

## STRATEGIES OF MANAGING EDUCATION FOR NATIONAL REHABILITATION, INTEGRATION AND ECONOMIC RECOVERY

**Dr. SAMUEL EMEKA EBETE**

Department of Educational Management  
Faculty of Education  
University of Port Harcourt  
Port Harcourt  
Tel: 08036614286

**Dr. CORDELIA DIKE**

Institute of Education  
Rivers State University, Port Harcourt  
Tel: 08026695377

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### ABSTRACT

The study examined managing education for national rehabilitation, integration and economic recovery. Three research questions and three corresponding hypotheses were used for the study. The study adopted the descriptive survey design. A sample size of 92 were drawn from a population of 278 using the stratified sampling technique. A validated instrument titled: strategies for managing education for national rehabilitation, integration and economic recovery questionnaire (SMENRIERQ) was used for the study. The instrument yielded a reliability index of 0.76, using test re-test method. Mean and standard deviation were used to answer the research questions, while the Z-test was used to test the hypotheses. The findings revealed that the strategies of managing education for national rehabilitation, integration and economic recovery are investing in skill development and vocational education and, fashioning educational policies towards national integration and rehabilitation.

**Keywords:** Education, National Rehabilitation, Integration, Economic Recovery

### 1.0 INTRODUCTION

Educational system is primarily oriented towards ensuring that broad knowledge and skills are taught to enable people cope successfully with their environment, support themselves and to also hold advance the society. Educational management is directed at the attainment of educational goals in an efficient manner through planning, organizing, staffing, directing, coordinating, reporting and budgeting for the education system (Omoke, 2013 as cited in Eimuhi, 2018:165). Educational management in directing its activities to the attainment of educational goals in an efficient manner for national rehabilitation, integration and economic recovery needs to apply certain strategies.

Johnson and Smith (2019) stated that investing in education is crucial for achieving national recovery goals as it leads to improved social outcomes, enhanced economic productivity, and human capital development. Lee and Brown (2018) highlighted the importance of education programs in post-conflict settings, emphasizing the need for tailored approaches to address the

unique challenges faced by individuals and communities. In their own view, Martinez and Garcia (2017) stated that the role of the skills training and vocational education in promoting economic recovery is important, citing examples where targeted education initiatives have contributed to sustainable development. Patel and Nguyen (2016) also noted that educational policies is important in fostering national integration and rehabilitation, emphasizing the need for inclusive and equitable educational opportunities. Thompson and Wilson (2015) explained that the pathways through which education can contribute to sustainable development and economic recovery, is the interconnectedness between education and national progress. Brown and Garcia (2011) identified different policy approaches to education for national recovery, highlighting the need for context-specific strategies that cater to the unique needs of each nation as important for economic recovery.

However, financial resources (money) available to the government have failed to cope with the growth and demands of the sector in recent times (Okkebukola, 2008). Financial resource is the money available for spending in the form of cash, liquid securities and credit lines. Before going into business, an entrepreneur needs to secure sufficient financial resource in order to be able to operate efficiently and sufficiently well to promote success. Financing of education cuts across all aspects of funding of education, this include sources of fund. Finance is one of the important resources that are needed for the day-to-day running of education; in fact, finance is the live wire of other available resources in education. Its importance cannot be over stressed because no organization can carry-out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, build good structures, provide infrastructures and learning aid, standard classrooms, laboratories for teaching and research, library etc. Education financing therefore, is seen as the process of sourcing, allocating and managing funds of public revenue in the production of educational services for the attainment of desired objectives and it also help to determine the extent of the number of employees and schools system for the efficient and effective production of educational services (Eimuhi, 2018:166). Ikoya (2000) has unequivocally shown in his study, that there is a positive correlation between resources investment on education, efficient and effective management of education resources and national development. Finance is a major resource that cannot be compromised in its utilizations in schools (Omoike, 2013 as cited in Eimuhi, 2018). Problems of school management have always been traced to financial consideration.

