Part Two:

Educational Management and Evaluation
Analysis of Political Problems of.....
Chapter Ten

ANALYSIS OF POLITICAL PROBLEMS OF EDUCATIONAL MANAGEMENT IN NIGERIA: IMPLICATION FOR VISION 20:2020

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Introduction

Education is regarded as the bedrock for both individual and national development. An educated or literate society will result in productive, democratically-minded, active and healthy citizens which will invariably contribute to the social, political and economic development of the economy. This is why most nations of the world strive to devote a sizeable proportion of their Gross National Income to develop the education sector.

Educational resources such as funds, infrastructure, staff/teachers, curriculum, school buildings, instructional materials, etc are limited in supply with increasing demands for education. This situation brings to limelight the importance of management in educational system for efficient and effective utilization of these resources. Emphasizing this, Manilla (2003) states that the capacity of any nation to survive the dynamic nature of our world depends very much on its skills in managing effectively its educational organizations and its ability to produce the caliber of human resources for the economy.

However, since the introduction of western education into Nigeria, the education system has been facing myriads of problems which have become increasingly complex. The political instability has generated negative effects on management of the education system. In the hurry to develop, various governments have made series of policy reforms which have continued to enervate the education system. Most times, the reforms have been sporadic, mismanaged and therefore mostly ineffective. Much of the difficulty lies in the fact that the sector
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is inadequately funded and poorly managed. This leads to shortages of material and human resources for education, a brain drain from the public sector, a few instructional inputs, shortage of classrooms, unstable curriculum and subject syllabus, etc. There is no gainsaying the fact that no educational system can rise above the quality of its management. The implementation of the National Policy on Education is a typical example; laudable programme but poorly implemented.

In a bid to make Nigeria one of the twenty developed countries in the world, successive administrations since independence have designed and conceptualized various development programmes such as first, second and third Development Plans, vision 2010, National Economic Empowerment and Development Strategy (NEEDS) and the proposal of a new development programme tagged “Vision 20:2020”, as well as the transformation agenda by the present government and many others.

The Vision 20:2020 programme is intended to achieve a level of development that would make Nigeria one of the twenty (20) most developed nations of the world by year 2020. Monimah (2010) commented that, human capacity development anchored on strong learning systems is central to the attainment of Vision 20: 2020 and education is the most crucial instrument for empowering young people with knowledge and skills which in turn provide them access to productive employment in future.

The present government has declared education as one of its priorities. The goal is to have a reformed system of education that will provide access at all levels of education and to improve the quality and efficiency of the entire education system. The real challenge lies in the successful implementation of these goals devoid of political pressures.

Presented in this work include; history of educational management in Nigeria, influence of politics on educational management, political problems of educational management in Nigeria and the implication for the attainment of vision 20:2020 in Nigeria.

Historical Overview of Educational Management in Nigeria
Educational Management dates back to the commencement of western education in Nigeria. It has close connection with the periods of the nation’s political history. From the year 1840 to 1887, educational management was solely in the hands of missionaries. Although the
colonial government made an educational ordinance in 1882, the government was not interested in the management and administration of education. It only made grants-in-aids available. Government also began to appoint inspectors to schools to ensure quality.

The colonial administrators administered education through the use of certain education ordinances and education codes, such as the 1882, 1887, 1916, 1926, 1946 and 1926 Education codes, (Ijaduola, 1998 and Ogunu, 2000). These codes and ordinances were used as guidelines to administer education in the colony. They aimed at proper management and administration of Nigerian educational system and served as the basis for the modern day educational policies, education laws and techniques of educational administration in Nigeria.

The 1926 education ordinance was a landmark in the development of education in Nigeria and an outcome of the recommendations of the 1920 Phelps – Stoke Commission on Education in Africa (Fabunmi, 2005). The report of this commission geared the British Colonial Administration to demonstrate increased interest in African education. It issued its first educational policy in 1925. The 1925 memorandum outlined guidelines for operation in the colonial educational system.

