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## MANAGEMENT OF NIGERIAN EDUCATION SECTOR FOR NATIONAL DEVELOPMENT

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### Abstract

This paper sets to explore the 21<sup>st</sup> century national development in Nigeria with particular thrust on education as a veritable tool. It examined the five main framework of national policy on education, which is the building of a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land full of bright opportunities for all citizens. The operational definition of development was given as the total transformation of the society via reduction of poverty and enhancement of social services, security, wealth creation as well as equitable distribution of same. Hence, a nation is said to be developed when her citizens begin to showcase certain characteristics as openness to new experience, readiness for more of social change, informed opinion, control over environment, enhanced technical skills, productiveness, patriotism, among others. In achieving these, education becomes the fulcrum as it promotes learning as life-long activity, improves the quality of peoples' lives and encourages citizens to acquire knowledge and skills for the improvement of their individual and community circumstances. Also identified in the paper are some challenges that have bedevilled management of Education in the 21<sup>st</sup> century such as lopsided curriculum, poor education funding, and lack of political will among others. The paper proffered solutions to the problems to include, formulation of uniform relevant curriculum, provision of adequate infrastructure, professionalization of teaching, also government, parents, teachers and other relevant stakeholders should ensure proper management of education that will yield the desired results.

**Keyword:** Management, Education sector and National development.

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### Introduction

Nigeria has at different times formulated educational policies. The latest of such policies was reviewed in 2004 and packaged as "National Policy on Education". The policy is a way of realizing the part of the national goals which can be achieved using education as veritable instrument. The main national goals of Nigeria, which have been endorsed as the necessary foundation for the national policy on education, include the building of:

- (a) A free and democratic society;
- (b) A just and egalitarian society;
- (c) A united, strong and self-reliant nation;
- (d) A great and dynamic economy;

- (e) A land full of bright opportunities for all citizens. (Federal Republic of Nigeria, 2004:1).

In Nigeria's education philosophy, education is believed to be an instrument for national development; education fosters the worth and development of the individual as well as promotes a progressive, United Nigeria. The education philosophy is therefore based on:

- (a) The development of the individual into a sound and effective citizen.
- (b) The full integration of the individual into the community; and
- (c) The provision of equal access to



educational opportunities for all citizens of the country at the basic education sub-sector, senior secondary and tertiary levels both inside and outside the formal school system (FRN, 2004:1-2).

The policy also provides for national educational goals which can be realized through quality instruction at all levels of education. The quality instruction would be provided by highly motivated, conscientious and efficient education givers (classroom tea cheers) produced through efficient and effective management of the education sector especially in this 21<sup>st</sup> century when the stereotyped or traditional ways of handling education issues are yearning for drastic improvement or complete change.

Effective management of the education sector in Nigeria seems to have been fought to a standstill or aggressively hampered by numerous challenges in spite of the declaration of the Federal Republic of Nigeria. (2004:8) that:

***Education shall continue to be highly rated in the National Development plans because education is the most important instrument for change. Any fundamental change in the intellectual and social outlook of any society has to be preceded by educational revolution.***

Educational revolution involves putting in place appropriate and relevant curriculum that the contents would address Nigeria developmental needs in the 21<sup>st</sup> Century and beyond. Educational revolution involves provision of quality instruction by the Nigerian teachers that through regular professional training have been well equipped for effective performance in the field as no revolution will be complete until the teacher is revolutionized; being an important stakeholder at every stage of educational policy implementation. According to Ezeuwa (2012), the teacher is the pivot around which the educational system revolves and no progress can be made in any educational system without revolutionizing the teacher. Education

revolution involves bringing in desirable changes into the system to enhance productivity.

Nigeria does not seem to be oblivious of existence of numerous challenges in the nation's educational system and the need to ensure a challenge free system that will promote attainment of educational goals in order to make way for accelerated national development necessary for the country to meet up with the 21<sup>st</sup> century demands. Nigeria cannot afford to lag behind in human capital development, scientific innovations, technology, economic growth, global best practices in governance and infrastructural development. Attaining the status of a developed nation remains a function of an educational system devoid of preventable and surmountable challenges. Educational challenges not curtailed are challenges poised to cripple development as education remains one of the most powerful weapons for reducing poverty and inequality in the 21<sup>st</sup> century societies. It is a veritable tool for national, socio-economic development and for individual socio-economic empowerment. Succinctly, Ocho, (2005) states that the ability of a nation to grow and develop depends on the quality of its educational system; not on the amount of national resources such as minerals, available land, forestry and sea products in the country.

