

Change Agenda Policy Of Nigeria: A School Administrative Paradigm For National Development

Hafsatu Abdullahi Umar(PhD)¹ & Babalola Victor Tubosun²

Department of Education, Bayero University Kano¹

Faculty of Education, Northwest University, Kano²

E-mail: lolababa85@ymail.com

Abstract

This paper examines change agenda policy (CAP) as a School Administrative Frame-Work for national development. The researcher employed descriptive survey design methodology using primary and secondary sources of data. The researcher anchors the study with theoretical clarifications of Applied Ethics Theory and scientific management theory. It was discovered that one of the greatest hindrance to change agenda policy in Nigerian education for national development is under-funding and educational funds mismanagement. And so, public private partnership and financial moral ethics of the educational managers play significant role as a yardstick for measuring education for national development. The paper recommended among others, the adoption of PPP approach to educational funding. This is because higher standard of education and credibility will be achieved through public private partnership. Corruption should then be eradicated from Nigerian educational system through adequate sanctions of those who have been mismanaging the educational funds in the past. This will serve as deterrents to others that are planning to commit similar offences in the future. Also, educational funding and quality assurance should be given a lion share in the national budget. Keywords: PPP, quality assurance, education law.

Introduction

Nigeria is potentially the greatest country in sub-Saharan Africa with human resource population of more than 180 million, has 36 States, 774 Local Government Areas and the Federal Capital Territory, Abuja (FRN, 2014). The country is also blessed with enormous mineral resources. Presently, she is the sixth largest oil producer in the world. Recently, it has been confirmed that Nigeria is having the second largest deposit of bitumen in the world. This bitumen site is situated in Agbabu in Ondo State. However, the development in the country has been epileptic. The social and economic infrastructure is also in a deplorable state. According to Labode and Olarewaju (2010) many Scholars argued that the bad state of the country is the outcome of the

nature of governance and leadership in the country. The military had ruled the country for more than 29 out of the 54 years after euphoria of independence that greeted the nation in 1960. Incidentally, democratic governance which started in 1999 is now in its fifteen year with successful civilian to civilian transition in the country. The recent transition between the then ruling party (president Goodluck Jonathan) and the present president (Muhammadu Buhari) is beginning to give assurance that if democracy is directly related to the national development, Nigeria is on the right course.

According to Amaele (2005), an Ionian Philosopher from the city of Ephesus, Heraclitus, who lived in around 500 BC, held that change is

the only law of nature and the condition for all things. In other words, he said that change is natural; hence everything in the universe changes, nothing is permanent in the world. Thus, man is not a static being, so is his culture. The dynamism and elasticity of life has made it possible for outdated ideas and prejudices which are out of tune with current realities to be modified, strengthened or cast away for social progression. Nigeria needs social change from her predicaments, such as unemployment to employment, conflicts to peace, insecurity to security against insurgency, economic met-down to economic growth, ethnocentrism to united nation, injustice to just and egalitarian society and corruption to corruption-free nation. This said giant of Africa in her rapid bid for growth and developments needs education as a catalyst to foster the required social change.

However, some laudable efforts have been made in the past to put in place the necessary mechanism required for the elimination of illiteracy so as to ensure peaceful co-existence, gender parity and human dignity among Nigerian ethnic groups. Many policies have been formulated by successive governments. This is done at national, supranational and at international levels. Among those policies were the transformation agenda (TA), vision 2020, 7-point Agenda, Millennium development goals (MDGs), Education for all (EFA), National gender policy which replaced and reinforced the previous national policy on women which was particularly targeted at gender inequality problematic in Nigeria, and a host of others. Philosophies behind

these policies never rooted out the importance of education as a tool for national change. In the face of these policies, the history of policies in Nigeria has somewhat been that of lackadaisical attitude of the political stakeholders, indiscipline, corruption, lawlessness and lack of political will at the implementation stage. In the past, Nigeria was largely characterized by justice-blind and corruption-accommodative development at the implementation stage of both social and educational policies.