The 1948 ordinance decentralized educational administration. It created a Central Board of Education and four Regional Boards, that is, those of East, West, Lagos and North. It also recommended the establishment of Local Education Committees and Local Education Authorities.

The 1952 Education Ordinance was introduced so as to enable each of the three newly created (Eastern, Western and Northern) regions to develop its educational policies and systems. The ordinance became an education law for the country. All schools, whether public or private, were to be subjected to inspection by the Regional Director or his representatives and the Inspector General or his representatives. There were also Educational Laws of 1955 in Western region, 1956 in the Northern region and 1957 Lagos Education Ordinance. The initial experiment at Universal Primary Education Programme was also started in the West and East in 1955 and 1957 respectively.

In April, 1959, the Federal Government of Nigeria constituted the Ashby Commission to investigate and report Nigeria’s manpower needs for a period of twenty years (1960-1980). The Commission led by
Sir Eric Ashby, comprised three Nigerians, three Americans and three Britons. The commission recommended the expansion and improvement of primary and secondary education, the upgrading of the University College at Ibadan to a full-fledged university and the establishment of three other universities at Nsukka, Ife and Zaria. It also recommended the establishment of University Commission in Nigeria so that the universities will maintain uniform academic standard. The post-secondary school system was to produce the post independence high-level manpower needs of Nigeria.

The most important giant step ever taken in the management and administration of the nation’s education took place in 1969 with convention of the national curriculum conference which led to the provision of the educational document named National Policy on Education (NPE) in 1977 that serves as guide to the direction of our educational practice.

In 1976, the states were increased to nineteen, thus making the legislative bodies to be twenty. Each state promulgated an edict for the regulation of education, and its provision and management. Examples include East Central States Public Education Edict No. 5 of 1970, Lagos State’s Education Law (Amendment) Edict/No. 11 of 1970, South Eastern State’s Education (School’s Board) Edict/No. 20 of 1971 and Mid-Western State’s Education Edict, No. 5 of 1973. Each state amended its education law when necessary. All the edicts had common features, such as state take-over of schools from individuals and voluntary agencies, establishment of school management boards and a unified teaching service (Fabunmi, 2005).

The first era of military rule (1966-1979) in Nigeria was followed by the second republic, which had a presidential system of government. The 1979 constitution was the legal basis of education in the period. The constitution put education in the concurrent legislative list. This implies that responsibilities and authority in the provision of education ought to be shared among the three tiers of government, that is, federal, state and local governments. Chapter 11 of the constitution gave the federal government more powers than the states in the areas of post primary, professional, technological and university education under its control. The states had total control of primary; post primary, technical, technological, university and other forms of education within their territories.
Consequent upon the return of military administration in 1983, several decrees were promulgated by the Federal Military Government to guide and regulate the conduct of education. Such include, Decree No. 16 of 1985, which was promulgated on National Minimum Standards and Establishment of Institution’s Decree No. 20 of 1986 which changed the school calendar from January to December to October to September, Decree No. 26 of 1988, which proscribed and prohibited the Academic Staff Union of Universities (ASUU) for participating in trade union activities and Decree No. 36 of 1990, which revoked the proscription of ASUU, and many other decrees.

Administration and management of education in the 21st century has actively experienced a laudable and historic landmark as Nigerians, took complete control of their destiny in education. Indeed there are numerous positive landmarks in education in Nigeria presently. In other words, Nigeria has accomplished more in education than during the previous one hundred years of British colonial administrative rule of the country. This period of what we may call home grown. Nigeria educational administration and management was greeted with several heights such as issues bordering on national education policies, primary education, secondary education, the Universal Basic Education (UBE), tertiary education as well as the institutional frameworks for regulating education. Successive governments in both state and federal have continued to allocate part of their budget to education.