This paper, therefore, aims at discussing ways to address challenges in the management of the Nigeria education sector for national development. The discussion will flow under the following headings:

- > National development.
- > Roles of education in national development.
- > Challenges in educational management.
- > Addressing the challenges.

### **National development**

There is need for conceptual clarification before attempting to discuss the term "national development". "National" can be used as reference to a person who owes allegiance to particular nation. In other words, it is concerned with or applicable to belonging to an entire nation or country. But development is a dialectical



concept as it can be seen as the use of human resources to qualitatively change the physical and biological environments to the benefit of the users of such environments and; can also be described as something involving the introduction of new ideas into the social structure into bring about change on the pattern of the organizations and the social structure. Development, in the view of Ezeuwa (2005), is improved efficiency in making proper and desired adjustment or adaptation of individuals in the society. The clarification of the concepts of national and development can now help this paper delve into the main discourse.

National Development as stated by Orogboso in Adeche (2017) is the progressive unfolding of the potentials of society. National development includes engendering in members of the society the disposition for personal autonomy, responsibilities as well as unfolding man's potentialities in a total sense. It also involves total transformation of society, reduction of poverty, enhancing social services and security, housing, wealth creation and equitable distribution of wealth (Adeche, 2017:xviii). The citizens are usually the main focus of the drive for national development. The core aspect of national development is economic growth and development, which are the processes and policies by which a country can improve the economic, political and social well-being of the people inhabiting the different communities, states and ethnic groups that constitute the nation. Positive change in the economic growth and development can enhance the integration of those communities, states and groups into the life of the nation so that as one entity, full contribution to national progress will be enhanced. National development, therefore, can be described as positive joint participation of people and governments in efforts at improving economic, social, cultural, political and physical conditions in a particular country to raise the standard of living of the citizens of the country. The efforts of the individuals, groups and governments to cause alterations in the existing life pattern in order to ensure desired change are usually a conscious one and should be backed up with definite policies.

When a nation is developed, the citizens have the ability to grow in status to the point of being able to contribute to the life of the nation. National development is a condition that reduces to the barest minimum poverty, unemployment and inequality. A nation that is developed showcases citizens with the following characteristics.

- \* Openness to new experience
- \* Readiness for more of social change
- \* Growth of opinion.
- \* Informed perspective
- \* Future and present orientation
- \* Control over the environment
- \* Careful in planning
- \* Valuing of technical skills
- \* Calculable; makes things happen and does not depend on chance.
- \* Positive aspiration
- \* Patriotism, loyalty and respect for others.
- \* Productiveness.

The above characteristics distinguish citizens of developed nation from others. Citizens possessing those characteristics are capable of enhancing changes in the physical outlay of the country, boost the morale of fellow citizens through hard work and responsibly utilize available leisure time. This brings one to another concern of this paper which is embedded in the question "How does a citizen acquire the characteristics enumerated as indicators of national development?"

### **Roles of Education in National Development**

When minds are restructured, re-shaped, transformed and developed, the society will experience a high degree of restructuring, progress and transformation which are bases for development (Nweke, 2003). In a related assertion, Myles (2001) states that underdevelopment is a result of darkness of vision which is caused by ignorance and illiteracy. That assertion does not seem to be out of place as it is corroborated by Davies in Ezeuwa (2005:80) which states:

*The illiterate is at a perpetual disadvantage as his country enters the modern world (21<sup>st</sup>)*





***century) at an accelerated rate. He must depend upon what is demonstrated to him. He cannot amplify or correct any erroneous impression through reading and writing. He is barred from certain occupation and has less or nothing to contribute to the development of his country.***

The handicaps caused by lack of education ought to be addressed as Nigeria is not unaware of the importance of national development in the 21<sup>st</sup> century where the world has become a global village. It is necessary to examine the impact of education as a veritable tool for national development. It has been stated in the course of this paper that education aims at the development of the individual into a sound and effective citizen. The education geared towards the development of the nation is the type that:

- (a) Promotes learning as life-long activity.
- (b) Promotes opportunities for unhindered education, irrespective of age, sex, class, creed or economic status.
- (c) Improves the quality of people's lives and prepares them to participate fully in the life of society.
- (d) Encourages citizens to acquire knowledge and skills for the improvement of their individual and community circumstances, and also grapple successfully with changes in the country.

