



RE-ENGINEERING EFFECTIVE SECONDARY EDUCATION FOR LEADERSHIP, VALUES RE-ORIENTATION AND SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

This paper focused on re-engineering effective secondary education for leadership, values re-orientation and sustainable national development. Effective secondary education is an approach to secondary (high school-level) education that focuses on practical, applicable knowledge and skills that prepare students for real-world challenges, employment, or further education. To achieve sustainable national development, education must be practical, value-driven, and skill-oriented. This paper aims to explore the concept of effective education and highlights the importance of incorporating both effective learning and values re-orientation into Nigeria's secondary education system. The concepts of values re-orientation and sustainable national development were emphasized. The author emphasized that for effective education to promote leadership, values re-orientation, and sustainable national development, it must be properly managed. The aspects of education that require management, the reasons for managing education, and the importance of these practices within the context of effective secondary education were discussed. Efforts were also made to explore how effective secondary education should be managed to achieve sustainable national development, as well as to assess the public's expectations of its graduates.

Keywords: *Re-engineering, effective secondary education, values re-orientation, sustainable national development, leadership.*

Introduction

Education is a means of instilling values that prepare individuals to lead fulfilling lives in alignment with the ideals and principles upheld by their society. It serves as a key driver of transformation in both the intellectual and social spheres of any community (Federal Republic of Nigeria, 2014). While various scholars have presented different perspectives on the purpose of education, there is a shared consensus that it plays a critical role in shaping society, promoting social change, developing leadership, transforming individuals, and fostering ongoing growth and national progress. Education is a designed act in the transmission of knowledge, information and understanding Kumar (2020). This act in itself makes education a fundamental right to every citizen including the physically challenged children. Therefore, the right to education has provided the individual the opportunity to be empowered and to control the course of his or her life and be respected with dignity. Kumar (2020) with education, the individual acquires all the rights because it is considered as a precondition for exercise of all other human rights. In other words, civil and political rights assume relevant form and substance only when a person is educated. Since education enhances social mobility and freedom of individuals from discrimination based on social status, it equally raises people's sense of reasoning and productivity. Tanka (2018), as other social and economic parameters are promoted through education; it shows that an educated person has greater opportunities to involve in the



education of their children. Edem & Afangideh (2019) education is seen as the aggregate of all processes, social in nature, available under specialized settings, selected and controlled by which an individual, develops knowledge, skills culture, attitude and insights in the cognitive, affective and psychomotor domains of learning, that are vital for his/her survival as a person and as a member of the society as well as the enhancement of his/her life and the society. Essentially, education is viewed as a powerful tool that enhances the quality of life for citizens and this is achieved at both the basic, secondary and tertiary levels of education. Secondary education is the bridge between basic and tertiary education.

Secondary education is a structured stage of learning with the primary purpose of equipping students with the knowledge, skills, values, and attitudes necessary to become effective and productive members of society. It serves as a crucial bridge between primary and tertiary education and acts as an entry point into the workforce for those who, for various reasons, do not proceed to higher education. Nsude and Chukwu (2021) described secondary education as the foundation of the entire educational system, noting that it aligns with the adolescent years a pivotal time when individuals make significant life and career decisions. The authors emphasizes that this level of education greatly influences both the quality and quantity of students entering higher institutions, which are responsible for producing the nation's skilled workforce. He also highlights that in India, secondary education is regarded as a complete phase in itself, not just preparation for higher learning. At its conclusion, students should be ready to assume life's responsibilities and engage in meaningful employment if they choose. Secondary education as viewed by Ejimonu (2020) is the spring board from where all the students of higher education take off and all primary education leaders must pass through it to become useful to themselves and society. The secondary education aims at preparing an individual for useful living within the society and higher education as contained in section 4 subsections 18 of the national policy on education (2004). According to Nwonkwo and Idungafa (2020) secondary education is the education that helps children to acquire basic knowledge, skills and development of higher mental faculty. This viewpoint is echoed in the revised Nigerian Secondary School Curriculum, which incorporates academic, vocational, technical, and entrepreneurial education to ensure secondary education in Nigeria is both practical, outcome-oriented and value-oriented. According to the FRN (2014), every Nigerian student who completes secondary education is expected to demonstrate certain behaviours and attributes, reflecting the values they have acquired, in order to thrive in the workforce.

