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Managing the Educational System for Quality Improvement and Job Creation among Youth in Nigeria

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Abstract:

In recent times, the Nigerian educational system has witnessed some drastic reforms. This paper highlights some of the major reforms that have taken place especially in response to a number of international human rights instruments that provide for education as a fundamental human right to all. The paper further discusses some of the challenges facing education in Nigeria and which is making it difficult for good quality education that is all empowering and capable of bringing about sustainable development to be achieved. Therefore, this paper examines how the role of education and how it could help in job creation in Nigeria. The challenges of quality education were also discussed. Finally, the paper advanced some suggestions on how to overcome the challenges so as to reduce unemployment and enhances job creation in Nigeria. Finally, it offered some suggestions on how to overcome these challenges.

1. Introduction

The education system is based on the National Policy on Education (NPE) document of 1977 (last revised in 1990). The policy document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls' education. Education is organized into 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary education and 4 years of university/ polytechnic/ college education. The Federal Ministry of Education has the responsibility for the coherence of national policy and procedures and for ensuring that the states' policies operate within the parameters of national policy as adapted to local needs. Co-ordination of policy at the political level takes place through the National Council of Education. This is the highest policy making body, chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education. The Director of the Federal Ministry of Education chairs the Committee.

Responsibility for educational institutions is shared between Federal, State, local government, communities and private organizations. The Ministry of Education has the major responsibility for education, but other Ministries also play an important role. The Ministry of Information has the responsibility for publicity and awareness of some of the educational policies and programs offered. The Ministry of Women's affairs and Social Welfare together with the State Commission for Women also play a role in promoting the education of women and girls. The administration of the education system is shared mainly amongst the Federal and State Ministries of Education as well as statutory bodies referred to as Commissions. There are Commissions established for different sub-sectors of the education system and are charged with various responsibilities for the sub-sectors. There is a National Primary Education Commission (NPEC), the National Secondary Education Commission (NSEC), the National Mass Literacy, Adult and Non-Formal Education Commission (NMEC) and the National Universities Commission (NUC). In addition there are other major role players at local government level, district level and in the immediate environment where the school is located.

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy; facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability. The present global economic crises suggest that the entire

world is in a war between financial/qualitative education and catastrophe. (Aluwong, 2010). The role of education as an instrument for promoting the socio-economic, political and cultural development of any nation can never be over-emphasised. According to Abdulkareem (2001), a nation's growth and development is determined by its human resources. The provision of the much-needed manpower to accelerate the growth and development of the economy has been said to be the main relevance of university education in Nigeria (Ibukun, 1997).

Education is a means of transmitting culture from one generation to another and the process of bringing about a relatively permanent change in human behavior. As the oldest industry, it is the main instrument used by society to preserve, maintain and upgrade its social equilibrium. In all human societies, education is meant to pass on to new generations existing knowledge of their physical environment, to introduce them to the organization of society, give them skills for performing their daily jobs and enjoying their leisure, and inculcate sound morals in them for their own benefit and that of the society. In other words, education is a process by which the society assists younger generations in understanding the heritage of their past, participating productively in the society of the present and contributing to the future (Briggs et al., 2012). In these functions, education draws inspiration and nourishment from society, but in turn, contributes to the growth, renewal and development of that society (Esu&Junaid, 2013).

Education is said to be qualitative when the input such as students, teachers, finance, facilities and equipment and all these are converted through teaching and learning (theory and practical) and produce a desirable output. The output is better equipped to serve them and the society. The quality of input influences to a large extent the quality of output. In other words, the quality of the input of entrepreneurship education such as teachers, students and infrastructural facilities will influence greatly, the input of the output (Olorunmolu, 2010).

However, there are some challenges militating against the production of quality education in Nigeria. These may come from the government, parents or even from certain unpredictable environmental forces which are external. Unless these problems are looked into, the realization of the aim and objectives of quality education in achieving the Millennium Development Goals (MDGs) in Nigeria will be a mirage. It is therefore; against this background that this paper examines quality entrepreneurship education: A panacea for job creation in Nigeria.

