

# Quality Leadership; Condition Precedent on Education for All by the Year 2015: Nigeria at the Crossroads

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## Abstract

Nigeria is a signatory to the declaration of the Millennium Development Goals in New York in 2000 and the Dakar ratification of that document geared towards substantially alleviating the effects of absolute poverty and achieving Education for all in its various manifestations by the year 2015. Through situation analysis, the paper posited that in the Nigeria characteristic manner of shifting the goal posts, the attainment of this goal is a farce. This is consequent upon misconceptions and inconsistencies resulting from the exercise of leadership by people whose pre-occupations are not in tandem with those whose affairs they superintend. The leadership is therefore challenged to be qualitative if the nation's milestones would escape the disdainful story that portrays her as a country where noble policies suffer setback

**Keywords:** Quality, Leadership, Quality leadership, Education, Development.

## Introduction

Education, from the pre-historic to the present time has remained man's instrument for conquest and domination. Man has been able to conquer the world through his inventions and skills. Rome and Britain for instance had through the instrumentality of education dominated and administered conquered peoples. Man has even extended the frontiers of his conquests to now include space. Soviet Union and America for instance had been able to conduct space walk while China in the last quarter of 2008 has joined in the race as reported by British broadcasting service Radio news on 28<sup>th</sup> September 2008. These feats were made possible consequent on the leadership instituting and nurturing the right form of education which underscores the all-important place of education in development process.

United Nations Educational Scientific and Cultural Organization (UNESCO) (2000) report had indicated that no development can be possible without human and no human can reach development without quality education. The body in the same report indicated that in the last quarter of this century, the political leaders in the United Arab Emirate were aware that "the investment in the human capital is the best investment in the long run and that good education is a tool for developing the society and triggering its renaissance, given that nations' strength is no longer measured by the nations' resources or capital or number of citizens or strength of its army, but by its thinkers and creators who trigger change and lead development process".

## Conceptualizations

### Quality

When Kalusi (2001) argued that quality is a complex concept and that there is hardly any consensus as it means many things to many people, it could deducibly be interpreted as a philosophical concept that defies a straight-jacket definition. The New Webster's Dictionary of the English Language (1995) explained that quality stands for grade, degree of excellence, trait, characteristic, attribute. Deducibly, in quality is embedded the attribute of comparison in which case may arise a poor or high quality according to the degree of excellence. Quality finds expression in human standard. Amaele (2013) has further expanded the phenomenon to show that the concept could be either relative or objective which point to the expression of individual societies standard of measuring or grading a thing as high or low, good or bad and basic international standards required for international value respectively.

Quality could be considered to have a worthwhile and acceptable attribute. This is the view expressed by Dubrin (1997)- a desirable attribute of a product or service that distinguishes it from the person seeking the attribute. He went further to outline some major characteristics of a good quality as against a bad one as,

- Conformance of expectations
- Conformance of requirements
- Loss of avoidance
- Meeting and or exceeding customers expectations
- Excellence and value

Akinpelu (2001) declared that quality is the defining essence of anything, that characteristic which makes that object what it is and without which the object will not be a good instance of it (p6) . There is an optimum level of performance expected of a thing or person against which the worth is assessed. It is the work or

art that the quality of a thing or person is based. The degree of relative worth of a thing is determined by the efficiency expected of it.

### **Leadership**

A philosophical exploration will do us some good in order to distil the proper form and outlook of leadership in contradistinction to what we commonly experience today. This will take us back to when man started to live an organized life as both a social and political animal. In the state of nature, man's life was characterized as nasty, brutish and short. This was predicated on man's condition of war of everyone against everyone-governed by his own reason... for as long as this natural right of everyman to everything endures, there can be no security to any man (Macpherson, 1968 p. 189). For security purposes, man, therefore entered into a social contract ( a Hobbesian hypothesis) whereby all surrendered to a central authority their rights and privileges who, wielding and exercising these condonations secures for all peace, comfort, justice and harmony. This, noted Enemuo and Nzulumike (2009) is nothing but man's expression of a desire for leadership towards a goal. From Karl Marx imagery of man as a being searching for meaning and who individuates himself in the society only in relation to others (Stumpf, 1977), we begin to appreciate that man's life has meaning only in relationship and attainable through the activity of people who share the same vision.

