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Managing Education for Youth Economic Security Toward Sustainability Development in University of Maroua, Cameroon

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Author's contribution

This whole work was carried out by the author JBB.

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ABSTRACT

This study investigated parents, teachers and undergraduate students' perception of the relationship between a well-managed youth education for economic, security toward sustainability geared in development. The study was an ex-post-facto research, stratified sampling technique was used to select the respondents thus: 100 parents (50 from each sex); 200 teachers made of 100 males and 100 females as well as 300 final year undergraduates of university of Maroua, consisted of 150 from each gender thus, made 600 subjects as study population. A-44 item questionnaire was made from the researcher's instrument called Parents, Teachers and Students' Descriptive Questionnaire (PTSDQ) to elicit data after validation by experts in test and measurement, using the SPSS Package and had these scores 0.71 Kr-20. Reliability and validity coefficient of 0.68 Cronbach Alpha. The data were analyzed using Statistical Instrument, results bearing 0.77 (parents), 0.88 (teachers) and 0.87 (students) at 0.01 level of Significance for the youth education was higher than that of parents with 0.64 and teacher (0.85) while students had (0.87). Findings indicated that religion had been a major barrier to the girl-child education in some parts of Maroua and the country. Furthermore, differences between the teachers' and the students' perception of the relationship existing between the girl-child and sustainable national development

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is attributed to the differences in the levels of education and experience. Even though the results showed that all respondents agreed that youth Education contributes significantly to the Sustainability of national development but most of them equated youth education to boy-child education and the girl-child but yet to give the girl-child Education the same level of importance. The paper recommended that government should be the vanguard of education provision for all, while girl-child education be given top priority. Furthermore, government and stakeholders of education should effectively be involved in providing quality and control education for all without sex, class or creed discrimination. The paper further recommended that those saddled with the responsibility of managing education should be given training regularly so as to equip them with modern techniques for optimal production toward sustainability development after youth graduation from university of Maroua in particular and graduands from other universities in Cameroon in general.

Keywords: Managing education; youth economic; sustainability development.

1. INTRODUCTION

Education is a vital instrument in the development of specialists and officials in public offices and for both individual economic security as well as for sustainability of the nation, Onuka, [1] and Thinghan, [2]. This implies that education is the only means by which the individual can acquire specialized knowledge and skills .It should be seen as a prerequisite for economic security for sustainable development. Thus, it has been accepted as instrument for effecting social change and social mobility. Therefore no country toys with the education of her citizens hence the youth are the wealth of the nation. It means that a well-managed education of the youth for economic prosperity is sustainable of the country. From all indications, it seems that Cameroon pays great deal of attention to developing the education sector, despite its inadequacy in terms of human and material resources. The resolution of Education Forum (1998) backed by law No. 98/004 of 4th April instant of that year, stated, "education is fundamental for the integration of the individual into a sound and effective citizen for equal educational opportunities of all citizens in the country of all levels of education". It implies that the aim of the country's educational philosophy is for national development .It furthermore means that educating youth is economic security toward sustainability development or growth per capita hence human resources or manpower is a wealthy nation. That is, human beings are the active agents composed with accumulated wealth of knowledge and skills (i.e. capita) useful in exploiting natural resources, build social, economic, and political structures or organizations for national development. Economic security is the assurance of sustainability toward national development. In other words, it implies that the educated youth

will be more efficient to utilize the knowledge and skills acquired for effective production of goods and services needed for national development.

2. LITERATURE REVIEW

To buttress this study, there is need to review some related literature regarded as key words or phrases such as managing education, youth economic security, and sustainability.

2.1 Managing Education

Managing is the responsibility or ability of controlling all that has been given or entrusted to someone to enable him achieve the predetermined goals of an organization or business such as a educational institution, whereas education is a science of changing human behavior. The change may be relatively permanent hence nothing is static. Therefore managing education connotes handling carefully and not wastefully what goes on in the process of educating people so that nothing goes out of hand. It means putting the formal education system under control, regulation or supervision in its attempts to use carefully, that is, managing or economizing available scarce resources through cooperative efforts of staff of institutions of learning to achieve the pre determined objectives. Managing education involves planning, organizing, staffing, directing, controlling, coordinating and budgeting, Babblola et al. [3] and Omoregie, [4].