The wake of change agenda of the present administration embraced corruption-free economic policy where public funds looters are on the run and others were voluntarily returning the public funds in their custody due to the fear of iron-hand of law and justice. However, curbing corruption in Nigerian schools is still somehow subsumed within the national interest and education was almost inconsequential, infinitesimal and a non-issue in the national discuss. Nevertheless, until equal numbers of girls and boys are in school at all levels of education in Nigeria, it will be impossible to build the knowledge necessary to eradicate the reproach of illiteracy, ensure environmental sustainability and change agenda hope for the social change. However, the criteria for assessing the level of attainment of educational development include gender equality in enrolment at all levels of education, quality of the graduates produced, level of graduates self-reliance, number of employable graduates, and as well as political will in the formulation of education laws for proper decision-making and eradication of gender segregation in educational atmospheres.

Education in Nigeria is overseen by the ministry of education. Local authorities take responsibility for implementing policy for state-controlled public education and state schools at the regional level. Nigerian education system is presently divided into basic education, senior secondary school and tertiary institutions under the 9, 3, 4 Nigerian education system. Basic education include the lower basic education (pry 1-3), meddle basic education (pry 4-6), and upper basic education (JSS1-3). Nonetheless, tertiary institution entails the Colleges of education, polytechnics as well as the Universities.

Theoretical Frame-work

- ***Scientific Management Theory***

Frederick Winslow Taylor (1856-1915) in his theory of scientific management asserts that scientific human resources planning makes the organizations to acquire the right number of qualified people in the right job at the right time. It focuses on corporate goals, utility of human resource, reduces uncertainty, reduces labour cost, keeps records, and maintains good industrial relations and regularity in production.

- ***Applied Ethics Theory***

Fighting Corruption ranked among applied ethics principles. According to Obiozor(2015), applied ethics attempts to apply ethical and moral theories to real life situation and as a discipline has been successfully utilized by several countries from China to Malaysia. Indeed, it was labour ethics and morals through the strategic discipline they inculcated on the citizens that gave rise to the “Asian Tigers”. Thus, an applied ethic which is used in some aspects of determines public policy

as well as by individuals facing difficult decisions, will be a useful instrument for implementing the change agenda of the Buhari Administration (Obiozor, 2015). This author explained that applied ethics and moral philosophy have been introduced in Nigeria before but definitely not successfully sustained. This is perhaps due to political instability in the nation. It might also be because it was not totally integrated into the national education. Examples include; War against Indiscipline (WAI) by the Military Buhari, Ethical Orientation by Shagari and National Orientation Agency by Jonathan. The objectives of these policies include inculcation of ethical and moral values on the citizens and generality of Nigerians. These moral values include discipline, honesty, hard-work and patriotism to ensure national unity, peace and harmony. In Nigeria it is important to restore the dignity of labour, and sanctity of life, honour and integrity.

Using these theories to anchor the Administration of Nigerian education in line with change agenda policy for national growth and development, education must be able to produce the right number of qualified people in the right job at the right time under the frame-work of applied ethical philosophy. Qualified teachers should teach in the school and Engineers should find their ways into engineering companies. It is thereby immoral and on ethical for unqualified teachers to teach in Nigerian schools. All untrained teachers should either go for training or leave the educational sectors for the trained teachers. The Nigerian teachers need character to discharge their duties morally. Liberty according to Montesquieu in

Obiozor(2015) is not freedom to do just as we please, it is the ability to do as we ought. And the freedom we need is not the freedom of caprice and whim and listening to our impulses. It is the freedom that enables our eyes clearly to see what right is and then empower us to do it.

The Change Agenda Policy of Nigerian Government

One of the major challenges which Nigeria had to contend with in her struggle for rapid development is how to change from bad attitudes such as corruption and lawlessness to corruption free society and just and egalitarian society respectively. The way forward is the formulation of appropriate policy. The essence of synergistic roles of policy is to provide standard guide line which would stimulate the required change. What is then the policy? According to Longman dictionary of contemporary English, policy is defined as a course of action that has been officially agreed and chosen by a political party, business or other organization. Such a course of action becomes binding on all under the authority of the issuing organization. To Oranusi (2014), a national policy encompasses a course of action that has a mandatory force of implementation in a geographical or political territory called a nation. The nation in question is always specified in the policy. Policy guidelines are necessary to create unified focus of all the different groups within the nation involved in a venture. Policy ensures standard and a near semblance of outcome (Oranusi, 2014). The policy revolves around a general philosophy and its aims and objectives are common to all the sectors of the policy

implementation. According to Oranusi (2014), deviation from the policy is not allowed. This, though, is not meant to stifle creativity. While useful innovation are permitted, such innovation, must not contradict the spirit of the policy in question. In policy interpretation and implementation, changes are expected, but not significantly enough to cause a derailment of the general course of action in any of the policy.