The existence of leadership in this respect became a pre-requisite, a leadership that would translate that quest into the concrete. Such leadership would be for a select few and not all. It would be an art as well as an activity through which the affairs of man in society could be directed to the end that the *raison d'être* of the association be attainable (Emefu, 2003).

One may be in a position to rest content with Fayemi (2008) who asserted that

Leadership is the ability to take an initiative, to motivate, to influence, to direct and control the thoughts, the opinion and actions of the followers in any given society towards the achievement of purposeful desired ends (p.3).

The exploration so far connotes that leadership is a broad term denoting the state of being part of a key stakeholders in an organization, social grouping, society, state and off regional borders and responsibilities that go with it. Depending on the levels and members of social grouping such as family, school, religion, village, corporate establishments, groups and state, there are major, stakeholders occupying the various leadership positions. These are leaders. However, the popular assumption and conception of leadership associated it with a state of being at the helm of affairs in politics. It is correct, all the same, to note that leadership does not necessarily imply the status of a person at the highest helm of affairs nor does it have politically restricted meaning even though the focus of this paper is on political leadership.

### **Quality Leadership**

When quality is applied to leadership, it entails acceptable standard, efficiency, excellence, relevance, appropriateness and value. As it has often been said, no leader can rise beyond the limitation of his character. As a leader, when promises are made, as in the social contract episode earlier examined, hope has thus been created and keeping the promises result to trust and the system is sustained. Similarly, quality leadership for Aregbesola (2013) would refer to the translation of vision into action given that it is at the level of action that leadership begins to affect the people in positively concrete ways like providing jobs, food, good education, good roads, potable water, improved health and the security of lives and property.

One may be challenged to state that quality leadership is a leadership that is committed to tapping on options that are in consonance with sound logic. This would refer to a leadership that is defined by the economic, political and social challenges that beset the people and the nation thereby creating and recreating the path of a model state driven by modern trends, passion and projections. The process culminates in putting the nation on a path of economic rejuvenation, political re-affirmation and social re-orientation.

### **Theories of Development**

In the search for a workable definition of development as it is not one with delimitation that easily lend itself to universal acclaim, it has pitched contributors into schools of thought. While some view it as synonymous with growth, others equate it with modernization as in the case of Harrison (1988) who noted that it is "a far-reaching continuous and positively evaluated change in the totality of human experience. One obvious thing from these conceptions is that each position shows a tendency to point irresistibly at an aspect of development. It is safer to anchor our stand on United Nation's (1971) General Assembly delineation of development. The basic elements of development as outlined by the United Nations include;

- i. a minimum standard of living commensurate with human dignity.
- ii. improvement in the well being of the individual,
- iii. equity in distribution of the nation's wealth,
- iv. income security; and
- v. Sustainable development

When reference is made to development theories, attention is usually focused on modernization, dependency and human Capital theories. These theories appear relevant to this paper in the quest to provide a good framework for education culture in Nigeria.

### **The Modernization Theory**

This theory has its font traceable to the work of McClelland (1961) who after the second world war sought to understand and explain better the differences in development among different societies and nations. He reduced the cause to the differences in cultural and personality styles such as ways of perceiving, valuing and expression. Central in this development theory are education and technology. With education and technology come industries and factories which evoke some personal and corporate qualities if the staff must operate efficiently and effectively (Inkles and Smith 1974) Advanced education culture is thus implicated as being capable of engendering requisite modern values and behaviours that can provoke all avenues of economic development.