Presently, the Federal Government manages the educational system through parastatals, boards and commissions of Federal Ministry of Education which include; National Universities Commission (NUC- established in 1962), a body charged with the coordination of university management in the country, National Board for Technical Education (NBTE- 1977), National Commission on Colleges of Education (NCCE- 1989), Primary and Secondary Education Management Board, Universal Basic education Commission, etc.

In spite of this laudable efforts of successive state and federal governments in re-positioning Nigeria education on the world map, Nigerian educational system and its productivity in the 21st century has continued to suffer some set back; as a result of misconceived and misdirected social values and corruption.
Influence of Politics on Educational Management

The relationship between politics and education is a reciprocal one and the extent to which political development takes place depends on the compatibility between the two systems. The type of political system is important in determining the nature of its impact on the schooling process. In many ways, the differences in education between capitalist and socialist regimes, developed and less developed countries and rural and urban societies are due to the effects of the political system in practice.

David Easton, an American political scientist defines Politics as the authoritative allocation of values or resources which involves some competition among different and divergent interests. Values refer to the beliefs and resources of society such as egalitarianism, religion, education, money, influence, status, ideas, standards, jobs, services, etc. It is a social process which deals with the continuous affairs of people. Almost all people in society care about the quantity and quality of education and especially how it is distributed. Like other stakes, there cannot be enough education to satisfy everyone so government and educators must make choices about who gets what and what of the resources available for education. Politics is generally applied to the behaviour within civil government but it has also been observed in other group interactions including corporate, academic and religious institutions. Ojo (2009) states that politics consist of social relations involving authority or power and refers to the regulation of a political unit and the methods and tactics used to formulate and apply policy.

Politics influences educational management in various ways. In the allocation of educational resources, politics plays the role of sharing formula involving the 3Ws+H i.e. ‘who gets what, when and how?’ Politics concerns itself with the power to take decisions that affect the entire society. The government in power decides where schools will be located, infrastructure and facilities provided, number of teachers posted, financial resources allocated to schools, etc. Recognizing the importance of education, the political class invests in education with the intention that improved investment in education will enhance national productivity and thus economic development.

Whoever has the political power in any society, power to rule and govern, power to make top level policies, power to legislate- is in a position to take decisions that will affect both economy and education
in the society. The political ideology of the leaders will determine the goals they will pursue through education and how they will organize education to achieve the stated goals.

Politics affects educational management through policy formulation. Educational policies with regards to administrative and curriculum matters are made at the system level by political leaders who also exercise some control over the schools to ensure conformity to their demands. Educational administrators interpret policies and plan for execution. Politics through government creates the educational system, formulates educational policies, provides human, material and financial resources, and controls educational quality (through supervision and other mechanisms) on behalf of the society more so where democracy is practiced. Politics or the political process also determines the values which are taught and promoted by schools, with the government being the legitimate allocator of values in a society.

The educational system can be viewed as the major determinant of all aspects of change. Education is the main agent for the political socialization of the young into the national political culture. It is the primary agent for the selection and training of political elites. In all societies, whether developed or less developed, capitalist or socialist, industrialized or agriculturally based, the stability, survival and effectiveness of the educational system depends on those who constitute the elite and hold positions of power.

Politics also functions in the aspects of selection or appointment of leaders within the school system. Politics of student government can also affect educational management. Some activities of students such as strike actions, etc can also disrupt the school programme. There are instances where school administrators have been overthrown as a result of disturbances initiated by student unrest.

Politics significantly impacts on educational management both positively and negatively depending on the political structure and leaders in power.
Political Problems of Educational Management in Nigeria

Without education, development cannot occur. It has been generally conceived that only educated population can command the skills necessary for sustainable economic growth and a better quality of life. The extent to which these benefits occur are however dependent on the management of the entire educational system.

Educational management in Nigeria is beset with many problems which has adversely affected the system thereby hindering the benefits derivable from education. The importance of education as the key to genuine development and the enhancement of people’s capabilities and talents have led to the struggle for the control of education by the federal government (Omolewa, 2001). This understanding of the place of education made the government of Nigeria to believe that educational goals in terms of its benefit and relevance to the needs of the individual and society as well as realities of the modern world and rapid social changes should be clearly spelt out (NPE, 2004).