The implication is that no true progress will be made about national development without creating enabling condition for the education of the citizens. Such education must be designed to help people overcome isolation; to be useful in the midst of other members of the country; to strengthen nationality; to liberate obsolete attitude to necessary changes; and to sharpen the intellectual tools the people need to survive in the modern world. Education serves as a master key for starting and completing the process of

development which draws a nation into the stream of the modern world. The quality of human resources of a nation determines that level of its development. Education that is well managed adequately develops human resources by providing of knowledge, skills and attitudes which will enable meaningful participation of the citizens in the process of national development. Notably, half baked, unbaked and unpatriotic human resources lack requisite knowledge, attitude and skills to promote national development.

Concisely, education plays the following roles in national development.

1. Citizens through the instrumentality of education become aware of the roles patriotic observance to civic responsibilities play in national development.
2. Education develops in citizens a sense of responsibility and knowledge of ways to make personal adjustments to home life, family relationship and community relations.
3. Education based on a well structured curriculum incorporating aspects of social demands for meeting developmental needs, hopes and aspirations transforms citizens into important agents of desirable change and focal participants in the perpetuation of ideals of national development.
4. Education prepares citizens to play relevant roles in the economy, polity and general infrastructure of the country for national development.
5. Education provides the means for having broad knowledge of the historical background of the country, for encouraging cultural development and for appreciating the arts among Nigerians all of which are indicators of national development.

The role of Education in national development is broad and unarguably encompassing and cannot be exhausted by a single paper or discourse of his nature. However, it has been established that





no nation will develop without the education of its citizens. The education that would usher in development must be properly structured through relevant curriculum and efficiently managed to produce desired results.

### **Challenges in the management of Education**

What are the challenges of Educational management in Nigeria? What are the problems that call for efficient management approach? These questions should be answered bearing in mind the implementation guidelines for the National policy on Education. Nigeria Educational system is bedeviled with 1000s and numerous challenges. However, only the major challenges will be pointed out and briefly discussed in line with appropriate managerial approach.

#### **1. Lopsided Curriculum**

One of the major defects in the Nigerian educational system is the low priority accorded to curriculum development that is based on modern innovations and inventions across disciplines. Federal Ministry of Education (2009), states that the teacher Education and university undergraduate programmes tend to be inadequate for the demands of knowledge economy. The mastery of subject contents especially in science, vocational and technical components is seemingly poor. Teaching and learning materials are inadequate and there is little or no innovation or invention in the key areas of national interest such as science, vocation and technology.

Nigeria seems not oblivious of the lopsidedness in the educational process hence the national curriculum conference held in Ibadan in 1969; a conference which was a culmination of expressions of general dissatisfaction with the existing education system as being irrelevant to the country's quest for national development. The outcome of the conference was the formulation of the National policy on Education in 1977. Thereafter, the second and third editions of the policy were published in 1981 and 1989 respectively in keeping with the dynamics of social change and demand on education. Again, the fourth edition was published in 2004

incorporating the need to reposition science, technical and vocational education in the scheme of national education for optimal performance. In spite of Nigeria's awareness of the need for restructuring of the curriculum to meet current educational demand, Ezeuwa (2020) regrets that Nigeria has not made any tangible efforts to properly manage education to suit the developmental demands of the country. There are still deficiencies in curriculum formulation and implementation.

#### **2. Funding**

Funding is central and germane to the success of all levels of education. However, present trend in the nation education system indicate poor funding of education at the tertiary, senior secondary and basic education sub-sector levels. The poor funding scenario has caused a lot of problems in the system being the reason Ayeni and Babalola (2009) state that it is the inadequate monetary resources to Nigerian universities that culminated in different striker actions by the staff of the universities. Similarly, Ezekwesiri (2006) adds that the under-funding of education especially at the tertiary level has become recurring phenomenon in the polity, because almost everyone seems to agree that funds allocation to education sector cannot meet the sectoral and sub-sectoral needs taking into consideration the monumental decadence in the education sector. Enyi (2001) laments that the tertiary education level has suffered more than any other facets of the national economy as a result of the lingering distress in the Nigerian financial system.