### **The Dependency Theory**

This thought that flourished in the 1960s in the works of scholars who were uncomfortable with the unremitting economic crises in the Latin Americas and had drawn inspiration from the work of Carl Marx. Marx contended that underdevelopment in developing nations is a consequence of the relationship with developed nations that had attained their height by exploiting and expropriating the resources of developing nations. This theory in effect posits that for developing nations to rise to any level of appreciable development, they must break their ties with developed nations and pursue rather internal growth (Wikipedia, 2008). It should be clear to all that whatever the country plans that does not relate to the culture of the people and their local environment, such planning would not make any sense. So many things including planning don't work in Nigeria because of the application of foreign ideas and solutions to local problems.

### **Human Capital Theory**

The evolution of this theory followed the blossoming of active interest in the economic value of investment in education in the 1960s. Schultz (1981) had observed that the notion was rife that the course to a nation's development constituted in the advancement of its population-the human capital. The conviction was that since an educated population is usually productive, education, *ceteris paribus*, holds the key to national development through its ability to develop and enhance the skills and the productive abilities of workers.

Accordingly, through a formal process people acquire the requisite skills in the utilization of technology which will in the end, translate to development in the wider society. This points to the fact that planned effort towards raising the quality of education to which the citizenry is exposed has the potential of exerting positively on the society at large. This position corroborates United Nations Educational, Scientific and Cultural Organization (UNESCO's) declaration that "no development can be possible without human and no human can reach development without quality education (UNSCOS, 2000). When related to the education industry, man thus typifies both the structure and superstructure as well as the means and purpose of education. However the attainment of this point of convergence is predicated on a quality leadership.

There is the need to elaborate on ideational foundations of theories and reconstruct them in the context of new challenges and new opportunities that would bring about good and quality leadership in Nigeria. It should be admitted that no single theory is sacrosanct and holds all the hope for survival. Quality leadership is what is tacitly needed to avoid the costly mistake of being hoodwinked into swallowing hook, line and sinker a particular theory that would not suit the local realities not even the most preferred human capital development model.

### **Leadership policy options vis-à-vis National Development**

Having surveyed and sifted through some development models, it now behooves us to examine issues of development in the context of the leadership Trend in the country. It is important that we briefly consider events from the 1980s to the present which will revolve around the Structural Adjustment Programme (SAP), the privatization and commercialization Programme, Deregulation, Information and Communication Technology (ICT) and Globalization.

It is on record that Nigeria is concessive and signatory to the United Nations' 1971 General Assembly delimitation of development. It is also true that she has also chosen to adopt education as an instrument per excellence in pursuing national development as well as joining in the ratification of the Dakar conference of 2015 target to accomplish the policy of achieving education for all. Regrettably, the country has over the years appropriated and adopted policies and programmes that are anti-thetical to the very place of education in national development.

It is worth pointing our that the unfavourable economic condition of most third world countries placed them in difficult conditions to service their international debts and agreements. Concurrently, the National Policy on Education (2004) added that the outbreak of the HIV pandemic with its severe pull on already inefficient health care institution, resources became the more depleted because of the toll it was exacting on the population

especially the prime-age adults. Two world financial institutions-International Monetary Fund (The IMF) and The World Bank (WLB) extended a redemptive hand, with offers of loans conditioned on structural adjustment packages. The conditions under which these loans were given include:

devaluation of the local currency,

reduction in public investment and expenditure,

outright removal or reduction of subsidies

in goods/ services hitherto considered social services (education, petroleum, agriculture) increase in foreign investment especially in capital intensive goods and service (Osborne accessed 21/07/2013). The leadership of the country then embraced the programme of SAP without allowing her experts to weigh the effects on micro-economic transactions. This economic model foisted on the nation is detrimental to the country's development because it is based on the concept of inclusive growth at the expense of all-inclusive, realistic and pragmatic growth and development models.