Value refers to the importance or usefulness assigned to something by individuals. In this context, value is linked to the practical benefits of effective secondary education in Nigeria. The positive growth of individuals, groups, or entire societies is influenced by the values they uphold. Education that holds true value is both meaningful and effective. It possesses utility, quality, and is appreciated for its intrinsic benefits. Such education blends knowledge with practical skills, empowering individuals to be productive, support national development, and even create employment opportunities for others. As a result, it becomes a key foundation for leadership and long-term national progress. According to Arikpo (2017), effective education equips graduates to actively contribute to productivity, leadership roles, and the sustainable development of the nation.

Effective education is a meaningful form of learning that equips individuals for a productive life both in the present and in the future. As explained by Adewale in Agbowuro, Saidu, and Junwan, (2017), effective education offers a comprehensive learning experience that emphasizes problem-solving, critical thinking, and informed decision-making in response to real-world challenges. It enables learners to gain relevant knowledge, skills, and attitudes necessary for innovation, and serves as a catalyst for global relevance, peaceful coexistence, sustainable development, and societal progress. It is a powerful tool that empowers both current learners and those seeking self-improvement to become effective and productive members of society. In Nigeria, secondary school graduates are expected to demonstrate the benefits of effective education. However, for effective secondary education to effectively promote leadership, values re-orientation, and sustainable national development, it must be properly managed. Educational management involves the strategic planning, organizing, leading, coordinating, and controlling of human, financial, and material resources to achieve educational objectives efficiently. It ensures that resources allocated to the education sector are utilized optimally to



fulfill the goals at every level of the system. Thus, managing effective secondary education effectively is essential for cultivating quality leadership, instilling proper values, and driving sustainable national development. No country can truly progress without embracing effective secondary education as a foundation for these outcomes. Education, therefore, must be administered with excellence to develop individuals who can think critically, act responsibly, and make sound judgments. The decline observed in Nigerian society today such as poor leadership, lack of respect for elders, erosion of the dignity of labour, wrong value systems, materialism, and social issues like kidnapping can be traced to a loss of core educational values. This troubling trend has had a significant negative influence on the youth. There is an urgent need to address this through a re-orientation of values, made possible by a well-managed, re-engineered and effective secondary education system.

Value re-orientation as opined by Nsude and Chukwu (2021) involves reassessing and realigning something that has deviated from its proper path. In Nigeria, education has strayed from its intended course, and the values it was supposed to impart have been lost. This recognition that the values once associated with Nigerian secondary education no longer reflect the current reality highlights the urgent need for value re-orientation within the system. The values upheld today are questionable, which underscores the importance of implementing effective secondary education to restore these core principles. Value re-orientation aims to make education meaningful once again by emphasizing the right values, knowledge, attitudes, and skills necessary for effective leadership and sustainable national development. It seeks to reinstate the lost values within Nigeria's secondary education system. To maintain progress and ensure the education system stays aligned with its goals, regular evaluation of secondary education is essential. This process acts as a safeguard to confirm that the values taught at this level are of high quality and relevant to the needs of both learners and society, both now and in the future. Therefore, re-engineering effective secondary education is key to fostering leadership, facilitating value re-orientation, and promoting sustainable national development.

Sustainable national development can be viewed as the capacity of a nation in discovering and utilizing new ideas, new innovations, new technologies and techniques to improve the quality of life of citizens in economic, social, political, and environmental 594 dimensions without impairing the ability of the future generation to enjoy the quality of life and opportunities for a long time (Walson & Ajekere, 2020). This simply means the ability of a particular country to plan and achieve betterment and improvements in its socio-economic, political cultural and environmental lives both now and in the future. This indicates that the process of attaining sustainable national development begins with discovery and developing the potentials imbued in human and natural capital of the nation, and rooted in the consistent and efficient utilization and effective management of the human and natural resources of the nation. Sustainable national development is a regulation of the means of living that provides for sufficient and adequate improvement on the previous ways of living in response to contemporary exigencies of life with the full awareness of needs to act in ways and manners which would ensure continued existence and adequate comfort to the succeeding generation (Nwankwo, 2023). Sustainable development of any nation can only be achieved through acquisition of basic skills, knowledge, right attitude, good leadership and desirable values, through effective management of effective secondary education (Kumar, 2020). Managing effective secondary education is attributed to designing, planning, organizing, leading and controlling of resources such as people, machinery, raw materials, information, skills and finances to achieve the targeted goals.