The new dawn in the Nigeria Aso-rock brought along with Change agenda policy (CAP) of the present administration. President Muhammadu Buhari emerge the presidential villa at a critical period when there is high level of corruption and trillions of Nigerian money is being looted from the national treasuries. Employment problematic has become order of the day as unemployment was growing at a geometrical progression regardless of the people educational levels. Fuel paucity caused by the fuel subsidy removal policy of the previous administration. Also, there was incessant blood-flowing in the Northern part of the country as the Boko-haram insurgency keeps giving the country a serious head-ache. Internationally, news of kidnapping such as in the case of Chibok-girls ranks Nigeria among violence zones across the global world. This is perhaps the secret behind the change agenda policy of Nigeria built as a remedy. Nonetheless, there is no actual academic or political article which clearly and adequately stated the components of change agenda policy. Hence, the noticeable components of Change agenda policy of Nigeria, from the activities of the federal government include the following;

1. Fighting corruption
2. Poverty eradication
3. Employment Creation
4. Security Against Boko-haram insurgency
5. Economic Development through diversification
6. Price Control
7. Justice in the rule of law and
8. Reformation in oil and gas industries

However, the most pronounced and the Universal component of change agenda policy is anti-corruption. The amicable collaborations of Nigerian government with other countries across the global world make the fight against corruption a realizable goal for Nigeria. Hence, Nigerian government developed strong wings like that of albatross to capture and arrest Nigerian money looters even outside the nation's boundaries. It is believed that all the money retrieved will be used for national growth and development. This national development will not exclude educational standardization and creation of employment for the school graduates. By Nigerian schools, it means basic education schools, secondary schools and tertiary institutions. According to Maduawesi & Happiness (2014), basic education promotes national development, value reorientation, poverty eradication, job creation and wealth generation. All these, could be achieved through adequate funding of Nigerian education. Nonetheless, for Nigerian education to be adequately funded, 26% of the national budget benchmark for developing countries must be allocated to education as emphasized internationally by the UNESCO (Oguabia, 2014). Maduawesi & Happiness (2014) suggested that

basic education could be used to achieve some components of the change agenda through different channels such as youth empowerment, scientific and technological advancement, socio-economic enhancement, sports development and national integrity.

1. Education And Change Agenda Policy Of Fighting Corruptions

Anti-corruption as one of the cardinal points of change agenda is a timely important decision to confront an issue that has dented the image of the country and her citizens' world-wide (Obiozor, 2015). This author states further that corruption in Nigeria is a national tragedy that created a terrible image for the country and all the citizens. However, there is no doubt that corruption starts from the Nigerian schools. This is because education is like a crucible where students and pupils are enrolled and leaders emerge to lead and develop the society or to lead and escape with the society resources. There is no way that a student who committed examination malpractices to gain admission into tertiary institution, join cultists in school and bribe lecturers to score undeserving grade will not embezzle the national income if eventually become leader. This is because integrity is not like cloth that someone can put on and remove at any time, is either you have it or you do not have it. So, to embrace change agenda policy of fighting corruptions, school administrators should be very frown at examination mal-practices, cultism, indiscipline, slotting, bribery and other form of corruptions in Nigerian schools. Hardworking teachers and students in Nigerian schools should be adequately

rewarded to promote such characteristics among the students who are Nigerian leaders in embryo.

2. Education And Change Agenda Policy Of Poverty Eradication

Opening classroom doors to all children, will help break the intergenerational chains of poverty because education is intrinsically linked to all development goals, such as supporting gender empowerment, improving child health and maternal health, reducing hunger, fighting the spread of diseases, eradicate poverty, spurring economic growth, and building peace. Economic and personal empowerments that education provides individuals allow them to make healthier choices for themselves and their families. The benefits of female education is not only to reduce the impact of poverty but improvement of the health of women and their children, delay of marriage, reduction of female genital cutting, and increase in self-confidence and decision-making power.