Nigeria recognizes the essence of adequate funding of education, hence, the favourable policy on funding as enunciated by the National policy on Education. The crisis in poor financing of Education in Nigeria according to Ugwu in Ezeuwa (2015) can be traced to 1970 when government spending on education began to wane. Education that was accorded priority in the 1955 to 62 plan period, went down to 3<sup>rd</sup> place, in 1962-70; 5<sup>th</sup> position in 1975 -80 plan; 8<sup>th</sup> position in 1981-85 and 1990-92 rolling plans (Agbo and Achimugo in Ezeuwa 2012:231). Over the years, a number of study groups and



committees such as Ogundeko Commission of 1978, Fafunwa study group on funding of Education of 1984; World Bank Report of 1987 and Longe commission of 1990 on Review of higher education in Nigeria emerged at different times to examine the problem of financing and management of education in Nigeria. All the commissions and groups reported that the cause of apparent collapse of education in Nigeria is inadequate funding (FRN, 1991:5; Enyi, 2001:16; Ezeuwa, 2015:231). Regrettably, unstable and abysmally poor allocation of fund to

the education sector in Nigeria, until averted, remains a huge challenge to educational management deriding national development.

The situation is a repugnant disregard to the recommendation of the United Nations Educational, scientific and cultural organization (UNESCO) that developing nations of the world should devote at least 26% of the nation's Gross Domestic Product (GDP) for funding education. In Nigeria, the situation is as indicated in table one below.

**Table 1: Education spending (% of GDP).**

| S/N | Year | Percentage | Remarks                  |
|-----|------|------------|--------------------------|
| 1.  | 2010 | 7.37       |                          |
| 2.  | 2011 | 9.32       |                          |
| 3.  | 2012 | 9.86       |                          |
| 4.  | 2013 | 10.21      |                          |
| 5.  | 2014 | 10.63      |                          |
| 6.  | 2015 | 10.78      | 0.15% increase from 2014 |
| 7.  | 2016 | 7.09       |                          |
| 8.  | 2017 | 5.76       |                          |
| 9.  | 2018 | 7.00       |                          |
| 10. | 2019 | 5.86       |                          |
| 11. | 2020 | 5.13       |                          |
| 12. | 2021 | 5.14       | 0.01% increase fom 2020  |
| 13. | 2022 | 3.39       |                          |
| 14. | 2023 | 8.02       |                          |

Sources: [www.macrotrends.net](http://www.macrotrends.net), [NGA.edu](http://NGA.edu) & [www.budgetoffice.gov.ng](http://www.budgetoffice.gov.ng).

Data in table 1: indicate that Nigeria has not allocated up to 26% of the nation's GDP to education as recommended by UNESCO. The highest for the 14 years period captured is in 2015 where 10.78% which is not even up to half of the recommended 26% was spent in education

### 3. Quality and quantity of teaching staff

The national policy on Education requires teachers at all levels of the education system to undergo training in the methods and techniques of teaching. The policy is concerned with the fact that teachers play crucial role in quality delivery of education. The quality of teachers in schools determines the peak at which the institution will operate. The quality and quantity of teachers should conform to the requirement of the regulating bodies. In Nigeria, teaching has become all-comers profession while dearth of

teachers is noticeably a nagging challenge in the system.

### 4. Teachers' Welfare

The Nigeria teacher appears to be the most neglected and relegated among teachers in different parts of the world. Unacceptable excuses are usually given against the incentives for the teacher such as:

- (a) Poor remuneration
- (b) Irregular promotion and;
- (c) Participation in pre-service and in service training.
- (d) Other entitlements.

### 5. Infrastructural Facility

Some educational institutions operate on dilapidated infrastructure, equipment and



general facilities as can be observed from learners studying in overcrowded lecture halls, under the trees and marshy environment, lacking relevant instructional facilities.

#### **6. Political will to implement policies**

The greatest challenge in Nigeria education system is lack of political will to implement educational policies and or reforms. Gusau in Ukaneme-Onah (2015) criticizes the government of Nigeria for being inconsistent and confused in the nature of the Nigerian educational reforms. Nigeria has at different times set-up committees to discuss envisaged and existing education problems in order to recommend the way out of such problems. Many of such committees recommended apt solutions which regrettably suffered serious setback during implementation. The set-back is usually as a result of lack of the political will by relevant leaders to adhere to such recommendations. The mere setting up of committees does not guarantee achievement of objectives; a strong political will to implement what is recommended does. For instance, in the 1970s, government took over all the mission and voluntary schools to make them beneficiaries of the free universal education policy. It was adjudged a people-oriented reform but unfortunately collapsed in less than a decade. Similarly, the Steve Oransaye Committee Report observed that operations of the Universal Basic Education Commission from the federal level lack sufficient input from the schools in the states and local governments where they are expected to make enough impact but no step has been taken to address that substance of the observation probably, because education is in the concurrent list of the 1999 constitution; a condition that has made its administration complex.