2.2 Youth Economic Security

Hornby [5] defined youth as the time in which a person is young especially the time before a child becomes an adult. It implies the quality or state of being young. Constitutionally, youth range from 10 to 17 years, however, this group is not allowed to vote or to be voted in any political

office. Another range of youth no matter their sex of either male or female fall between 18 to 25 years. This range has the right to exercise their civic responsibility. It means that they can contribute to the economic development of a nation. Education therefore remains the paramount parameter to measure youths toward economic security and sustainability for national development. Youth economic security connotes their ability to manage wisely and not wastefully the scarce resources entrusted to them for economic emancipation for self and national sustainability or development. It implies that a well-managed education of the youth is an asset for economic security or assurance for continuity. It should be emphasized that youth is a unisex consists of male and female persons of tender ages as it has been indicated above. Therefore the desire of any nation to educate her youths does not go to only to the boy-child but to their female counterparts or the girl-child too. Census of the female students in the University of Maroua since founded in 2008 is low compared to that of their males or boy-children counterparts. The essence of establishing the university is to bring education to the door-posts of the inhabitants so that the both sexes should be educated for economic security and sustainability for national development. This is in consonance with the United Nations desire to raise the status of the women. This is evident by the declaration of International Women year in 1975 and in 1976 to 1985 as U.N. Decade for Women .In addition to this goal, United Nations organized a series of conferences such as: Mexico City, (1975), Capenhagen (1980), Nairobi (1985), and Beijing (1995). A conference on Women education in Africa was held in Abuja (1989). 'Abuja' Declaration on Women participation in development was titled, "The role of Women in Africa in the 1990s". Other conferences held on the education of the girl-child included the Pan-Africa conference (1993), it came out with the Ougdoukou declaration and the OAU Ministers of culture and education and development Obanya [6]. The central focus of these conferences was to raise the status of the women and bring them into the development process as equal partners with their men counterparts. The present slogan:

Education for All (EFA) held in Dakar (2005) has been shifted to (2015) so that countries especially the 3rd world nations may be feasible including university of Maroua in particular and Cameroon as a nation in general. Findings by UNESCO (2003) have shown that out of a

population of 113 million children, 60% are girls and these girl -children have no access to primary education. Cameroon scholars as in most African countries focus is on female and girl-child education which at best can be described as dwindling hence it cannot be equal to that of their male counterparts. However, the head of government in Cameroon is encouraging the few women who are forging ahead in terms of employment and appointing them in political offices to sustain themselves and participate in the economic sustainability or development of the country.

3. SUSTAINABILITY

This connotes the ability to support one's self and the society. No development of self or the nation can be achieved or sustained without education. Education is a system re –engineering and institutional re –branding for successful attainment of scholars or youth learning aims Obanya [7] Education of tertiary institutions need to be improved or re-engineered so the youth under-graduates should be able to sustain themselves and contribute their own quota to the economic development of the country .In the same way, higher institutions of learning should re-brand their curricular activities in order to create opportunities for youth's economic security for sustainable coexistence. Cameroon Higher Institutions need to revise the colonial masters' curriculum so that the ever-growing population of the youths should meet the needs of 21st century. This implies that for the youths to sustain and contribute their quota in the development of the country there is urgent need to reinvent Higher Education for employment in a competitive global economy Babalola [8]. It implies that youth economic security toward sustainability for national development depends on the type of education given to them. Enhanced access to quality and functional educational opportunity to youths is perhaps the most effective means to combat poverty, illiteracy, which may reduce religious fanaticism or dogmatism and create awareness for scientific reasoning needed in the modern society. Since the world is a global village no country would want to be out of the scheme of organizing a well-managed education for her youths. Onuka [1] pointed out that if development was to be successfully achieved its set objectives, must be properly managed for economic security and sustainability of the individual and the nation.

The necessity to plan, organize, budget and control as execute programme for youth education is to achieve predetermined goals. The puzzling question hitherto is, "are the educational programmes in university of Maroua effectively and efficiently managed to achieve the expected goals of giving equal educational opportunities to all irrespective of gender or sex, religion, class or creed?"

The existing gender imbalance in educational opportunities and the high rate of unemployment of the undergraduates in Cameroon have become a concern of every rightful thinking Cameroonian. Therefore the study seeks to investigate the perception of parents, teachers and undergraduate students of their relationship between a well-managed youth education for economic security and sustainability for national development.

4. RESEARCH QUESTION

The following research questions were posed for the study:

1. Is there any relationship between a well-managed gender education and economic-security toward sustainability for national development?
2. Is there any relationship between a well-managed youth education and sustainability for national development?