A careful examination of the Nigerian secondary education curriculum clearly shows that graduates from this level should possess enhanced values, provided the curriculum content is effectively delivered and well understood by the students (FRN, 2014). In essence, students completing secondary education are expected to contribute meaningfully and productively to societal activities. Nsude and Chukwu (2021) explain that this contribution involves the ability to apply acquired knowledge, skills, and attitudes to identify, seek out, and utilize available resources. It also includes the capacity to innovate, create wealth for oneself and others both now and in the future, and thereby support national development. However, it seems that the Nigerian secondary education system currently produces graduates who are unemployed and lack the skills to make significant contributions after graduation. Ibe and Igwe (2020) observed that the economic sector shows little evidence of the benefits of effective



secondary education, as many graduates are left wandering without paid jobs, which are scarce. Ifedile and Ofoegbu (2021) agreed, noting widespread concern over the quality of effective education given to Nigerian secondary school students due to the high unemployment rate among graduates.

The current state of values in secondary education is questionable, making value re-orientation necessary to restore its effectiveness by emphasizing the right values, knowledge, and skills essential for national development. Thus, this paper aims to explore how Nigerian secondary education can be made effective to promote leadership, value re-orientation, and sustainable national development, focusing on effective secondary education, values, and their re-orientation.

Effective education refers to learning that holds meaningful value for the individual, the community, and the nation. Magaji (2014) defines effective education as the type of education that provides learners with valuable knowledge while equipping them with the necessary skills and attitudes to be productive and effective in their roles. In this sense, effective education is value-based, instilling lifelong principles that guide the learner and contribute to the sustainable development of both the individual and the nation. Value in education represents the benefits and significance it provides to learners, communities, and society at large. This importance can be seen through indicators such as economic growth, improved health, increased employment opportunities for graduates, progression of secondary school students to higher education institutions, and overall improvements in various aspects of life within individuals, communities, and societies. Kumar (2020) further emphasizes that effective education goes beyond merely completing a specific course of study. It encompasses the development of the whole person throughout their entire life, promoting a balanced growth of physical, mental, and spiritual abilities.

Value re-orientation in Nigerian secondary education acknowledges that the values traditionally associated with this level of education have significantly declined. This re-orientation aims to restore education to its value-based, effective form. Magaji (2014) identifies three key components of effective education: the inputs, the expected outcomes, and the ultimate goals. Teachers are expected to contribute value-based inputs that foster the development and progress of students, as well as support sustainable national development. Students who undergo effective education are expected to exhibit certain qualities. According to Ikonne (2022), these include patriotism, loyalty, politeness, kindness, acceptance, courage, friendliness, trustworthiness, and dependability. Additionally, Ikonne highlights attributes such as competence, diligence, discipline, orderliness, integrity, selflessness, cooperation, and unity. Effective education is meant to nurture individuals who appreciate and uphold the values deemed important by their society. Although different people may prioritize different values, the broader goal is to produce learners who are both productive and aligned with societal ideals. The nation, in turn, expects its education system to produce graduates who are knowledgeable, skilled, and able to contribute to sustainable national development. Kumar (2020) emphasized the role of effective education in shaping individuals who take on responsibilities, lead enterprises, and influence societal character. Effective education's purpose is to empower young people to become independent thinkers rather than simply echo others' ideas.

Good and honest individuals are the outcome of value-based effective education. Graduates who have undergone such education are not expected to betray their communities by misappropriating public funds meant for the welfare of the people. Leaders in Nigeria's various economic sectors must demonstrate that they embody the principles of value-effective education. It is important to recognize that leadership grounded in these values can significantly improve society. What Nigeria and the world urgently need, as Kumar (2020) emphasized, are men and women of integrity those who cannot be bought or swayed, and who remain genuinely truthful and honest at their core. Management involves the processes of planning, organizing, coordinating, directing, leading, and controlling resources to achieve objectives effectively and efficiently. The author believes that for value-effective secondary education to promote value-based leadership and national development, it must be properly managed. Educational management specifically refers to the planning, organizing, directing, and coordinating of human, financial, and material resources to accomplish organizational goals. According to Ebony and Nsude and Chukwu (2021), educational management focuses on ensuring that the resources allocated to education are effectively utilized and optimized to achieve educational goals and objectives efficiently.