Shortly after the SAP came the twin programme of privatization and commercialization. This was sequel to the promulgation of Decree no 25 whereby many government-run enterprises were slated for privatization and commercialization either in full or in part (1988). Its express objective was to raise funds for the financing of socio-economic development in the areas of health, education and infrastructure as noted by Jaji (2003). The promise of using the proceeds to finance education sector proved abortive when within a short period of time, another obstructive economic policy of deregulation was instituted.

Anchored on the philosophy that any economy thrives best when government divests itself from the management of enterprises and allows private organizations and groups to take over and succeed or fail on their own merits in an open and competitive market, deregulation paves the way for the logic of market forces to reign. When extended to the education sector deregulation has resulted in throwing open the door, encouraging thereby participation by individuals, groups and non-governmental organizations in the provision of education services. Deregulation has been described as nothing but privatization at its cutting edge and as such no thin line can be drawn between the two. This is a programme of action contemplated for implementation in a society with 57% literacy level (very much below the average for developing countries and worse still be low the 75% minimum required for economic take off) (Jaji, 2003) Lamenting the danger associated with this policy, Shuaib argued

better quality education with all the potential (through skill acquisition and mastery) to guarantee one a future is possible only in such deregulated schools accessible to those who can "pay" leaving those unable to with no other option than the fast decaying public schools that will perfect the art of producing "certificated illiterates" (2005:10)

If it is believed and of course, it is, that education is a vehicle for transformation and national development, will Nigeria's actions in this respect not bear eloquent testimony to the contrary?. At the risk of not quarreling with modeling on any development theory, we must however be guided by the truism that the desirability and merit should be tested and judged by its ability to transform a defective situation. As much as Nigeria appreciates the role of education in National development and to the extent that we know that the enrolment of eligible children for primary and secondary education is very low, the efficacy of adopting wholly policies dictated by international economic reform institutions is not anything less than a mark of unperceptive leadership. Deregulating the university sector when, in fact scores of private universities have operated successfully without hindrance, for almost a decade is clearly symptomatic of muddled thinking by leadership in their desperation to introduce unpopular policies.

Not in any way insignificant is the globalized Information and communication technology which the leadership of Nigeria contemplates logging on to without sufficient provision of basic infrastructure on which ICT will roll-electricity. Do we need to over look the factor of access with verge also on affordability? Real education it bears repeating cannot be said to be self- executory because it must draw from other non-educational infrastructures in the absence of which education cannot fully release its dynamism. These include food, water, health, shelter and transportation. If schools cannot boast of sufficient number of chairs, seats and electricity, why do we talk of ICT? Leadership in Nigeria does not bother to analyse and grasp the ramifications of matters involved in their policies and adopt hard and critical decision and release resources accordingly.

Education that must be seen to release its dynamism is a function of leadership with a clear understanding of current condition through situation analysis, clear vision and a firm resolution (based on intelligent plan) on how best to mobilize and deploy resources and the tenacity to see it through (Enemu and Nzulumike, 2009). In a globalized world where knowledge equals power, falling behind the knowledge curve can have severe consequences. Any reform that does not funnel sufficient state funds to education is out of reality.

Rightly has Agozino (2006) noted that bewildered Nigerians do not need any foreign report to tell them that education in the country has been continuously treated with utter levity which has landed the sector in terrible shape, circumscribed by a general, persistent and chronic crisis in terms of funding, staffing, curricular, infrastructure and facilities. This is a pointer to the fact that the leadership in Nigeria downplays the view of education for human development despite the defeaning claim to commitment to nation building. There is no

contesting the fact that only informed and active population can bring about needed change and it is the responsibility of the society symbolized by leadership to tone and orient its education system to the level that it becomes socially accountable. Given that a society must make a choice which rests with the leadership places the latter in a blameworthy pedestal in the event of failure. Achebe's outburst in this respect deserves full guide:

The trouble with Nigeria is simply and squarely a failure of leadership. There is nothing basically wrong with the Nigerian land or climate or water or anything else. The Nigerian problem is the unwillingness or inability of its leaders to rise to the responsibility, to the challenges of personal example which are the hallmarks of true leadership (1983:1)

Consequently, education which is an all rounder in development processes has failed in Nigeria. Education in Nigeria cannot be said to meet the standard of the United Nations development parameters. The high incidence of street urchins in both rural and urban areas is a blight on our social policy especially when it is recalled that Nigeria is signatory to human rights instruments aimed at protecting children. The unholy traffic in children for their use as domestic servants, street hawkers and sundry acts of child abuse amounts to shooting ourselves in the foot and sowing the seeds of class warfare in future. A recent debate in July 16, 2013 at the senate that seem to give official backing to the marriage of under age girls in the face of Nigeria's pursuit of the policy of Education for all by the year 2015 is the height of abuse of office and speaks volume of the paradox characteristic of Nigeria's leadership. The upsurge in criminality evidenced by the almost daily reports of armed robbery, kidnapping, murder and mindless killing of school children across the country is enough to trigger off alarm bells in the ears of the leadership that the society is at the brink of anarchy and mob rule. The abduction of school bus with 15 pupils on board at Aba, Abia State in 2010 and the slaughter of over 30 school children in Government secondary school Manuda Potiskum in Yobe State which provoked UNICEF total figure of pupils and teachers who had been killed since June 16 to the end of July 2013 at 48 is by every standard anti-education. As Marx had admonished "every morbid society inevitably gives birth to grave diggers". No wonder we are tempted to observe that for as long as this naturally endowed country with a population of over 160 million people and over 70% of which live below the One US dollar a day continues to harbour a large army of the rural poor and urban disinherited emanating from little or no education at all, for that long would the country know no peace and development.

It is indeed regrettable that the system operational in the country cannot provide the kind of leadership desired and as long as such system is sustained, things are bound to be contaminated, making the production of quality leaders a far cry. Those in government do not feel accountable to the governed because political office holders do not have a sense of obligation derived from a true mandate. If anything, the political class treats the people with disdain. Because the choice of leaders is not based on morality, ideology and principle, the obvious consequence is widespread corruption and large scale underdevelopment. With rampant cases of graft, it seems the country is more a kleptocracy than a democracy.

The role of leaders as catalyst cannot be over emphasized as it is germane to harnessing the country's abundant talents and opportunities. Nigerian leaders do not have a shortage of good examples from whom to borrow United Nations chronicle as documented on Sunday punch Newspaper of May 1, 2011, page 60 has noted advances in the attainment of education for all in so many countries. In one decade after the International Community Committed to achieve education for all by 2015, the six goals adopted in Dakar at the World Education Forum, two of which are also Millennium Development Goals cover the whole education spectrum from early childhood, primary and secondary through the vocational programmes for youth and literary programmes for adults, an additional 42 million children have entered primary school with girls benefiting in ever greater numbers. South and West Asia more than halved its number of out of school children and sub-sahara Africa reduced the figure by 28%. India, according to the report, has also reinforced their legislation to ensure that education is a basic, free and compulsory right. The reason adduced for those feats include that education has been made a national priority. School fees abolished, teaches recruited, classrooms built in rural areas, midday meals supplied, subsidies provided for children from poorest families. They have leveled the playing field for girls by introducing scholarship, running community campaigns, deploying female teachers in rural areas and installing separate sanitation facilities in schools.

Mention must be made of the United Arab Emirate on whom UNESCO 2000 report favourably noted that their vision 2020 has enabled them to upgrade the state of those working in education institutions, provide them such life long training to have access to and use of new technologies, provide and use information, assume responsibility and accept professional and social accountability. With this, their education was overhauled to be education for the future and adapting to change, education to develop a creative personality capable of building and contributing to knowledge, education in a globalized environment while strengthening the national feeling; education to assume responsibility and accept social accountability and education to compete in a global economy and free world trade. These countries provide abiding lessons in how Nigerian leaders should roll up their sleeves of reinventing the country in a manner that gives real significance to the independence which the country attained 52 years age.