2. Literature Review

2.1. Education for Development

Education is one of the most important inputs for the well-being of any society. Education is powerful instrument of social progress without which neither an individual nor a nation can attain the growth that is necessary for development. Given this, good schools and teachers are essential (Amedeker, 2005; Olorube, Ameale & Kpolovie, 2009), including adequate infrastructural facilities that can propel decent academic environment (Adeniyi, 2001; Olorube, Egbezor, Kpolovie, & Amaele, 2012). There is no doubt that the best way to enhance effective instruction in higher education is through defined educational programs and model, which are key in understanding the knowledge and skills required in research, teaching and learning (Olorube, 2013b). Education is meant to help students grow and develop, provide them with desired skills and professional abilities, assist them in acquiring the necessary understandings, concepts, values and attitudes to manage future tasks, and show them how to be productive members of the society (Lawal, 2003). As such, it is believed that with high-quality education drivers, it is possible to guarantee the effective first-class teaching needed to advance students' academic achievements and foster further national growth (Amedeker, 2005; Haron, 1995).

The education of students is interesting especially from a comparative perspective. Undoubtedly, every education system can, in some way, be improved so as to better develop the potential of human capital and the quality of future leaders, community members and employees (Olorube, 2012). D'Aeth (1975) observed that the central objective of education is to raise the level of skills, especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run and develop a modern nation. In the same vein, structural functionalists view education as essential to society's development and believe that in order for society to remain sustainable, education and other social systems and components must function together to implant similar (desired) beliefs and values in each member of society (Hale, 1990). Hurn (1995) theorizes that society functions much better economically when there is quality education for the individuals or for society at large. Hurn further states that the more quality education there is the less likely there will be much inequality.

Also, according to Hurn (1995), those who excel in society are those who have worked the hardest for their position, a social phenomenon known as meritocracy. This is a society where ability and effort count for more than privilege and inherited status (Schaefer, 2005). Society needs the best and the brightest to function at the highest levels, and therefore it offers the greatest rewards to this group of people (Hale, 1990). Like Hurn (1995) and Hale (1990), human capital theorists see education as an investment and those who feel that the benefits of college outweigh the costs of attending are the ones who rise to the top of the socio-economic pyramid. Those who do not decide to further their education are seen as less deserving of the social and financial rewards that society has to offer. Durkheim (1956) feels that education exist to teach morals, values, beliefs and good behavior to children and youth. These morals, values, beliefs and behaviors are those that society has identified as desirable for all individuals. These dictums need to be taught in a school rather

2.2. Globalisation and Education

The international community is entering an era of high-quality transformations, the fundamental basis of which is the exhaustion of opportunities in the development of civilization and the formation in the depths of the current global environment and information

civilization with fundamentally new economic system in which the role of the main production resource is information and the decisive factor of production become knowledge, including the performance of the world educational system and cooperation, production specialization for the purpose of creation of global products and service, the formation of the global information systems, increasing influence of the international organizations and multinational corporations in the world market is causing the emergence of new dimension in the global education systems (Irina,2013).

These changes are making national economies, and even national cultures to globalize. Everything, including relations among family and friends, are rapidly being organized around much more compressed view of space and time (Carnoy, 2005). Globalization means that national borders do not limit a nation's investment, production, and innovation and that competition for local businesses is no longer limited to a physical city or region (Ololube, 2012).

Globalization is a factor of improvement and competition, which creates positive dynamics of transfers of technologies, renders assistance to distribution of the best scientific and technical and technological practices, induces the implementation of the new management decisions. Global educational improvement and competition brings about transnational spread of ideas, cultures and information both among like-minded peoples and between different cultural groups—reinforcing simultaneous tendencies towards both an expanded sense of global solidarity among the like-minded and those who are indifferent (Irina, 2013).

2.3. Impediments to Educational Development In Nigeria

2.3.1. Human Resources Obstacles

Naylor (1999) view human resources management (HRM) to be the creation, development and maintenance of an effective workforce which matches the requirements of an organization with the corresponding employment environment. In an educational setting it involves the management of the skills, knowledge and experiences of teaching and non-teaching staff towards the attainment of educational goals (Ololube, 2013a). Academic staff is often higher education single most significant resource and their effective management leads to greater productivity, quality and performance. Productivity in this paradigm is the output from a given unit of a factor of production over a period of time (output per person/hour) (Ololube, 2009, p. 128). HRM has become critical to improving competitiveness in the global education system. In higher education it is not only effective utilization of people per se at work, but the harnessing of the totality of people's skills, energies, talents, latent capacities, and social characteristics, such as belief, to achieve educational objectives, and simultaneously making people part and parcel of education in fulfilling their life goals. It is the systematic utilization of human potentials to realize educational objectives and staff contentment (Peretomode, 1991; Perry, 1994; Owens, 2004). Human Resources Planning (HRP) is the process of determining future human resources needs in the context of the educational strategic plan and taking the actions necessary to meet those needs in a timely manner. Majority of the higher education managers (Vice chancellors, Rectors, Provosts), whose duty it is to determine the human resources base of higher education in Nigeria is often not familiar with education job requirements, labor demands and supply issues. They lack the knowledge to reconcile supply and demand through recruitment, selection, training, performance appraisals and compensation programs. This is often the case because the forecasting that is essential to human resources planning is highly neglected in Nigeria's higher education systems. Difficulties with accurate forecasting of human resources needs and development often hinge on lack of accurate data as well as the professional competencies of the Vice chancellors, Rectors and Provosts. The tools and techniques used to determine the human resources base of higher education systems in Nigeria are applied haphazardly. Selection processes are often not based on the suitability of the candidate for the existing position but on nepotism, tribalism and favoritism (Ololube, 2013a). Thus, it is imperative that those who meet the specified requirements and are capable of contributing effectively to the goals of education should be selected and recruited after the proper evaluation/assessment of applications and interviews. Hence, the following hypotheses were then proposed:

- **Ho:** Managing the educational system has no significant relationship in creating jobs for youth in Nigeria
- **Hi:** Managing the educational system has significant relationship in creating jobs for youth in Nigeria
- **Ho:** Creating jobs for youth in Nigeria has no impact on educational system.
- **Hi:** Creating jobs for youth in Nigeria have impact on educational system.

2.3.2. Quality of Lecturers (Faculties) Obstacles

Teaching in higher education is a diverse and complex activity. As infants' progress from childhood through adolescence and into adulthood, they are taught by their parents, teachers and other adults not to mention peers and the media. However, effective teaching in higher education draws on a multiplicity of cognitive, affective and interpersonal elements. To appreciate fully the challenges of teaching excellence, we have to bear in mind not only the extraordinary diversities of these elements but also the many different ways that effective teaching can draw on them to construct effective teaching behaviors (Hegarty, 2000). Effective teaching in higher education is a knowledge-based activity that takes account of faculties professionalism at all levels in the system. The worth of a faculty depends on quality of education and training and the embodiment of professional development s/he received.

Faculties are supposed to acquire the professional fundamentals of mediating student learning (Amedeker, 2005; Eze, 2001). Faculty's success in teaching ultimately depends on their knowledge, attitude toward teaching, academic self-concepts, explicit understandings of their job and profession (Ololube, Amaele&Kpolovie, 2009).

In Nigeria, adequate preparations are not made to counter deficiencies in faculties' professional development. Most unfortunately, not all education and training programs aspire to the same high quality standards. The unethical and unprofessional activities of faculties,

among other factors, contribute to the low quality of graduate tuned out every year in their thousands (Ololube, 2013a; Ololube, Amaele, Kpolovie, Onyekwere, & Elechi, 2012a).

2.3.3. Economic/Funding Obstacles

The Gross Domestic Product (GDP) and the Gross National Product (GNP), when assessed together, form an important economic indicator for measuring development. Other indices such as inflation and unemployment rates also help to assess the health and strength of an economy. Distress in the Nigerian economy, as a result of global recessions, has led to the adoption of harsh economic policies that have adversely affected the higher education sector (especially higher education). Many parents and guardians are no longer able to pay school fees and purchase reading and lecture materials and this is an early indication of worrisome developments in Nigeria's higher education systems (Ololube, 2013a). As a result of the setbacks in the Nigerian economy, higher education has suffered and has remained underdeveloped when compared with more economically healthy countries. The funds provided for the education sector refer to the budgetary allocations that are readily available or that are going to be made available at a stated time by governments or institutions for the purpose of paying salaries, allowances and benefits, and the building and provision of educational infrastructure to aid in teaching and learning (Ololube, 2013a). Currently, Nigeria is struggling to meet the minimum benchmark recommended by UNESCO as a means of attaining quality education and education for sustainable development (Samuel, 2006; Ololube, 2009). Nonetheless, education funding in Nigeria has been on the rise culminating in a fifteen per cent allocation in the 2013 budget (Isaac, 2013).

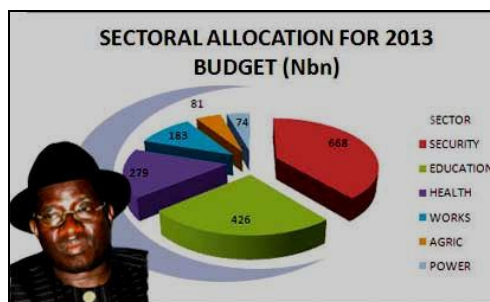


Figure 1

Sources: www.todaysnigeria.com

Despite the relatively improved budgetary allocations, the condition of the sector remains concern. The state of facilities in higher education is still a far cry from the acceptable minimum benchmark, which is coupled with systemic corruption. This unsatisfactory funding of the education sector stands as one of the major factors working against the effective implementation of academic programs. The consequences of the under-funding of this sector are immediate. It results, for example, in the inability to purchase instructional materials to effectively prepare students for the tasks ahead (Ololube, 2012).