3. Education And Change Agenda Policy Of Employment Creation

There is no doubt that educational level of an individual will play significant roles in determining whether the employment that shall be created will make him/her live above the poverty line or not. Education is a powerful weapon of development that every nation of the world has been using to solve virtually every problem that does spring up in the society; unemployment problem is not an exception. As a matter of fact, education is the second largest employers of labour among Socio-economic sectors in Nigeria. This is conceivably among other reasons why Education for All (EFA) is a global commitment

to provide quality basic education for all children. EFA was launched at the World Conference on Education for All in 1990. This Education for All is also a component of the Millennium Development Goals (MDGs). Nigerian government in response to education for all brought about the Universal basic education (UBE) which was launch at Sokoto in the year 1999. This basic education program needs to be used to create employment to the citizens by introducing Vocational skills and entrepreneurship training program in which experts in each vocational skills in the society would be employed to teach practical aspect of the subjects. This is a sustainable means of job creation for both young and adult in the Nigerian society. Also, biographic history of how great business tycoons like Aliko Dangote, Mike Adenuga and a host of others rose through entrepreneurship from grass to grace should be inculcated into the egonomy of Nigerian education.

4. Education And Change Agenda Policy Of Security Against Insurgency

Education is an open System which creates gap for many people to enter and bastardize the system including the insurgency. This could be visualized as the nation is yet to recover from the crisis of students kidnapped by the Boko-haram insurgency in the Northeastern part of the country. The kidnapped students popularly known as Chibok-girls were students writing West Africa examination council and so, the fate only can say if they will one day set their feet on Nigeria soil again. Nigerian schools need better security. Also, educational diplomacy believes that if every citizen is educated and employed there will be no

time to join Boko-haram or obligate other atrocities, they will be able to work collectively with police and the Nigeria army to get rid of Boko-haram insurgency by giving correct information at correct time about the hide out of these cankerworms in the Nigeria cavity.

5. Education And Change Agenda Policy Of Economic Diversification

The pre-colonial economies of Nigerians were highly diversity in nature, apart from inherited vocations, trade, commerce and farming form Nigerian sources of livelihoods. Unfortunately, after the euphoria of independence that greeted the nation in 1960, Nigerians embraced education for white collar job policy leaving both vocational skills and keeping farm tools under bed. The government that supposed to encourage the citizens with Farm machineries turned their backs on farming which was the major occupation in Nigeria. Government shifted its face into oil and gas industry and economy became monopolized. It is obvious that the price per barrel of crude oil products is recording geometrical deflation. Change agenda policy of economic diversification does not go against educating the citizens but encouraging agricultural education. This will help the citizens to be exposed to the newest technologies which will enable them maximize their agricultural productivity. A 63-country study by the International Food Policy Research Institute (IFPRI) found that more productive farming as a result of female education accounted for 43 percent of the decline in malnutrition achieved between 1970 and 1995. Crop yields in Kenya could rise up to 22 percent if women farmers had the same education and inputs (such

as fertilizer, credit, investment) as men farmers (State of World Population, 2005). Education Contributes to the Fight against sexually transmitted diseases, educated people are healthier people. Healthy people are those who can work hard to make economy diversify.

Education and Change Agenda Policy Of Price Control

Price control is a government effort in controlling the price of goods and services within the country. It is a policy usually formulated to control inflation and make the price of goods and services affordable for average citizens. For instance, if the government make a pronouncement concerning the price of fuel, it becomes a law and if any filling station sells beyond this price, such person is entitled to be punished under law. The level of illiteracy in the country made this unrealizable. Nigerian education system is thereby entrusted to the responsibility of eradicating illiteracy from the Nigerian Society via its various programs such as Adult education, Nomadic education, Alimanjiri system of education, Universal education and a host of others.

6. Education And Change Agenda Policy Of Justice In The Rule Of Law

According to Obiozor (2015), American founding fathers rightly observed that “without a people of character there could be no trust and justice and thus no true community or stability. No true pursuit of happiness. What benefits the whole, benefits the individual as well. So, there is no freedom out of character”. Education is the basic human right and a significant factor in the development of children, communities, and countries. Justice should start from Nigerian

schools. Every school should have a standard and generally acceptable law which guides the do and don't as well as actions and inactions of students and teachers in Nigerian schools. This is because the concept of justice and injustice speak for themselves when people are judged based on the existing laws without fear or favour. When more than one student committed equal offence, justice demands that they should be punished equally without any form of sentimentalisms. By this, students will learn to obey the law of the society and the nation at large. Also, those educational leaders who use to mesmerize with educational funds should be sanctioned to serve as deterrent to others that are planning to do so in the future.