## Summary

Nigeria is a country where over 70% of the population live on less than one US dollar a day despite suffocating wealth. Education is not self-executory. Commuting within and between cities remains a tedious task, considering the state of the roads and sundry criminal. Power generation inspite of a recent modest mark-up, trails behind what obtains in several African countries while education and health infrastructure remain in tatters.

Against this depressing backdrop, the revelation published in Sunday punch of April 9, 2012 that Nigerians spend N160 bn annually on University education in Ghana alone hardly came as a surprise. This is even if it qualifies and puts in context recent triumphalist claims that Nigeria's fast-growing economy suggests that the transformation agenda of the Goodluck Jonathan administration is on course and that the country is on the high road to achieving its goal of ranking among the 20 largest economies by 2020. In arriving at this figure the chairman, committee of pro-chancellors of Nigeria Universities Dr. Wale Babalakin, noted that Nigeria's budget for education in 2011 was less than the amount Nigerian parents commit to educating their sons and daughters in Ghana yearly.

Talking about spending on education, Nigeria's budget has been scandalously low in comparison with other African countries, much less the new centres of industrial prominence in Asia. The chairman Academic Staff Union of Universities Dr Nasir Fagge reminded senate committee on education led by senator Uche Chukwumerije that the highest allocation to education sector was 12.87% during the regimes of late General Sani Abacha between 1994-1996. Since 2007, the relative allocation to education in the national budget was 8.19% in 2010, 6.4% in 2011, 7.95% in 2012 and 8.44 in 2013 ( punch newspaper July 16, 2013 p. 18). All these are a far cry from UNESCO's stipulated target of 26%. In contrast, Ghana's educational budget in the last decade hovered between 26 and 35 percent of its annual budget; South Africa is roughly 26% and Kenya 24%. Nigerian leaders for whatever reason have consistently under funded the educational sector even at the level of budget proclamations which as everybody knows does not tell the full story about actual expenditure. It is outrageous that an administration that recently proclaimed a transformation in the mould of the Asian tigers as cardinal objective continues to treat education as backwater in its spending priority.

Despite the abundance of natural and human resources, Nigeria is fast becoming a graveyard of abandoned projects and aborted vision. Between the Seylla Charbdis of visionless military autocrats and the incoherence of a civilian predatory class, the country has had a raw deal declared Olukotun (2012). In the 1990s, education and health for all by the year 2000 was the overwhelming slogan. That year come and passed and the slogan became a mutilated, almost a comical dream. Then we had vision 2010, which summoned the energies of the cream of technocrats and the business class. The year arrived and the country moved further away from its eloquently advertised goal.

Apparently undaunted, the political leadership proclaimed the National Economic Empowerment and Development Strategy (NEEDs) but we are still waiting for its dividends. These programmatic wreckages were followed up by the Umaru Musa Yar' Adua administration vision 2020 and Seven Point Agenda. Then the Jonathan administration came up with a Transformation Agenda within the context of vision 202020 but it will take the most incurable optimist to accept that the country is moving in those direction. These antecedents and the dismal and desolate scenario created and sustained by leadership, leaves no one in doubt that the goal post for the attainment of education for all by 2015 will have to be shifted for over a decade. Countries eager to rapidly ascend the development ladder, investment in human capital formation which refers to resources committed to making human agent healthy, productive and knowledgeable is absolutely crucial.

## Conclusion

The educational profile of a people has a lot to do with the quality of their lives. The utilitarian value of education cannot be lost on responsible government anywhere. This explains why as far as education or human capital development goes, government financing is indeed a matter of enlightened self-interest. Ignorance constitutes a veritable component of the human misery index and any country that wishes to navigate out of underdevelopment would have to take the education of its citizens very seriously. Indeed, one of the determinants of a country's location on the international totem pole is the standard of education of its people.