Federal Republic of Nigeria (2004) has emphasized the role of education as an instrument for ensuring national development. Hence, managing education has become the main agenda for using education as a tool for societal and overall development which will be sustainable. Resources are elementary implements required in the real performance of tasks and for the growth and development of human organization (Agabi, 2010). She went on to say that the composition of a resource is determined by its uses to which it can be fixed into. Resources can be seen as a stream apparatus from which benefit is produced. Advantages of resource deployment may include increased wealth or wants, proper functioning of an institution or a system. Dearth of resources is not always the problem holding schools back; in countless situations, it is the nonexistence of management, proficiency and the resolve to use resources effectively.

Nwankwo (2014) corroborated that the degree of productivity and attainment in an institution depends on the sufficiency of the planning and usage of resources. Nwankwo further said that

some institutions can achieve education objectives at the lowest possible cost (efficiency), while others cannot adequately accomplish stated education objectives even when they have enough resource. The disparity between both are in their method of allocation and use of available resources. It therefore implies that resource availability and management is crucial for maintaining quality and improved standard in every educational sector so that the goals of education will be achieved. Management in education can be seen as the utilization and systematic coordination of available resources (human, material, finances, time and information) towards the achievement of stated educational objectives. Management exists in any institute to make resources fruitful in order that the organization may achieve its objectives (Ezeani, 2012). Management stimulates actions, arranges, and coordinates people and material resources for the accomplishment of institutional visions. Onwuchekwa in Ezeani (2012) defined management as the organization and utilization of all human and material resources in a particular system for the attainment of acknowledged objectives in the system.

From the above views, management of resources can be explained as the process of planning and deciding on how resources could be provided, managed, used and as well maintained for the improvement and realization of predetermined objectives.

## **2.0 STATEMENT OF THE PROBLEM**

Education is described as an instrument par excellence for ensuring national development (Federal Republic of Nigeria, 2014). To ensure that this is achieved, government need to apply the appropriate strategies. In the past years there have been series of educational problems confronting the educational system. The system has witnessed poor funding, low morale of teachers, incessant crisis. But government does not seem to be able to provide solution towards solving these problems. And this could have effect in providing quality education to facilitate economic recovery. Government seem not to have also devised the appropriate management strategies to be used in managing education to ensure that quality education is provided. There is therefore the need for a research in this area to investigate the appropriate strategies for managing education for national rehabilitation, integration and economic recovery.

### **2.1 Aim and Objectives of the Study**

The aim of this study is to investigate the strategies of managing education for national rehabilitation, integration and economic recovery. Specifically, the objectives are to;

1. Access the strategies of managing education for national rehabilitation, integration and economic recovery.
2. Determine the ways that the strategies have contributed to managing education for national rehabilitation, integration and economic recovery.
3. Find out the constraints to the management of education for national rehabilitation, integration and economic recovery.

### **2.2 Research Questions**

1. What are the strategies of managing education for national rehabilitation, integration and economic recovery?

2. In what ways have these strategies contributed to managing education for national rehabilitation, integration and economic recovery?
3. What are the constraints to the management of education for national rehabilitation, integration and economic recovery?

### 2.3 Hypotheses

1. There is no significant difference between the mean ratings of principals and directors on the strategies of managing education for national integration, rehabilitation and economic recovery.
2. There is no significant difference between the mean ratings of principals and directors on the ways that these strategies have contributed to managing education for national integration, rehabilitation and economic recovery.
3. There is no significant difference between the mean ratings of principals and directors on the constraints to the management of education for national integration, rehabilitation and economic recovery.

### 3.0 METHODOLOGY

The descriptive survey design was adopted in carrying out the study. The population of the study comprised principals of secondary schools and directors in the Ministry of Education in Rivers State. The population of the study is 278 consisting of 258 principals and 20 directors. The sample size is 92. This included 286 principals and 6 directors, using stratified sampling technique. An instrument titled Strategies of Managing Education for National Rehabilitation, Integration and Economic Recovery Questionnaire (SMENRIERQ), was used for the study. Validity was ascertained through professional specialists. Reliability was obtained through test re-test method. The instrument yielded a reliability index of 0.76. the instrument was administered by the researcher. The responses to the research question were weighed on a modified four-; point likert scale, with the following response options and corresponding weights.

Strongly Agree	-	4
Agree	-	3
Disagree	-	3
Strongly disagree	-	1

The mean and standard deviation were used to answer the research question using a criterion mean of 2.50. The Z-test was used to test the hypotheses at 0.05 significant level.