Education is a huge government venture and has witnessed government’s intervention and active participation. The involvement of government or the political structure in educational management has however created political problems in educational management some of which include; inconsistencies of government policies, population explosion, inadequate funding, politicization of education, etc. Some of these problems are discussed thus:

- **Insufficient Financial Allocation**

  The traditional source of funding education is the government (federal, state and local) for various levels of education. This financial support has not kept pace with the growing demand for education. According to a World Bank survey on Nigeria, the federal expenditure on education seems to be below 10% of its overall expenditures. For instance, between 1997 and 2002, the total share of education in total federal expenditure ranged between 9.9% and 7.6% with the trend showing a downward plunge (World Bank, 2003). The failure of UPE was as a result of insufficient fund to sustain it.

  The economic and financial constraints placed on education in Nigeria adversely affect the quantitative and qualitative aspects of education and training in all forms. Financial restrictions create many
problems in educational management. The effects include; poor conditions of service and remuneration of teachers which are often owed for months, insufficient qualified teachers, ill-equipped schools, absence of libraries and laboratories, obsolete instructional materials, dilapidated infrastructure, irregular and ineffective external supervision, etc. These problems are largely due to insufficient allocation of funds to schools.

Sometimes there is bias in allocation of finance and educational resources to certain regions or states where politicians are from even when such regions are not educationally disadvantaged. The result of this is an imbalance in educational quality among regions and states or local government areas in Nigeria.

In a bid to increase access to education, the federal government has established new federal universities and approved the establishment of private universities. Schools have also been built at all levels of education but these schools have not been able to absorb the ever increasing population of students demanding for education.

Poor remuneration of teachers is another challenge facing education in Nigeria. To make ends meet, teachers' resort to 'self help projects'. While Primary and Secondary teachers became petty traders in their schools, academic teachers in tertiary institution became 'emergency book sellers', publishers and printers. Others demand 'money for grades'. High grades and scores are reserved for the highest bidders. Thus, most teachers spend little time helping students to learn. Saint et al (2003) stated the downward pressure on staff salaries together with deteriorating working conditions and political repression on campus, generated a series of staff and student strikes during the 1990s culminating in year-long closures of the university system in 1992 and 1996, even primary and secondary schools teachers were not left out from months strikes. This disrupted the academic programme in schools, thereby affecting educational management.

Academic staffs at all level declare strike for improved funding, better and improved working condition and upgrading of teaching and learning facilities. Students' riots, on the other hand, are reaction to increase in school fees or hostel accommodation. These disruptions lead to school closure for weeks or months. Most times, students are denied opportunity to make up for lost times. This results in low quality of student academic accomplishments.
Politicization Of Education

The politicization of education is another major problem of educational development in Nigeria today. In an attempt to catch up with their counterparts, many states in Nigeria, particularly the new ones, indulge in the opening and running of many educational institutions, even when they are least prepared to do so. This results in the lowering of standards and in various educational projects collapsing mid-way. This was particularly the case during the second republic (1979-1983) and the activities of the various state Governments during and after the second Republic clearly show that education is still being politicized in Nigeria.

Accurate data are hardly possible to get in Nigerian schools. Lack of accurate and timely data has long been the bane of policy formulation and management of our education system in Nigeria. As long as the Federal Government continues to tie figures to budgetary allocation, there may be no correct school enrolment data in this country. Most times, these figures are altered for financial gains by Government and some officials to attract financial resources to particular areas or regions.

Inconsistent Government Policies

The trend in Nigeria has been that new governments come in with different style of decision-making and policies. Lack of continuity in government policies and plans made by previous governments. These policies are either disrupted or discontinued. The Nigerian educational system was changed from 6-5-2-3 to 6-3-3-4 and a later proposal to change it into 9-3-4.