It aims to prevent resource wastage or failure in meeting educational targets, align resources to support intended educational outcomes, avoid distractions in program implementation, provide a framework for assessing school performance, and establish standards for enhancing educational quality by ensuring the provision of appropriate resources.

Effective secondary education can be effectively managed to promote leadership, value re-orientation, and sustainable national development. No country can progress without adopting and properly managing value-based effective education. Walson and Ajekere, (2020) identified key elements managed in schools to include the curriculum and instruction, staff, students, physical facilities, finances, and school-community relationships. Njoku (2015) emphasized that coordinating these components is essential for achieving educational goals. To rapidly enhance leadership quality, value re-orientation, and sustainable development, a nation must have a relevant curriculum focused on effective education, qualified and competent teachers, adequate teaching resources, well-maintained school facilities, effective classroom supervision, positive school-community relations, sufficient funding, and efficient management of resources. It is the responsibility of school principals and teachers to ensure these resources are properly utilized to meet educational objectives. Education cannot achieve its goals if not well-managed. Effective education management involves thorough planning and control of human and material resources, fairness, proper maintenance, clear communication, transparency in administration, and proactive planning (Fafunwa in Nsude & Chukwu, 2023). For secondary education to be both effective and productive, the principal who holds the highest managerial role in the school system plays a crucial role. The principal administers the school by giving daily guidance to staff to ensure the successful implementation of effective curriculum, which ultimately produces citizens capable of contributing effectively to society.

When managed effectively and efficiently, effective secondary education is highly valuable because it provides students with the knowledge and skills necessary to be productive and contribute meaningfully to society, ultimately fostering national development. However, Nsude and Chukwu (2021) observed that effective secondary education in Nigeria has deteriorated, limiting its ability to be truly productive and effective. The researchers identified issues such as poor management and insufficient funding as key challenges. Nsude and Chukwu emphasized that these problems have led to Nigerian secondary schools producing graduates who lack the essential knowledge, attitudes, and skills needed to positively impact societal development. Therefore, addressing this concerning situation requires a strong commitment to re-orient the Nigerian secondary education system towards becoming truly effective. Magaji (2014) argues that the decline seen in Nigerian society is largely due to the erosion of educational values. He also noted that the creation of agencies such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices Commission (ICPC) represent attempts to compel citizens to uphold positive values for the betterment of Nigeria and to reject wrongdoing. These serves as clear evidence that values have been significantly eroded and continue to be lost within the education sector and other areas of society, potentially undermining good leadership and sustainable national development;

- a. **Examination Malpractice:** The abuse of examination known as examination malpractice has rendered useless the intended purpose of examination results. Okocha in Chidobi and Okenwa (2015) saw it as “a national embarrassments” and has made nonsense of most certificates issued in almost all levels of our education sector. At the secondary level, examination malpractices start at internal examinations and graduate to external examinations like the West African Examination Council (WAEC), the National Examination Council (NECO) and the Unified Tertiary Matriculation Examination (UTME). Therefore, efforts should be made by all and sundry to eradicate it so as to ensure effective secondary education for leadership and sustainable national development.
- b. **Inadequate and Demoralized Personnel:** Teachers that drive effective secondary education in Nigeria seem to be unhappy, dissatisfied and demoralized. Salaries are not regularly paid and most times, teachers are owed arrears of salaries. Again, there are also incompetent and uncertified teachers existing in Nigerian secondary schools. Such teachers are cheaters and



quacks and will be incapable of driving effective secondary education for leadership, values, re-orientation and sustainable National development.