7. Education And Change Agenda Policy of Oil And Gas Industry Reformation

Expanding education for both genders is one of the most powerful ways to fight hunger (Hunger Report, 2005) and reduce violence that usually accompany it. There is no doubt that one of the violence that usually accompanies poverty and hunger for Niger Delta citizens that are living close to crude oil sites is oil pipe-line breaking. If every citizen is educated and self-employed or government-employed, oil and gas industries in Nigeria would be easily reformed without any disturbance. Education imbibes in the citizens, the spirit of patriotism by this no good patriot will like to involve in Government's properties vandalism or embezzlement of national funds. Through education, science and technology develops strong foundation as efficient manpower would be produced to reform oil and gas industries. The cost of manpower importation

might be diverted into youth employment creation and national development.

Obstacles to Change agenda policy in Nigerian Education

There has been a long history of wastages in Nigerian education in the past; children use to drop out of school before the formal primary six. In 1999, Universal basic education was launched by the federal government of Nigeria in Sokoto. The philosophy behind this is to prevent school drop-out until J.S.S.3. However, the menace of school drop-out has not been totally rooted out of Nigerian schools. As well, millions of Nigerians children are presently out of schools. These were caused by the following challenges of educational system.

1. Overcrowding in Nigerian Schools

The problem of overcrowding in Nigerian schools has made it difficult for the school administrators to effectively implement the national policy on education to a degree. According to Section 4 item 19(g) of the national policy on education, in Nigerian primary school "for effective teaching and learning, the teacher-pupil ratio shall be 1:30". In regard to the senior secondary Schools, Section 5 item 27 of the same National Policy on Education(2004) revised states that "Government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the National policy on Education. The teacher-pupil ratio at this level of education shall be 1:40". It is unfortunate to note that the available number of teachers, classrooms, school laboratories and other conditions in the school had

made it impossible for the school administrators to implement these teacher-pupils ratio as stipulated by the national policy. These overcrowding has resulted to many maladjustment such as poor school performance, indiscipline among the students as the teacher could not recognize all the students in the class, Absenteeism as the teacher might not know if the student attended the school or not do to inability to call register every day. Students' books are not marked regularly as calling the register might claim the teacher lesson's period.

2. *Poor Security in Nigerian Schools*

The case of Chibok girls kidnapping and many bomb blasts by the insurgency in the Northern part of the country, Students kidnapping for money ritualism in the West and Niger-delta militant kidnapping for ransom in Southern Nigerian schools showcase how porous the Nigerian schools are in term of security. If Nigerian schools will be having foreign students which will indirectly improve her economy, school security problematic must become an historic event. This is because humans take security as a paramount issue. This is evident in the Abraham Maslow hierarchy of human needs bellow.



Source: www. Google. Com

Abraham Maslow in this hierarchy of needs formulated in 1943 is still very much relevant up to date. Interpreting this hierarchy of needs in education system, the most important needs of the learners which must be met before learning and assimilation could take place are the physiological needs. This physiological needs include; food, breathing, good health and others. The second most important students' need is safety need; the learners must be secured and feel secure in the school before they can learn effectively.

3. *Poor Conditions of School Facilities and Equipments*

Nigerian schools are facing the challenges of dilapidated buildings, poor condition of the school toilets, as well as that of the broken laboratory apparatus and equipments. The text-books in the school libraries were outdated. Also, school machines were in a deplorable condition. Many School buses have been abandoned at the mechanics' shops and the few available ones are no longer working perfectly due to old age.

4. *Inadequate School Facilities*

In Nigeria especially in the rural areas of the country, school facilities are in short supply, no adequate chairs for students to sit, no standard halls for students to write examinations, many schools have no libraries and those with school libraries have few or/outdated textbooks in their shelves. Many of these schools lack adequate and befitting school toilets as well as washing bowls. In some of these schools no water to wash hands let alone clean water to drink. Also, in many schools laboratory apparatus are in short supply while some schools do not have science

laboratories at all. All these among others are perhaps the reason while many scholars were complaining about the falling standard of education. These inadequate school facilities also contributed to overcrowding in the classroom and poor academic performance among the students.