Beginning from 1984 however, a number of policy pronouncements were made that can be said to have major effect on education at all levels. For instance, the democratic government of Shagari inaugurated the Open University of Nigeria in 1982. The project was designed to address the problem of access to University education in Nigeria. But that policy was abrogated by the Buhari/Idiagbon regime in 1984. It is also on record that the Buhari administration cancelled the feeding programme and bursary for education students in institutions of higher learning. The administration also truncated the 10-year national mass literacy campaign put in place by the Shagari government in 1980. The reason behind these decisions was that revenue accruing
to government had gone down considerably and government could not afford financing and prosecuting such programme.

The Babangida administration (the longest military administration in Nigeria) may be credited with some major decisions that were to move education forward, but a few of these policies did not totally advance the course of education. For instance, following the Structural Adjustment Programme (SAP) in 1986, higher institutions of learning were mandated to search for alternative sources of funding. The effect of that directive resulted in the introduction of all manners of programmes in institutions of higher learning. It equally led to the establishment and proliferation of satellite campuses all over the federation. While some may argue that the policy opened access to education, the truth is that the proliferation and introduction of all manners of part-time and diploma programmes have done more harm than good. It must be said that the magnitude of the problem created by the policy has continued to live with University education and rubbed off on all the other levels of education especially Polytechnics and Colleges of Education. Diploma programmes which were designed for skill improvement of some categories of civil servants became the main admission requirement into direct entry programme. Sub-degree programmes were also organized more for the financial requirement of the institutions than the academic excellence the schools were to promote. Most institutions also started lowering admission requirements in an attempt to rake in more funds. The result of this development can be seen in students whose quality has gone down, and students buying their way through schools became the norm.

One can safely claim that education from 1984 promoted or threw up a number of challenges, but some of these policies have been corrected or reversed with the coming of democratic government in 1999. For instance, government after 1999 directed that all satellite campuses be closed and accreditation of degree programmes be streamlined. National Open University of Nigeria which was aborted by the Buhari administration was re-established and has continued to provide access to those who would have missed the opportunity of University education. The gate of establishing Private Universities has also been widely opened since 1999. Also, in a bid to improve access and equity in education, the quota system was adopted such that
students are admitted based on region not merit, thus some intelligent ones are not admitted.

There has been the problem of policy inconsistency. Whenever a new government comes into office, it has the tendency of discontinuing the policy of its predecessor in office. For instance, the Obasanjo presidency introduced the privatization of unity schools towards the end of its tenure in 2007, only for the Yar’Adua administration to reverse the policy. The National Policy on Education (NPE) is supposed to guide the operators of the system but it is short-sighted. It talks about the philosophy and objectives of Nigerian education at various levels but fails to proffer strategies for the implementation by the classroom teachers.

- **Partiality In Appointment Of School Managers**

  There is also the problem of politics in the appointment of school heads and deputies which is creating seniority problems. There are cases where Vice Chancellors and school administrators/heads were appointed by the government even when they are not qualified. The university powers were eroded and the so called university autonomy is a ruse; incentives and rewards for research, teaching excellence and associated innovation gradually disappeared leading to brain drain, low research output and quality, management structures rigidified.

- **Brain Drain From Academic Environment**

  This arises from the poor welfare and remuneration of teachers. As a result of poor conditions of service and not conducive school environment, the best brains in academia abandon academics for other sectors of the economy where higher salaries and greater social recognition is received. Some quit academics for economic reasons and others for political.