### 4.0 RESULTS AND DISCUSSION

#### Research Question 1:

What are the strategies of managing education for national rehabilitation, integration and economic recovery?

**Table 1: Mean and standard deviation of principals and directors on the strategies of managing education for national rehabilitation, integration and economic recovery**

S/N		Principals		Directors		XX	Decision
		X	SD	X	SD		
1.	Investing in education is very important in economic recovery	3.01	.90	3.04	9.1	3.02	Agree
2.	Skill development and vocational education can promote economic recovery	3.10	.93	3.0	9.4	3.11	Agree
3.	Educational policies can also be fashioned towards national integration and rehabilitation	3.03	.91	3.07	.93	3.05	Agree
4.	Efficient and effective management of educational resources can lead to national development.	2.95	.89	2.90	.88	2.92	Agree
	<b>Aggregate Mean</b>	<b>3.01</b>		<b>3.03</b>		<b>3.02</b>	

In table 1, the result of the data shows that the variables accessed have mean scores above the criterion mean of 2.50. This indicates that investing in education, skill development and vocational education, fashioning educational policies towards national integration and rehabilitation and also efficient and effective management of education resources can lead to national development.

**Research Question 2:**

In what ways have these strategies contributed to managing education for national rehabilitation, integration and economic recovery?

**Table 2: Mean and standard deviation of principals and directors on the ways that the strategies have contributed to managing education for national rehabilitation, integration and economic recovery**

S/N		Principals		Directors		XX	Decision
		X	SD	X	SD		
1.	Resources investment in education have contributed to economic recovery	3.12	.94	3.14	.95	3.13	Agree
2.	A functional vocational education aimed at skill development have contributed to economic recovery and national development	3.17	.97	3.20	.98	3.18	Agree
3.	Educational policies and programmes have addressed issues of national integration and rehabilitation	3.11	.94	3.10	.93	3.10	Agree
4.	Efficient and effective management and utilization of education resources	3.02	.91	3.01	.90	3.01	Agree
	<b>Aggregate Mean</b>	<b>3.10</b>		<b>3.09</b>			

In table 2, the result of the data shows that the variables have mean score of above the criterion mean of 2.50. This reveal that resources investment in education, functional vocational education aimed at skill development, educational policies and programmes addressing issues of national integration and, efficient and effective management and utilization of education resources have contributed to national rehabilitation, integration and economic recovery.

**Research Question 3**

What are the constraints to the management of education for national rehabilitation, integration and economic recovery?

**Table 3: Mean and standard deviation of principals and directors on the constraints to the management of education for national rehabilitation, integration and economic recovery**

S/N		Principals		Directors		XX	Decision
		X	SD	X	SD		
1.	The education sector is poorly financed and this is major problems facing education	3.25	.99	3.21	.98	3.23	Agree
2.	There is no adequate provisions of educational facilities in schools in Rivers State	3.10	.93	3.11	.94	3.10	Agree
3.	Vocational schools lacks or do not have workshops and tools for skill development of the learners	2.94	.89	2.92	.88	2.93	Agree
4.	The available resources are not efficiently and effectively managed for the attainment of the desired goal.	2.90	.87	2.96	.89	2.93	Agree
	<b>Aggregate mean</b>	<b>3.04</b>		<b>3.05</b>		<b>3.04</b>	

In table 3, the result shows that all the variables assessed have mean scores above the criterion mean of 2.50, which indicates that; poor financing, poor provision of educational facilities, lack of workshops and tools in vocational schools and inefficient and ineffective management of available resources for the attainment of the desired educational goals are all constraints to the management of education for national rehabilitation, integration and economic recovery.

**Hypothesis I**

There is no significant difference between the mean ratings of principals and directors on the strategies of managing education for national integration, rehabilitation and economic recovery.

**Table 4: Z-test analysis for the significant difference between the mean ratings of principals and directors on the strategies of managing education for national integration, rehabilitation and economic recovery**

Variables	N	$\bar{X}$	SD	df	Z-calculated	z-critical	Decision
Principals	86	3.01	.91	90	0.64	±1.96	HO <sub>1</sub> Accepted
Directors	6	3.03	.93				

The result in table 4 portrays that the calculated Z-score of 0.64 is lower than the critical Z-score of ±1.96 at 0.05 significant level. Since the calculated Z-score is lower than the critical Z-score, the hypothesis is accepted. There is no significant difference between the mean ratings of principals and directors on the strategies of managing education for national integration, rehabilitation and economic recovery.