5. *Poor School Administration*

There is no doubt that many unqualified people are still acting as the school heads, school principals, College provosts and Polytechnics Rectors and even the University Vice Chancellor etc in Nigerian schools. The idea of making only those with foreign academic credentials school heads is causing a lot of problem in Nigerian schools. This is because where an individual study has no direct affects on his/her administrative and leadership ability. This is evident in the manner at which they are managing the schools. Many of these school administrators were not trained to lead. They do not know anything about administrative theories, leadership styles as well as management of human, materials and financial resources. Complains about inadequate school finance when there are Philanthropists and politicians in the school host community seeking a social service they can offer the society and make their name popular, lack of school security when the police are sitting idle in the station waiting for people like school administrator to recognize their importance in crime control, among others are index of awareness that many of these school administrator are not qualified to lead. All these are the true pictures of school administrators' bankruptcy in Nigerian Schools. The school heads should be made from those who study administration and planning or school

management and policy studied not on tribalism or racism grand.

6. *Inadequate Funding of Basic Education.*

In Nigeria context, basic education serves as the foundation of all levels of education. This basic education supposes to be free and compulsory for all children irrespective of cultural differences, ethno-religious differences, gender difference or physical disabilities. Basic education is a right rather than the privilege to the Nigerian children. However, basic education is failing in its responsibility of being a free and compulsory education to Nigerian citizens, this is due to the poor funding of the program. The funds allocated to the basic education is not equally distributed and adequate to cater for the implementation needs of basic education such as staff training and development, recruitment of teacher, provision of infrastructural facilities, provision of instructional materials and a host of others. The schools are engulfed with dilapidated buildings and poor school environmental conditions. Large numbers of Nigerian children in schools were discouraged by inadequate chairs to sit and table to write.

7. *Expensive Tuition Fees.*

The problem of inadequate funding in Nigerian school has led many school administrators into rescuing the school system by indirect school fees payment under the canopy of the Parents Teachers Association (P.T.A). After the P.T.A might have approves a certain amount of money which are sometimes called P.T.A free or/and developmental fee. Also, File opening fee as well as inter house sport fee. If all these fees are added together, it becomes so cumbersome and heavy for many parents to pay due to their abject poverty level.

This indirect school fees payment sometimes push the children out of schools because students who failed to pay these fees are either disallowed to write examination or debarred from seeing their result or collect their report sheet at the end of the term or section. The orphans who are on a struggle to be educated end up become school dropout.

8. *Inadequate Motivation Of Teachers*

It is ideological that teachers are human being with individual difference as well human needs always influence their behavior to work. There are basic needs that teachers need to achieve in the society, such as professional development through training and development, financial competency to take care of their wife and children, and good accommodation to cover their heads. Also, teachers need to be mobile for conveniences and to upgrade their status in the society. Teachers are been categorized among the lower class citizens in the past and hardly do people give their daughters hand in marriage to teachers especially in the presence of other suitors such as medical Doctor or lawyer or banker. This inferiority complex among teachers make talented teachers to find their ways to greener pastures and leave the teaching job to jobless remnant of other professions. Thus, educational system is encapsulated with untrained teachers. Hardworking teachers need to be encouraged and motivated with regular payment of salaries, salary increments, award of honors and outstanding ones among teachers need to be celebrated.

9. *Problems of teaching Professionalization*

Professionalization of teaching is a long awaited dream for Nigerian teachers. This is because lack

of professionalization of teaching has made teaching a dumping ground for jobless remnant of other profession. It is a true picture of bankruptcy for unqualified teachers to lead the school as the head teacher or principals. This is because, if a teacher is not allowed to give anybody injection even inside his room let alone in the hospitals no engineer should be allowed to teach in Nigerian schools. Thereby, the positions who are supposed to be occupied by the young trained and agile teachers who are ready to work has been occupied by unqualified sets of people who are only interested in gaining access to Educational funds. Therefore, teaching needs to be professionalized so that every Nigerian citizen should be allowed to work where they were trained to work for maximum productivities.

Educational needs for change agenda policy

1. *Qualitative Educational Administrators*

The quality and type of personality managing the educational funds and schools determines if Nigerians education will help to take Nigeria to her promise land. Quality of the Educational administrators as well as the school administrators determines if Nigerian education would be reshaped into a jealous-able model among other nation's education in the world. Educational administrators include the Nigerian Minister for education, State commissioners of education, Directors of education, Permanent secretaries, Area Education Officers (AEO) and others stakeholders through whom educational funds flow across the countries. These set of people determines if funds allocated to education flow round the nation as expected or not. It is evident

that effective funding determines the quality of Nigerian education but if many Appetitive (money looters) occupied these sensitive positions of fund distribution chain, no-matter how huge the amount of funds located to education, no change will be visible.