  Younger and experienced teachers discouraged by this are fleeing from the frustration in teaching into more rewarding and challenging sectors of the economy and even overseas. The result is seen in the quality of graduates in all levels of education.
Conflicts Between The Federal, State And Local Governments In Responsibility And Control Of Education In Nigeria

In the early 1970s, the Federal and State Governments became more sensitive to their roles in the provision of education for the citizens. More schools were opened by the Governments, more grants given to the voluntary agencies and more scholarships and bursaries were given to students. But the conflicts between the various Governments and the Voluntary Agencies continued, so that it was still not clear who was or should be responsible for what or controlled what. It was probably in an attempt to remove those conflicts that the Federal and State Governments embarked, from the mid-1970s, on the policy of gradual take-over of schools from the various voluntary agencies; an exercise that was not completed until the early 1980s. By the mid-1980s, the Governments had started to feel uncomfortable about the running costs of the schools and it would appear that today some State Governments would be willing to hand over the schools if the proprietors are able and willing to take them back, with all the financial burdens entailed. Some state governments (like Imo state) have already handed over these schools to their proprietors.

What Nigeria requires at the moment is for government to divorce education from unnecessary politicization. The politics of education demands that the good of the people should override political, sectional or individual considerations. Education formulation and consideration should be for the good of all.

Implication on Attainment of Vision 20 20:20

For any meaningful development to take place anywhere, it must start with the development of the human beings. Education constitutes the core of human development. It opens up opportunities for both individual and group empowerment. It is a vital tool for transformation and the key to the sustainable development of a nation.

Goldman Sachs’ classification of countries identified Nigeria to be one of the N-11 countries, which are countries that have the potential for attaining global competitiveness based on their economic and demographic settings and the foundation for reforms already laid (Monimah, 2010). Following these assurances for growth, the government of the Federal Republic of Nigeria conceptualized the vision 202020 programme. This is a development programme for
Nigeria to become one of the 20 largest economies of the world by the year 2020. To achieve this objective, the country will enhance her social and economic performance in polity, macro-economy, infrastructure, education, health, agriculture and manufacturing (Monimah, 2010).

It was stated in the document ‘Vision 20:2020 Economic Transformation Blueprint’ (2009) that “by the year 2020, Nigeria will have a large, strong, diversified, sustainable and competitive economy that effectively harnesses the talents and energies of its people and responsibly exploits its natural endowments to guarantee a high standard of living and quality of life to its citizens” (p. 9).

Human capacity development anchored on strong learning systems is central to the attainment of Vision 20:2020. NIP (2010) reports that the first Pillar of the Vision 20:2020 is to guarantee the well-being and productivity of the people with education as the bedrock. Education is the most crucial instrument for empowering young people with knowledge and skills which in turn provide them access to productive employment in future. According to NIP (2010), the vision and goal of vision 20 20:20 for education sector is; “To establish a modern and vibrant education system that ensures the maximum development of the potentials of individuals and promotes a knowledge-driven society that propels the nation’s development.”

A modern and vibrant education system entails wide–ranging activities that would ensure functional, qualitative education of the highest possible standards at basic, post-basic and tertiary levels. This is because the education system would produce skilled manpower to bring about the change in the economy. The primary goals to achieve this include providing access to quality education at all levels, improved learning and teaching infrastructure, according greater importance to science, information technology, technical, vocational education and training.

Investment in education enhances human capital. Human capital refers to the stock of productive skills and technical knowledge embodied in labor. The ability to acquire and utilize knowledge and skills effectively is the key to the growth and development that will propel Nigeria to become one of the 20 largest economies by the year 2020. But the Nigerian educational system is handicapped due to the problems besetting management of the educational system.
Primary education in Nigeria is free and compulsory although not all eligible children are in school. Despite the considerable progress made with the Universal Basic Education (UBE), it is estimated that only 22.3 million of the 42.1 million eligible children are in school, clearly indicating that access remains a problem (NIP, 2010). There is strong participation of the private sector in primary education but government is the dominant provider of education at this level. Funding also remains an issue in at this level of education.

The gross enrolment in secondary schools is a major concern because less than 30 per cent of eligible children in the 14 -17 age bracket are enrolled nationwide (NIP, 2010). Effective youth empowerment and harnessing the enormous potential of this segment of the population cannot be realized without proper education and skills acquisition. Secondary schools are faced with problems of dilapidated infrastructure, dearth of qualified teachers, poor learning environment, ill-equipped libraries and laboratories, etc. Most of these problems stem from the fact that this level of education is poorly funded by the government. Sometimes teachers/staff in schools embark on strike actions due to non-payment of salaries thereby disrupting academic programmes.