- c. **Corruption and Lack of Transparency in Government:** Fraud and stealing from government coffers have become tradition in Nigeria. Money that would have been used finance our educational system is always diverted to private advantages. How can this ugly scenario lead to effective secondary education for leadership, values reorientation and sustainable National development? We profess effective secondary education, but the will power to pursue it is dangerously lacking. Nigeria by all standards is rich, but incapable of using effective secondary education to effect good leadership and sustainable national development. According to Oluwo (2014) we have good educational plans but no will power and managerial ability to effectively implement them.
- d. **Inadequate funding:** This has become a major problem in financing education in Nigeria. Whereas the UNESCO is suggesting that 26% of the nation's budget should go to education, Nigeria is budgeting as low as 8%. Oluwo (2014) is in agreement with Okenwa (2015:68) when he note that it is because of this poor funding that we have insufficient facilities in schools' irregular payment of teachers' salaries and low morale of teachers. All these will lead to poor teaching and learning and cannot lead to sustainable national development.
- e. No regular school calendars in many schools due to constant strikes by teachers in public schools. How can a nation whose educational system is characterized by constant strike achieve sustainable national development?
- f. **Poor Policy Implementation:** Nigeria government is known for the formulation of laudable policies but in most cases these policies are either not implemented or left half-way. Chidiobi and Okenwa (2015) lamented that inconsistencies in policies are one of the biggest problems facing Nigerian education system. No nation can drive good leadership, values reorientation and sustainable national development through effective secondary education without effective implementations of its noble educational policies.
- g. Low quality teachers due to the absence of Teachers Training Colleges (TIC) which were the good foundation for training teachers who kept value as a requirement in education.
- h. Organized "Export" of young girls to foreign leads for prostitution. The National Agency for Prohibition of Traffic in persons (NAPTIC) has been fighting the war to stop this ugly trade but due to loss of value in homes, schools and society, merchants of this trade and the young girls who are the stock in trade are finding ways to avoid being caught and remain in the trade.
- i. **Inadequate Science and Technological Tools:** No nation can drive sustainable national development through effective management of effective secondary education without embracing science and Technology. Science and Technology are vital components of effective education. Oluwo (2014) noted that Technological education leads to the acquisition of practical skills as well as basic scientific knowledge. Technology makes a difference between developed and developed countries because it is technology that can revolutionize industry and bring changes in the way people do things. Inadequate science and technological tools are major erosion facing secondary education lacks adequate technological facilities to enhance effective management of effective secondary education for sustainable national development. This may be as result of the government inability to have value and to provide technological facilities for effective education in secondary schools.

Re-engineering Effective Secondary Education for Sustainable National Development

A lot of challenges hinder effective management of effective secondary education for leadership, value reorientation and sustainable national development, but efforts should be made to ensure that secondary education system should be organized and managed to achieve values re-orientation and sustainable national development especially in this era of economic recession and massive unemployment. Effective management is central in realizing effective sustainable secondary education as the paper is geared towards identifying and discussing ways through which effective



education could be achieved and sustained. Therefore, effective secondary education can be achieved using the following under listed approaches and strategies:

1. Adequate funding.
2. Facilities/physical infrastructures should be provided and maintained.
3. Human resources management should be enhanced.
4. Time management.
5. Effective curriculum

There's a popular saying, "better soup na money kill am," meaning that the quality of anything depends largely on the financial investment behind it. Anugom (2019) highlighted funding as one of the critical challenges facing education in Nigeria, stressing that it demands immediate attention. The Nigerian government's inadequate funding of the education sector calls for urgent reform. Since effective secondary education requires substantial financial resources, it is essential that sufficient funds are allocated and well-managed to support effective teaching and learning, helping students acquire the knowledge, attitudes, and skills needed to be productive and effective members of society. Allocating only 8% of the national budget to education is insufficient and unacceptable. To ensure the effective management of effective secondary education, funding should not be the sole responsibility of the government. Parents, individuals, and non-governmental organizations must be actively involved in supporting education financing. Since the government alone cannot bear the cost of education at all levels, collaboration is necessary. These stakeholders, including alumni, should be represented on school-based committees to increase their involvement and commitment. The quality of education delivered in schools is closely linked to the availability of educational resources, which, in turn, is directly influenced by the level of funding. Sufficient financial support ensures the provision of necessary facilities, equipment, and the hiring of competent, skilled personnel all of which are vital to delivering high-quality education.