#### **7. Professionalization of Teaching**

Teaching in Nigeria in spite of the establishment of Teachers Registration Council of Nigeria (TRCN) has remained a non professional body. It can best be described as a quasi profession that welcomes all-comers especially in the privately owned schools. Non professionalization of teaching is one of the factors militating against effective management of Education in Nigeria.

#### **8. Brain Drain Syndrome**

Emetarom (2011) writes that the quality of Education in Nigeria is reduced in the recent years partly because of the brain drain phenomenon, which is the drift of more able and more experienced university teachers to countries where they are offered better remunerations. The brain drain syndrome can be attributed to lack of incentives to improve performance, very poorly equipped work environment, inadequate respect for teachers, and lack of relevant instructional materials. Nigeria is left with unprofessional and inexperienced teachers some of whom are in the universities, polytechnics, colleges of Education, secondary and Primary Schools. Education in Nigeria cannot be effectively managed under this condition.

#### **9. Faulty Evaluation System**

The purpose of examination in the nation's educational system has, to the knowledge of every Dick and Harry, been bastardized by both the operators of the system and other cohorts around education vicinity. The issue of examination malpractices has become worse in this 21<sup>st</sup> century to the extent that nobody seems to stand against it. Nigeria has never had it so bad, Over 60% of school leavers in Nigeria might have attained the status represented by their certificates through examination fraud or malpractice. This is not healthy for a country that needs education for its citizens in order to achieve national development.

#### **10. Corruption**

The menace of corruption seems to have been taken for granted, accepted by Nigerians and spread to all sectors of the economy including education. Nigeria has for many years now ranked the highest among some countries in the world, particularly in Africa, in the most corrupt country lists as published in 2008 and recently by Transparency International. In education, in particular, corruption has taken many forms, many of which are no longer concealed as it is now regarded as normal. As far back as 2011, the then Minister of Education, Rugayatu Ahmed Rufai in a radio interview held on November 15, admitted that corruption had permeated the





fabrics of education as in other sectors.

In the Education Sector, corruption appears in form of embezzlement of education fund, bloating of expenditure list, receiving of bribe to overlook anomalies in the system, delaying of staff salaries and other incentives for the purpose of making gains on them, aiding and abating examination malpractices, awarding certificates to undeserving persons due to gratification given, among several other forms of corruption.

### **Addressing the challenges**

From the foregoing, it is clear that education in Nigeria in this 21<sup>st</sup> century, must be revamped to follow the pace of the century. Nigeria ought not to be left behind in embracing the changing phases and paces of education in the global world.

The positive change education offers can only be achieved by systematically addressing the challenges facing educational management in the country. Although, there are numerous challenges confronting effective management of education, the few identified by this paper can be managed as suggested below.

#### **1. Lopsided curriculum**

Since the introduction of entrepreneurial skills, technical/vocational education, ICT skills among others to make up the new secondary school curriculum, most education givers including some teachers have not seen, or come to terms with it. As it is, it seems no serious in-service trainings in form of seminar, workshop, conference or symposium has been organized to properly introduce the new curriculum to the end users. It also appears that the document has limited circulation as some educational establishments including schools have not started using it.

Nigerian Educational, Research and Development Council (NERDC), Vice chancellors of Universities, Rectors of polytechnics, provosts of colleges of Education, principals of secondary schools, head teachers, ministries of Education (Federal and States) and educational parastatals should ensure availability and proper utilization of the new curriculum. This will help in addressing the challenges of

educational management in Nigeria.

#### **2. Funding**

Adequate funding is important for the provision maintenance and upgrading of necessary instructional aides such as laboratories, equipment, tangible and intangible facilities and other infrastructural needs. Education financing in Nigeria should be stepped up to meet global best practices or at least, to be in tandem with the recommendation of UNESCO that developing nations should set aside not less 26% of the country's Gross Domestic Product (GDP) for educational development.

#### **3. Quality and Quantity of Teaching Staff**

Qualified teachers in character and learning should be recruited to meet UNESCO benchmark on teacher-pupil ration of 1:40 for the developing countries. Teaching should cease to be all-comers profession. Relevant bodies such as the government, Teachers Registration Council of Nigeria, National Education Council and Heads of Educational Agencies should ensure availability of teachers in quality and quantity as a way of curbing the challenges in management of Education in Nigeria.