2. Quality School Administrators

School administrators include the primary school headmasters/mistress otherwise head-teachers, Principals of secondary schools, Rectors of Polytechnics, Provosts of Colleges of education and Vice Chancellors of the Nigerian Universities. These are set of people who are entrusted to the responsibility of harnessing, human, materials and financial resources at the school custody towards the realization of the school goals. They are the school internal supervisors who must be equipped with administrative theories, assorted administrative style, administrative qualifications, academic qualifications and professional qualification needed to paddle the canoe of Nigerian schools to the promise land.

3. Public Private Partnership in Nigerian education.

Public private partnership (PPP) can be defined as an approach to the provision of social needs through partnership between the public (government) and the private sectors. The public in this context entails the Federal, State and the Local governments. On the other hands, private sectors include the Philanthropists, non-governmental organizations (NGOs) and a host of others.

It is a fact, that educational products (School graduates) are usually absorbed by both private and the public organizations across the country.

There is no doubt that importation of workers from outside the country is not as cheap as the manpower recruited within the country. In this regard, it is not a crime if both public and private sectors join hands in financing the training of graduates they shall both be benefited or recruited in the future. However, public private partnership in education can be defined as the partnership between the public and the private sectors in the provision of educational needs such as infrastructural facilities, instructional materials, recruitment of teachers, training and retraining of teachers, and employment of teachers to mention but just a few. This is perhaps the reason why it was inscribed in section 13, item 120&121 of the National Policy on education (NPE) 2004 reversed that education is an expensive social service, therefore, this responsibility should be shared between the federal, state and local government as well as the private sector(FGN,2004).

It is high time the government starts recognizing the impacts of private partners in education and other essential social services such as in health sectors with award of honors and probably with ministerial positions. This will encourage those that have been doing it and motivate other citizens into partnership with government in the provision of social services.

4. Curriculum Review

It has been noticed in the recent years that the demand in the world of work is changing with time. Therefore, both public and private sectors keep spending huge amount of capital on staff retraining and importations. And so, curriculum needs to be restructured so as to accommodate

suggestions on the needs of these employers of labour. This can be done effectively by including employers of labour in the curriculum planning and development processes and activities. This is to give private and public sectors opportunity to shape and reshape their organizational needs into the curriculum and help them reduce staff retraining cost for profit maximization.

5. Review of Educational Laws

Educational laws should be reviewed to include sanctions on educational funds mismanages. Also, actions and inactions of education workers can be controlled effectively with education law. Laws should be made to stipulate the punishment that should be given to any children found on the street during the school hours and their parents. It has been said earlier that basic education is a right of every Nigerian child and so the case of indirect child-abuse called Almanjiri system of the Northern Nigeria should be formalized and put into laws. Any of the Almanjiri children found on the street during the formalized Almanjiri schools hours should be arrested and prosecuted by the police and other law enforcement agency. Any parent who wanted his/her children to go for Almanjiri system of education should get the children registered and such parents should not abandoned the children without basic needs such as cloths, foot-wares as well as food. Any parent who abandoned their children in Almanjiri schools without provision of their basic needs should be arrested by the police and persecuted for child-abuse. All these should be clearly stated in Nigerian education laws.

6. Adequate Funding

Education is an expensive social service which needs to be jointly financed by the federal, State and local government as well as the private sectors (FRN, 2004). Education should be rightly conceived as an engine of national development and social change and so it should take the lion share of the national budget. Oviawe & Ehirheme (2014), notice inadequate funding in Nigerian education; they stated that Government budget is still not enough for this laudable scheme (UBE). The percentage of federal budgetary to education has been declining from 7.2% to 4.5% in 2004, which still falls below the United Nations benchmark of 26% (UNDP, 2004). Nigerian education should be adequately financed to improve the educational standard and academic performance of the students as well as staff productivities.