Our argument so far has shown that Nigeria has not fared well but rather abysmally in her journey to use education as a development tool. The exploration has not left any right thinking person in doubt that the attainment of the proclamation of education for all by the year 2015 in Nigeria is working in a reverse direction. The United Nations report released in June 2013 where over 10 million children of school age are out of school and when the adult illiterates are added to the list, the magnitude of the problem can be better appreciated, as the figure would translate to low skills, youth unemployment and social exclusion was a sad indictment .Without access to learning opportunities, these children and adults face a life time of disadvantage.

Nigeria has trouble managing its money for the single reason that the leadership run the country first and foremost for their personal gain. If not, what is there to choose between an executive that proposes that we consume 75 dollars of every 105 dollars we earn from oil and a legislature that insists on consumption of 85 dollars? They spend months arguing over these ridiculously high figures, but even if they agreed on the lower figure, they would still be way out of line with trends in the well governed nations of the world who know that

an economic famine is always around the corner. Oblivious of the stark reality that the smart householder husbands his resources, consumes little, saves a lot and applies the bulk of his earnings to essential development projects that raise and maintain a high standard of living for his entire households, Nigeria's leadership operates in overt contradiction by being profligate, prodigal, spend thrift with no sense of future that ought to be planned a value system that places emphasize on invidious locust mentality.

Do we need to overlook the devastating effect of general insecurity expressed in assassination, abduction, child trafficking, ritualistic tendencies of inordinate politicians, shedding the blood of our future which the children represent and our near silence as our greatest crime as a people. What is the level of commitment of leadership to foxing our roads that are in deplorable condition which have precipitated regular accidents that put the life of education children and their parents at risk?. The critical positive of infrastructure which are totally absent in some schools and grossly inadequate in few cannot be said to promote education for all. What law does the leadership put in place to check a breach of order on school enrolment and what necessary measures have been taken to check street urchins and enforce prosecution of defiant parents?.

All the foregoing considered, the country is a nation that lies to itself and plays the ostrich in the comity of nations and so should expect not only retrogression at home but also ridicule abroad. For so long as the leadership lacks quality and sustains short term benefits as it is today so long will the prospect of education for all by the year 2015 amount to a sour jest. This is how a reprobate leadership might bring the national roof crashing down on everybody. Experts who have diagnosed the ailing giant say its health is not better than that of other rapidly collapsing and war ravaged states such as Iraq , Sudan, Somalia and Afghanistan. In the ward of twenty counties now at risk of becoming failed states, Nigeria according to Arowolo (2008) has been assigned bed number 18. They say it may eventually die if it is not quickly wheeled into the theater of quality leadership. Instructively, the act of exercising the thought and ultimately of taking decision resolving thereby the direction or even what development connotes and the role of education should play is a function of leadership which must be seen to radiate perception, ready to make sacrifice, take responsibility, patriotic, responsive and exhibit principled conduct.

#### **What is the way forward?**

To arrest the tardiness of increasing cost of leadership failure symptomized by a harvest of promises and slogans which actually amount to little or nothing, it is hereby recommended that:

1. There is the need to encourage innovative thinking and visionary intellectual pursuits on governance and public policy issues through research, training, policy engagement and outreach programmes.
2. The country should travel backwards to the 1950s where visionary statesmen such as Obafemi Awolowo postulated that because the human agent is both the target and the catalyst of transformation, his welfare and wellbeing should be the centre piece of economic and social development. He not only theorized this ideal but went ahead to inaugurate a democratic developmental regime which devoted as much as 50% of annual budget in the western region to health and education.
3. Initiation of the kind of social reengineering that prioritizes human capital development as well as build those institutions which can carry through that sort of visionary intervention should be urgently adhered to.

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