#### **4. Teachers' Welfare**

The Nigeria teacher should not be relegated as it is presently in vogue. The teacher needs to be motivated by provision of conducive work environment, approval and payment of the long-sought teacher salary structure for those in the secondary and primary education levels, regular payment of salaries, release of earned promotions, and enrolment into beneficial insurance schemes and co-operative societies that will take care of immediate and terminal needs of the teacher.

#### **5. Infrastructural facilities**

The need for infrastructural facilities in the schools cannot be over-stressed. The situation whereby learners study under trees, sit on ground, exposed to bad weather while in school and making use of dilapidated buildings in the 21<sup>st</sup> century is unacceptable. Federal, states and local governments in Nigeria should ensure adequate provision of relevant infrastructure to



schools to enhance efficient and effective teaching and learning in order to harness benefits of education for human and national development.

## 6. Political will

It is not enough to make reforms or formulate policies in education when the leaders of the country lack the political will for implementing the reforms and or policies. Reforms or policies not implemented are nothing but reforms or policies not available. The ills in the nation's educational system are results of reforms or policies either haphazardly implemented or not implemented at all. Nigeria government at all levels should implement useful education reforms or policies without being restricted by opposing political considerations.

## 7. Professionalization

Teaching should not be all-comers affairs. Measures should be put in place to make teaching a full-fledge profession to enable Nigeria achieve the educational goals which can only be enhanced by professional teachers. A profession can be described as an organizational structure possessing the following characteristics:

- Great sense of responsibility
- Internal and external accountability
- Operating based on specialized body of knowledge
- Mandatory pre and in-service training of members.
- Operating with well established code of conduct.
- Enjoying autonomy from undue external influence or balkanization
- Offering beneficial activities based on merit and;
- Enhanced direct working relationship among members as well as operating based on acceptable moral standard.

It is the position of this paper that as soon as the teaching occupation in Nigeria attains the above status, management of education for national development will be realized.

## 8. Brain Drain Syndrome

The problem of brain drain in the Nigeria

educational system must be addressed without which, the hope to attain a 21<sup>st</sup> century educational benefits will remain a mirage. There is need to package desirable incentives for teachers and other categories of education workers; to properly equip schools from the basic to tertiary level with modern state-of-the arts facilities that will aid teaching and learning; to ensure safe study environment and give adequate training to education practitioners as means of checking brain drain in the system.

## 9. Faulty Evaluation System

Nigeria will be sure about the effectiveness of the products of her educational system after a thorough review and reorganization of the examination process at all levels. National development cannot be attained, with half-baked or totally unbaked school leavers that will have nothing useful to offer. In other words, the 21<sup>st</sup> century level of development would elude Nigeria as a result of battered examination process. The desired benefits of effective educational management of education will be achieved when there becomes a reversal in the faulty evaluation procedure presently prevalent in the school system.

## 10. Corruption

Corruption is a generic term which has permeated the fabrics of Nigeria. Education sector is not left out as major activities in the sector have been crippled by corruption. It is said that the only reliable instrument for national development has been rendered ineffective. This paper suggests a way forward thus:

- Nigeria should think education as the most reliable instrument for the 21<sup>st</sup> century developmental needs of the country.
- Nigeria should professionalize teaching, in the strict sense of it as a way to eschew corruption in the system;
- Nothing less than professionals should be elected or appointed to oversee activities in education ministries, parastatals, commissions, Boards and committees.
- Implementable legislation should be put in place to make educational



development sacrosanct and free from inimical leverages.

- Study on patriotism and nationalism should be a compulsory part of the nation's educational curriculum from basic to tertiary levels of education.

Further recommendations include, formulation of uniform relevant curriculum, provision of adequate infrastructure, professionalization of teaching, also government, parents, teachers and other relevant stakeholders should ensure proper management of education that will yield the desired results. There is no doubt that the suggested measures will go a long way to keeping corruption at a distance from the educational system of the country.

### Conclusion

The x-ray of the concept of education, national development, roles of education in national developments, challenges of effective educational management and ways of addressing the challenges are meant to guide the government of Nigeria, education managers, teachers, parents and students/pupils on the best practices required to attain the height of relying on the credibility of education to develop the nation in line with the demands of the 21<sup>st</sup> century as even encapsulated in the United Nations Millennium Development Goals. All hands should be on deck to develop Nigeria through education that is being effectively managed.

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