4.1 Hypothesis

The following hypotheses were formulated in null form to guide the study thus:

Ho: There is no significant relationship between well managed gender education and economic-security toward sustainability for national development.

Ho: There is no significant relationship between well managed youth education and sustainability for national development.

4.2 Significance of the Study

The study on gender and youth well managed education for economic-security toward sustainability in university of Maroua for national development is significant in the following ways:

- * The curriculum of the different disciplines in the university should be re-engineered or rebranded to meet the aspirations of the youths.
- * It will help the youths know that they have to contribute their quota in the economic security of the nation.
- * Those saddled with the responsibility of managing education in this country should plan and organize education for all without discrimination of sex or gender religion, class or creed.
- * Students should know that education is fundamental in life hence it is instrument for self sustainability and the development of the nation.
- * All and sundry in the education sector should provide functional education to our youths so as to help them improve their skills/knowledge for economic security and sustainability of self and for national development.

5. METHODOLOGY

The study was an ex-post-facto design approach. This was because the researcher had no direct control of the independent variables hence their manifestations had already occurred or because they were inherently not manipulable. It was consensus hence it covered almost the entire population used in the study Isangedihi, Joshua, Asim, and Ekuri, [9] The data were collected from the study population to find out facts about the present phenomena from parents, teachers and undergraduate students within the study area. Only parents whose children were undergraduate students, teachers (lecturers) serving in the university and the undergraduate students of the university were used in the study to obtain a large population and for convenience of data collection. Another characteristic of selection was the affiliation of parents, teachers and the undergraduate students to the university. The instrument used was Parents, Teachers and undergraduate Students Descriptive Questionnaire (PTSDQ).

5.1 Validity of the Instrument

Validity is the extent to which an instrument measures what it is supposed to measure. Simple English expressions of the statements were framed showing their relationship of the construct to the research questions. The questionnaire items were further shown to colleagues and other experts in evaluation.

These items were then examined and proved in terms of validity, relevance and appropriateness for the study.

5.2 Reliability of the Instrument

In order to establish the reliability of the instrument, a trial test of the instrument was carried out with (50) fifty parents, fifty (50) teachers, and one hundred (100) undergraduate students. Respondents used in the trial test were not included in main study. For the questionnaire, split half reliability method was used in measuring the instrument. The correlation of the odd and even responses was first computed using the Pearson Product Moment Coefficient Analysis of the items of the variables used in the study. To test the instrument the Spearman Brown Prophecy formula was applied and the result of the reliability indices was between 0.78 and 0.91. The reliability for each of the variable was high and reliable enough for use in the study according to Nunnally [10] who stated that any instrument measuring any variable or early construct a reliability index of 0.50 and above was correct and reliable for use.

5.3 Data Collection Procedure

The researcher obtained permission from Head of Departments of the different disciplines and administered the questionnaire to the staff/teachers and the undergraduate students, using convenient technique. This procedure was used to reach the parents (i.e. the students were the medium use to reach their parents) and administered the questionnaire. This method helped in collecting the questionnaire and avoided attrition.

5.4 Data Analysis

The data generated were analyzed using Pearson Product Moment Coefficient Analysis, showing the relationship between gender and youth well managed education toward economic-security and sustainability for national development of the two research questions.

5.5 Limitation of the Study

Since the research was not an experimental one where control of the variables is rigorous, it was difficult to control the behavior of the respondents. So the attitudes of some the respondents refusing to adequately complete the

questionnaire administered to them posed a constraint. However, all the copies of the questionnaire were retrieved. Language and or dialect of the respondents posed some problems but notwithstanding, the researcher did what he intended to do.

6. RESULTS

Table 1 above showed the relationship correlation perceived between genders well managed education for economic security toward sustainability for national development by parents, teachers and students of the University of Maroua in particular and in Cameroon in general. Each group of the respondents agreed that there was high positive relationship between the variables in the questions as shown in Table1 above thus:

Parents= (0.64), students= (0.81 and teachers= (0.85) at 0.01 level of significance respectively. The results showed that all the three sampled-sets: parents, teachers, students of the university of Maroua agreed that there was a positive relationship between gender well funded and managed education for economic security toward sustainability for national development. The null hypothesis which stated that, "there is no significant relationship between gender education and economic security toward sustainability for national development" was rejected and alternative was accepted as perceived by parents, teachers and students.