The provision and maintenance of facilities and physical infrastructure are essential for the effective re-engineering and management of effective secondary education in Nigeria, which is key to achieving sustainable national development. The availability of tools such as computers, word processors, internet access, automated teller machines, micrographic equipment, along with sufficient classroom buildings, laboratories, and libraries, is crucial. These resources serve as vital inputs that directly influence the quality of education. No country can attain lasting national development without integrating adequate facilities into the teaching and learning process. To address this, there should be collaborative efforts among alumni associations, non-governmental organizations, philanthropists, parents, and the government to supply and support educational infrastructure. Once these facilities are provided, it becomes the duty of school principals to oversee their proper usage and upkeep. Additionally, the local community should take an active role in safeguarding school property against vandalism. Strengthening human resource management is also necessary to ensure that all available resources are utilized effectively and responsibly.

Effective human resource management is essential for achieving effective secondary education in Nigeria. It is the skills of people that enable the proper use of educational facilities for teaching and learning. To manage effective secondary education successfully, schools need staff who are not only intellectually capable but also emotionally stable, morally upright, and proficient in teaching methods. There is also a strong need for continuous professional development through regular training and retraining of staff to help them meet the objectives of effective education. Teachers should be equipped with modern technological skills, including the use of computers and the internet, to enhance effective teaching and learning, ultimately producing graduates who are both capable and productive. Additionally, classroom activities must be closely monitored to prevent teaching malpractice and ensure instructional quality. Effective secondary education aimed at promoting leadership, value re-orientation, and sustainable national development cannot be achieved without qualified, committed teachers who uphold high moral standards and demonstrate creativity. Furthermore, leadership training and value re-orientation should be embedded into the curriculum of effective education. This integration will help students internalize the values needed to become responsible citizens. Education that focuses on



character building, skill development, entrepreneurship, and job creation will prepare learners to contribute meaningfully to society both now and in the future.

Time management plays a crucial role in the effective administration of effective secondary education. With a wide range of subjects scheduled on the school timetable, no single teacher should dominate or overextend their time in the classroom. For effective education to be efficiently managed, school principals must ensure that teachers arrive on time, use their allotted class periods appropriately, and avoid encroaching on the time allocated to others. Instances of absenteeism and poor teaching practices should be closely monitored and addressed with appropriate disciplinary measures in line with professional standards. Teachers who are negligent or unproductive should face consequences. This is because, what the system needs are true educators, not individuals who undermine the profession. To drive effective secondary education that fosters leadership, instills core values, and supports sustainable national development, schools require teachers who are hardworking, focused, creative, morally upright, adaptable, emotionally balanced, intelligent, and skilled in effective teaching methods. These qualities should not only be expected but also recognized and rewarded appropriately to encourage excellence in the education sector.

An effective curriculum is essential for effective teaching and learning in secondary schools, as it serves as the foundation for achieving the goals and objectives of education. To this end, a well-structured curriculum should be implemented; one that goes beyond academic learning to include vocational, technical, and entrepreneurship education. This approach will ensure that, upon graduation, students are not only employable but also capable of becoming self-reliant and creating job opportunities for themselves and others. The curriculum should be broadened and enriched to support a comprehensive and integrated form of effective secondary education. It must offer a diverse selection of subjects and practical trade options to meet the varied interests and needs of students, ultimately preparing them to contribute meaningfully to society.

Conclusion

Effective secondary education provides learners with meaningful content that imparts lasting knowledge, skills, and values. It aims to shape individuals in a way that these attributes become a permanent part of their lives. Graduates of such value-driven education should embody qualities like trustworthiness, reliability, loyalty, and patriotism. They should also be hardworking, productive, and prepared to take on leadership roles that contribute positively to the growth of their society and nation. Without a solid foundation in effective secondary education, individuals may lack the capacity to thrive, and true sustainable national development would remain out of reach. For a nation to achieve sustainable development, its education system must be practical, value-driven, and rich in knowledge and skills. Effective secondary education can only be realized when there is a strong emphasis on value re-orientation and efficient management of the entire education system. This requires the proper allocation and utilization of financial resources, human capital, facilities, a relevant and practical curriculum, and effective time management, all essential to advancing national development through functional secondary education. The need for value re-orientation in Nigerian secondary education highlights the gap between the values the system is meant to instill and the reality currently experienced. Today's values are increasingly being questioned, underscoring the urgent need to realign and reinforce core values within the secondary education framework.

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