practitioners as to what Sustainable Human Development (SHD) is or is not..."

According to Jolly (1991 :45) Sustainable Human Development means protecting our children's well-being with an "integrated, human approach to environment". Speth wrote in the Foreword to the 1994 Human Development Report that Sustainable Human Development is development that only generates economic growth but distributes its benefits equitably; that regenerates the environment rather than destroying it: that empowers people rather than marginalizing them. It gives priority to the poor, enlarging their choices and opportunities, and provides for their participation in decisions affecting them. It is development that is pro-poor, pro-nature, pro-jobs, pro-democracy, pro-women and pro-children.

According to Austin, "(s)ustainable human development is the process of improving practical needs and strategic interests to all members of a community with the intent of providing complete physical, mental and social well-being.

In summary, both sustainable development and human development are geared towards improving people's life, expectancy through educational administration because education through the school is an agent of socialization and school is synonymous with education. Hence the primary function of educational administration is to improve teaching and learning in the schools, ensure that teachers teach what they are supposed to teach and the students learn what they are supposed to learn. Therefore, educational administration is a means to an end while sustainable human development is the end in itself.

Indicators of Sustainable Development

The Economic and Social Affairs Department of the United Nation has worked consistently on the development of indicators of sustainable development the presiding table shows the 15 core areas that impact on human happiness which also forms the basis for universal planning.

No	Theme	Focus Areas
1.	Poverty	<ul style="list-style-type: none"> • Income poverty • Income inequality • Sanitation • Drinking water • Access to energy • Living condition
2.	Governance	<ul style="list-style-type: none"> • Crime • Corruption
3	Health	<ul style="list-style-type: none"> • Mortality • Health care delivery • Health status and risk
4.	Education	<ul style="list-style-type: none"> • Educational level • Literacy
5.	Demographics	<ul style="list-style-type: none"> • Population • Tourism
6.	Natural Hazards	<ul style="list-style-type: none"> • Vulnerability to natural hazards • Disaster preparedness and response
7.	Atmosphere	<ul style="list-style-type: none"> • Climate change • Ozone layer depletion • Air quality
8.	Land	<ul style="list-style-type: none"> • Land use and status. • Desertification • Agriculture • forest
9.	Ocean, seas and coast	<ul style="list-style-type: none"> • coastal zones • Fisheries. • Marine environment.
10.	Hash water	<ul style="list-style-type: none"> • Water quantity • Water quality
11.	Biodiversity	<ul style="list-style-type: none"> • Ecosystem • Species
12.	Economic development	<ul style="list-style-type: none"> • Macro-economic performance. • Sustainable public finance. • Employment. • Information and communication technologies. • Research and development.
13.	Global economic partnerships	<ul style="list-style-type: none"> • Trade • External financing
14.	Consumption and production patterns.	<ul style="list-style-type: none"> • Material consumption • Energy use • Waste generation and management.
15.	Transportation.	<ul style="list-style-type: none"> • Model split of passengers transportation.

UN Economic and Social Affairs (2007:9). Indicators of sustainable development: Guidelines and methodologies (Third edition).

Characteristics of effective indicators

An indicator is something that points to an issue or condition. Its purpose is to show you how well a system is working. If there is a problem, an indicator can help you determine what direction to take to address the issue. Indicators are as varied as the types of systems they monitor.

However, there are certain characteristics that effective indicators have in common.

1. Effective indicators are relevant, they show you something about the system that you need to know.
2. Effective indicators are easy to understand, even by people who are not experts.
3. Effective indicators are reliable, you can trust the information that the indicator is providing
4. Effective indicators are based on accessible data: the information is available or can be gathered while there is still time to act.

An example of an indicator is the gas gauge in your car. The gas gauge shows you how much gasoline is left in your car, if the gauge shows the tank is almost empty, you know its time to fill up.

Educational administration contributes immensely in promoting sustainable development. As the nation looks on to education as an indispensable tool for meeting her economic, social, political, cultural, moral, scientific and technological needs which collectively contribute to national development.

Relationship between Human Development and Sustainable Development

From the analyses so far, it can be deduced that there is a symbiotic relationship between human development and sustainable development. Both of them are closely related but different in some respect. The difference being that attaining higher human development may require the use of more resources, whereas ensuring sustainability may require constraining the use of resources. However, the relationship being that both human development and sustainable development made emphases on capabilities, ability and capacity. These two concepts therefore share the basic views that development is about enabling people. Since people derived utility from many things other than income, economic development must be about much more than raising per capita income (Layard 2006), but also included health, education, autonomy and freedom as well which all contribute to human development.