## Hypothesis 2

There is no significant difference between the mean ratings of principals and directors on the ways that these strategies have contributed to managing education for national integration, rehabilitation and economic recovery.

**Table 5: Z-test analysis for the significant difference between the mean ratings of principals and directors on the ways that these strategies have contributed to managing education for national integration, rehabilitation and economic recovery**

Variables	N	$\bar{X}$	SD	df	Z-calculated	z-critical	Decision
Principals	86	3.10	.94	90	0.72	±1.96	HO <sub>2</sub> Accepted
Directors	6	3.09	.94				

The result in table 5 portrays that the calculated Z-score of 0.72 is lower than the critical Z-score of ±1.96 at 0.05 significant level. The hypothesis is therefore accepted. There is no significant difference between the mean ratings of principals and directors on the ways that these strategies have contributed to managing education for national integration, rehabilitation and economic recovery.

## Hypothesis 3

There is no significant difference between the mean ratings of principals and directors on the constraints to the management of education for national integration, rehabilitation and economic recovery.

**Table 6: Z-test analysis for the significant difference between the mean ratings of principals and directors on the constraints to the management education for national integration, rehabilitation and economic recovery**

Variables	N	$\bar{X}$	SD	df	Z-calculated	z-critical	Decision
Principals	86	3.04	.92	90	0.76	±1.96	HO <sub>3</sub> Accepted
Directors	6	3.05	.92				

The result in table 5 portrays that the calculated Z-score of 0.76 is lower than the critical Z-score of ±1.96 at 0.05 significant level. The hypothesis is therefore accepted. There is no significant difference between the mean ratings of principals and directors on the constraints to the management of education for national integration, rehabilitation and economic recovery.

## 5.0 DISCUSSION OF FINDINGS

The findings revealed that investing in education, fashioning educational policies towards national integration and rehabilitation and, efficient and effective management of education resources are the strategies that can lead to national development. This finding corroborates Johnson and Smith (2019) when they stated that investing in education is crucial for achieving national recovery goals as it leads to improved societal outcomes, enhanced economic productivity and human capital development. Test of hypothesis one was accepted that there is no significant difference between the mean ratings of principals and directors on the strategies of managing education for national integration, rehabilitation and economic recovery.

The findings also revealed that the resource investment in education, and effective management and utilization of educational resources and fashioning educational policies towards addressing issue of national integration and the ways that the strategies have contributed to national rehabilitation, integration and economic recovery. This finding agrees with Lee and Brown (2018) when they noted the importance of education programmes in post-conflict settings, emphasizing the need for tailored approaches to address the unique challenges faced by individuals and communities. The finding also agrees with Ikoya (2000) when he stated that there is a positive correlation between resources investment on education, efficient and effective management of education resources and national development. Test of hypothesis two was accepted that there is no significant difference between the mean ratings of principals and directors on the ways that these strategies have contributed to managing education for national integration, rehabilitation and economic recovery.

The findings revealed that poor financing, poor provision of educational facilities in schools and inefficient and ineffective management of available resources for the attainment of the desired educational goals are all constraints to the management of education for national rehabilitation, integration and economic recovery. The finding is in line with Eimuhi (2008) when he noted that the problems of school management have also been traced to financial consideration. Test of hypothesis three was accepted that there is no significant difference between the mean ratings of principals and directors on the constraints to the management of education for national integration, rehabilitation and economic recovery.

## **6.0 CONCLUSION**

Investing in education and managing the resources provided in education will make the graduates of educational institutions acquire the skills and knowledge needed for national rehabilitation, integration and economic recovery.

## **7.0 RECOMMENDATIONS**

1. Rivers State government should ensure that its resources are invested in education.
2. Principals should ensure that the resources invested in education are effectively and efficiently managed for goal attainment.
3. Rivers State should ensure that policies are formulated towards national integration and rehabilitation.
4. Principals of secondary schools should ensure that the resources invested in education is properly used for skill development.

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