UNDP Human Development Report on education in Nigeria 2008-2009 reports that the adult literacy rate is 64.2 per cent which indicates that about 50 million Nigerians are unable to read and write. This level of illiteracy combined with poor educational quality and standards are antithetical to the rapid economic growth required for the actualization of Vision 20: 2020. Adult and Non-Formal Education must be given greater impetus to enable this large segment of the population to acquire functional literacy that would make them contribute more effectively to national development.

The statistics from the Joint Admissions Matriculation Board (JAMB) examinations show that more students opt for university education rather than other tertiary institutions. The preference for universities has been largely attributed to the compensation system in the public service which accords higher rewards to university degrees than other qualifications. Access, quality of education, dearth of learning/instructional materials and inadequate numbers of teaching personnel are also critical issues that require careful attention at this level of education.
The Federal and State Governments also fund tertiary education; most of the tertiary institutions are government–owned. Funding is a major challenge, given the state of dilapidation in many public schools and institutions of higher education and the need for sufficient skilled manpower.

Nigerian governments are plagued with institutional/structural inconsistencies and discontinuity. The officials are not committed to the development policies of their predecessors; hence the incompletion of many projects. Lack of discipline and political will in the formulation and implementation of policies constitute serious defects in the attainment of vision 20:2020. A policy is only as effective as the discipline and will that sustain it. Lack of discipline reflects in the infusion of partisan and ethnic politics into the technology of data collection, in the location of government projects and in the application of policies; while poor policy performance is largely attributed to lack of commitment and political will on the part of the leadership.

**Conclusion and Recommendations**

Nigeria’s Vision 2020 would be a mirage if there was absence of sound and qualitative education that is well managed. A nation where the majority of its citizenry cannot access good and quality education and healthcare cannot lay claims to have qualitative human capital base for achieving development (Jim-Nwoko, 2009). Thus, for Nigeria to achieve vision 20:2020, it must deal with the political problems that affect educational management and make human capital development its priority. This was what the “Asian Tigers” did to achieve the rapid growth and development they witnessed in their societies.

Furthermore, the government must drastically increase the budgetary allocation for the education sector to at least the UNESCO minimum of 26 per cent. According to senator Joy Emordi, Chairman, Senate Committee on Education, Nigeria require 30 per cent of its annual budget to rescue the entire education sector from the imminent collapse (Nigeria Tribune, 2009). A disorganized and poorly funded educational system can only produce half-baked graduates that would enter into the competitive world ill-equipped for the politico-socio-economic challenges. It is only such concerted effort at revamping the education sector that will enhance the quality of products of our
educational system and equally enhance their productivity and national development.

Budgetary allocations/provisions for education must be seriously monitored to avoid leakages, which have become a very serious problem in the system. By doing so, there will be value for every kobo spent in the public sector, especially in the education sector. Essentially, significant increases in human capital investment would improve the educational and healthcare systems of the nation, and consequently, improve the nation’s status and if sustained overtime, will make the nation one of the twenty (20) largest economies in the world.

Similarly, the government should commit to sufficient discipline and political will in consistency with policy formulation and implementation and encourage continuity in governance. Monitoring or supervision of schools by government officials from ministry of education should also be done very often to evaluate the academic and physical state of schools as well as make provisions for lapses.

Furthermore, there is need to actively involve key industry stakeholders in the review and development of tertiary education curricula in order to improve the employment chances of the products. The government should also implement measures that would improve access to post-basic and tertiary education. Providing opportunities for professional development of existing teachers, training and recruiting more qualified teachers, creating the appropriate learning and teaching environment with all the requisite equipment to improve quality and standards are necessary in the overhaul of the education system to reposition it for the critical role it must play in enabling the attainment of the Vision.

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