The sustainability debate also regards essential items of human development such as:

- (a) Education to lead an informed and self determined life
- (b) Multiple dimensions of development, with the acknowledgement that income is an important determinant
- (c) Education and health as instrumentally productive, valuable and therefore desirable in their own right (UNDP 1994; Anand and Sen 2000).
- (d) It reminds proponents of sustainability that what should be sustainable is as important as how to sustain it.
- (e) Human development clearly stressed that people must have freedom and choices to fulfill their needs, desires/wants. This is compatible with a definition of sustainable development, "as non-decreasing capacity to provide non-declining per capita utility for infinity". This is compatible with the capital approach to sustainable development.
- (f) Human development tries to remind proponents of sustainability that people are, "real with freedoms and choices, not social welfare state clients who are allocated a certain amount of utility by the omnipotent social welfare planner".

To this end, there is no tension between human development and sustainable development. Both are based on the universalism of life claims (UNDP 1994).

If human development is about enabling people to lead long, healthy, educated and fulfilling lives, then sustainable human development is about making sure that future generations can do the same. But in some sense adding 'sustainable' as a prefix is superfluous, since human development without being sustainable cannot be true human development.

Ways of Managing Educational Administration to Enhance Human Development.

Considering the invaluable roles and contributions of education to meaningful individual, social and national development, an administration by competent leaders should be a national concern (Fu Udey, 2009).

School/educational administration in Nigeria has to be given the prime attention like it should to help propel its national sustainability in a country with the reference that education is the most veritable implement/tool for the achievement of all round development in any nation socially, economically, technologically, etc.

The enhancement of national development in education can gain its fitting in a nation, when the educational administration provides the society a very important opportunity to prepare its youths for educational management of its economy, polity and in fact, every sphere of the nation's life. This can be acceptable values and norms of society to pupils and students. Therefore the educational administration has the responsibility of ensuring that its products can compete favourably with their peers anywhere in the world.

In order to enhance successful sustainable development through education by the educational administration, certain factors has to be considered.

1. The educational administration has to ensure that qualified personnel are employed and retained in the educational sector.
2. The necessary equipment and facilities are on ground in the sector with proper coordination of these facilities to enable the sector achieve the purpose of their installation.
3. The administration should see it as a necessity to move with the current/recent trend with the global standard in the educational sector and do what is needful to key into the trend so as to be update worldwide.
4. The administration should see that the instructional facilities change as the society itself changes, like the school curriculum, methods of instruction etc, in this case, even some facilities with which teaching and learning are carried out also change by introducing electronic instructional aids (computer, over-head projector etc).
5. Educational administration must be effective to be able to ensure proper character development of pupils and students that will add to the nation's value.
6. The administration should ensure that the educational sector efficiently utilizes the resources available for its existence e.g the personnel, finance and infrastructural facilities.
7. The administration looks for a way to develop a school community relationship within the school locations so that their impact will be felt in the area where the school is located (Abraham,2013:1).

CONCLUSION

In the view of the observations and findings of this study, it is concluded that the need for effective and efficient educational administration is a sine qua non for national manpower restructure and sustainable development. Education and indeed sustainable one, is the most potent tool that propels national development, hence effective educational administration is the key of achieving quality process, encouraging that qualified personnel are employed and retained in the educational sector, provision of adequate facilities and equipment by the government will help develop a culture of efficiency and effectiveness on school administrators. Therefore, the role of educational administration in the management of sustainable development of human potentials is very imperative for quality service delivery.

Suggestions

In the lights of observations and findings made, as well as conclusion of the study, the researchers offered the following suggestions for implementation:

- (a) Government should provide educational administrators with adequate facilities such that students and staff have access to timely relevant resources including up-to-date textbooks and current technology. It is in this type of environment that students can achieve, recognizing that achievement is the measure of school success which will in turn bring about sustainable human development.

Educational administrators should be adequately empowered to manage education and their capacity must be built and continuously enhanced through attendance of-in-service training such as capacity building, workshops, seminars and conferences. This will give them the insight needed for them to discharge their statutory responsibilities which its end-product would be sustainable human development.

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