Table 2 results above indicated the kind of relationship perceived by the three groups of respondents differently i.e. parents, teachers and students had different scores as each group perceived in relationship to youth properly organized and managed education toward sustainability for national development in university of Maroua in particular and in Cameroon in general. Since the result is positively high as shown in the Table 2 above, the null hypothesis which stated that, "there is no significant relationship between youth education toward sustainability for national development as perceived by parents, teachers, and students was rejected" and the alternative was accepted.

The findings indicated that the three categories/groups i.e. the respondents perceived a higher relationship thus: parents (0.77), teachers (0.88) and students (0.87), respectively at 01significance. It implies that parents, teachers and students have accepted that youth education

if well funded and properly managed the undergraduates (i.e. students) will be well groomed in the different fields of endeavor for economic security of self and sustainability of the entire country.

Table 1. Correlation coefficient of the representative relationship between Gender educations for economic security toward sustainability for national development as perceived by three spectra of respondentens

	R.	sig.
Parents	0.64	sig
Teachers	0.85	sig
Students	0.81	sig

Table 2. Correlation of the relationship between youth education and sustainability for national development as perceived by the three spectra of respondents

	R.	sig.
Parents	0.77	sig
Teachers	0.88	sig
Undergraduates (students)	0.87	sig

7. DISCUSSION

The results of all the three categories of respondents have agreed at different degrees that gender/youth education requires proper funding, effective or well managed so that the leaders of tomorrow should bequeathed an educational system which will make them economically secured and be sustainable in a competitive global economy .It implies that youth education need revamping and re-strengthening the university roles in terms of reinventing higher education in Cameroon for youth employment Babalola [11] . It means that education should be planned for sustainable development. It is therefore incumbent on university authority in Maroua and in the country to revise the colonial curriculum. This will be one aspect of bridging the gaps for reforms Babalola et al. [12] It is obvious that when the youths are given the proper education, they will improve their statu-quo or standard of living and contribute to the economic security and sustainability of the country. In other words, Onuka [1] findings of his study of the appropriateness of youth education, confirmed that a well managed education of the youth breeds a healthy nation. The university authority cannot accomplish this task alone: resources are required so as to achieve this task

of human development. While the university authority is focusing on economic transformation, by rebranding and re-engineering the system by curriculum re-designing, the stakeholders in education industry have a role of providing fund which is important capital in development or manpower development. The implication of the results are that education has been universally accepted as instrument par excellence therefore, no right thinking Cameroonian can toy with education of the youth. In view this circumstance.

Government should provide a large sum in her budgetary allocation to education. University authority should emphasize functional education so as to enable the undergraduates attain self-reliance, economic security toward sustainability for national development. Youth education concerns both boys and girls, government should encourage especially the female or the girl- child to participate at all levels of education hence United Nations recognizes women education.

8. CONCLUSION

The conclusion of the study is as follows:

- Government should make education a priority hence it is an important instrument for manpower development.
- When human capital is created, economic security is assured for national sustainability.

University education has a dual function. It prepares the individual/youth for self actualization including economic security and for national development.

- Government prioritizing education implies providing enough funds through allocating a larger fraction of the budgetary sum to education.
- There should be enough infrastructure and fittings to the administration for proper educational management toward youth economic emancipation for national development hence no worker can do his duty without tools.
- Education for All (EFA) means it is unisex, government should ensure that every youth of school-going age is involved because nobody knows the talents inside the youth. The important thing is to sharpen the skills for the future.

9. RECOMMENDATIONS

From a careful perusal of the findings this study the following recommendations are made:

- Government should set a committee of experts to revise the old educational curriculum so as to meet the trend of science and technology.
- The Educational philosophy should be Functional Oriented i.e. technical, vocational and engineering.
- Young Cameroonians should be sent for in-service training to acquire the relevant technology/skills.
- Institutions of Higher Learning should be given Freedom to re-engineer and re-brand their Curriculum for the interest of economic security and National transformation. This will help in reforming and re-creating natural resources for human beings.
- University of Maroua should be equipped with the various instruments /instructional materials.
- Facilities such as libraries, laboratories, and internet services should be provided because they will facilitate effective research for teaching. Teachers should be motivated so as to enable them Put in their best, because no education is more than the level its teachers.
- Scholarships should be given to very bright students without discrimination or political sentiments.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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