7. Quality Assurance

Igbinedion, (2014) sees quality assurance in education as a concept which gives a warrantee that the output of an educational system has met with set standards and that the product of a particular level of education can perform any task that is expected of that level, having gone through a quality-proven and reliable educational system. According to Eze (2012), quality assurance can be defined as a process by which educational programme must be adjudged to be relevant to the needs of the labour market as well as the society. When all required inputs have been provided, there is need to monitor the processing stages, carefully, through continuous supervision and inspection to ensure that all human and material resources including curriculum and time, blend in the right proportion to guarantee or assure the

employing communities of the quality of the output (Igbinedion, 2014). Quality assurance should be given consideration and priority in educational system. Quality assurance encompasses the supervision and inspection of schools by public and private sectors. As well, the school administrators should take placement and control of the teachers very serious. Teachers should be allowed to teach what they are trained for. Untrained teachers should be identified and sent back to schools for training and development. Also, parents should not just enroll their worth in the school without regular assessment of the children and how both the school and the children are coping with one another. Parents and guidance have the right to supervise, comment, appraise and complain about abnormalities in the schools. All these are part of quality assurance which must be taken serious.

Conclusions and Recommendations

This study having perused into the components of change agenda policy of federal government of Nigeria, realizes the importance of education as an engine of national transformation and social change. But, education will not be able to perform this role having the problems discussed in this work in its cavity. Consequentially, if Nigerian education will take the nation to her promise land, educational needs for change agenda policy discussed in this work should be adequately supplied. Nonetheless, the study uses the eyes of corruption free nation, employment creation, economic development and victory against insurgency to view Nigeria if the following recommendation could be institutionalized into

the Nigerian education system. The recommendations are as follows;

- (i) Government should organize training programs for leaders on effective school administrations.
- (ii) The Nigerian Educational Administrators should be re-trained on effective distribution of educational funds and they should be audited from time to time.
- (iii) Teachers should be adequately motivated by regular salary payment, promotion as well as professionalization of teaching.
- (iv) Untrained teachers should be trained or flushed out of the educational system.
- (v) Education laws should be reviewed because of many reasons which have been discussed earlier and every school leader should formulate school based laws (SBLs).
- (vi) Curriculum should be reviewed under the auspices of both public and private organizations contributions.

References

- Abu-Ghaida, D. and Klasen, S. (2004). *The Economic and Human Development Costs of Missing the Millennium Development Goal on Gender Equity*, Washington: World Bank.
- Amaele, S., (2005). *Philosophy of Nigerian Education*, Ibadan: University of Ibadan publisher.
- Barbara, H. and Gene, B.(2004). *What Works in Girls' Education*. Senior Fellow for Economic Policy and Director of the Center for Universal Education: Sperling.
- Available at:
http://www.cfr.org/publication/6947/what_works_in_girls_education.html.

Eze, C. E. (2012). Quality assurance in Nigeria educational system: gateway to national Development, *Journal of Business and vocational education* 1(2):1

Federal Republic of Nigeria,(2014). *The National Conference*, final draft of conference report August, 2014 p.2

Federal Republic of Nigeria,(2004). *National policy on education*, Lagos: NERDC.

GCE, (2004). *Learning to Survive: How education for all would save millions of young People from HIV/AIDS*, London: Global Campaign for Education.

Hunger Report, (2005). *Bread for the World*; Available at:
<http://www.bread.org/learn/hunger-reports/hunger-report-2005-executivesummary.html>.

Igbinedion, J.O. (2014). *The role of educational supervision and inspection in quality assurance*, Onitsha: West and Solomon publishing Coy Ltd.

International Food Policy Research Institute (nd). *Explaining Child Malnutrition in Developing Countries*. Washington DC: International Food Policy Research Institute Research Report No.111.

Labode, P. and Olarewaju, O. (2010). *50years of Nationhood: Experiences in, and prospects for Sustainable development in Nigeria*, Ibadan: University of Ibadan Center for sustainable development.

Maduawesi, B.U. and Happiness, O.O.(2014). *Basic education in Nigeria: Issues for national development*. Onitsha: West and Solomon publishing Coy Ltd.

Obiozor, G. (2015). *Moral, ethical imperatives of Nigeria's change agenda*: The Guardian November 20, 2015

Oranusi, S.N. (2014). *Teacher's knowledge of the national policy on education: implication for effective teaching*, Onitsha: West and Solomon publishing Coy Ltd.

Oviawe, J.I. and Ehirheme, P.E.(2014). *Fostering the teaching and learning pre-vocational Subjects in school: An essential factor for universal basic education in Nigeria*. Onitsha: West and Solomon publishing Coy Ltd.

State of World Population,(2005). *The Promise of Equality*, New York: UNFPA