2.4. Historical Development of University Education in Nigeria

The history of university education in Nigeria started with the Elliot Commission of 1943, which led to the establishment of University College Ibadan (UCI) in 1948. UCI was an affiliate of the University of London (Ike, 1976). According to Ibukun (1997), the UCI was saddled with a number of problems at inception ranging from rigid constitutional provisions, poor staffing, and low enrolment to high dropout rate. In April 1959, the Federal Government commissioned an inquiry (the Ashby Commission) to advise it on the higher education needs of the country for its first two decades. Before the submission of the report, the eastern region government established Itsown University at Nsukka (University of Nigeria, Nsukka in 1960).

The implementation of the Ashby Report led to the establishment of University of Ife (*now* Obafemi Awolowo University, Ile-Ife) in 1962 by the Western region, Ahmadu Bello University, Zaria in 1962 by the Northern Region and University of Lagos (1962) by the Federal Government. Babalola et al (2007) posited that the University College, Ibadan became a full-fledged university in 1962. This meant that UCI, Ibadan and University of Lagos became the first two federal universities in Nigeria – the other three remained regional. In 1970, the newly created Midwestern region opted for a university known as University of Benin. The six universities established during this period 1960-1970 are still referred to as first generation universities. Babalola et al (2007) remarked that during this period, universities in Nigeria were under the close surveillance of the government. Appointments of lay members of the council, and that of the vice-chancellor, were politically motivated. In the third national development plan (1975—1980), the government established seven universities instead of the four proposed in the plan, and also took over the four regional universities in 1975. They were Universities of Calabar, Florin, Jos, Sokoto, Maiduguri, Port Harcourt and Ado Bayero University, Kano — all known as second-generation universities. The third generation universities were established between 1980 and early 1990. They are: the Federal University of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. While state universities were found in Imo, Ondo, Lagos, Akwa-Ibom, Oyo and Cross-Ricerstates (Anyamelle, 2004). The fourth generation universities are those established between 1991 and the present date. They include more state universities, Nigerian open universities and private universities. According to Okojie (2007), there are 26 federal, 30 state and 24 private universities currently operating.

3. Methodology/Design

A quantitative technique was used in the research work. The use of secondary data is justified because secondary data is that much of the background work needed has already been carried out for examples literature reviews, case studies might have been carried out, published textbooks and statistics could have been already used elsewhere, media promotion and personal contents have also been utilized. The 2010 Nigeria Education Data Survey (NEDS) was a nationally representative sample survey implemented primarily by the National Population Commission (NPC) in collaboration with the FMOE and the Universal Basic Education Commission (UBEC). To ensure that local conditions were reflected and ensure international comparability of information, the survey instruments were modified by NPC in consultation with a number of technical institutions and agencies, including the FMOE and UBEC during a stakeholders meeting. RTI International (RTI) provided technical advisory services. Funding for the overall NEDS activity, including the development of the core survey instruments, was provided by US Agency for International Development (USAID) and UK Department for International Development (DFID).

4. Analysis And Results

Tables		
Table 1:		
Job Creation Survey Results (4th Quarter 2012 & 1st Quarter 2013)		
Sectors	4th. Quarter 2012	1st. Quarter 2013
Formal Sector	152,018	174,326
Informal Sector	208,920	232,327
Public Sector	24,975	24,368
Total	385,913	431,021

Table 1

Source: National bureau of statistics

TABLE 2										
Job Creation Results 4th Quarter 2012 by Gender (Formal Sector)										
Sector	Full Time		Part Time		TOTAL				% All Total	% All Total
	Male	Female	Male	Female	Male	%	Female	%		
Agriculture, Hunting, Forestry and Fishing	420	78	319	61	740	84.22	139	15.78	878	0.58
Mining and Quarrying	42	10	73	91	115	53.11	101	46.89	216	0.14
Manufacturing	5,853	1,209	1,016	160	6,869	83.39	1,369	16.61	8,238	5.42
Construction	1,334	33	57	10	1,391	97.00	43	3.00	1,434	0.94
Wholesale and Retail Trade; Repair of Motor Vehicles and Household Goods	1,096	651	368	88	1,464	66.45	739	33.55	2,203	1.45
Hotels and Restaurants	1,389	1,324	170	142	1,559	51.55	1,465	48.45	3,025	1.99
Transport, Storage and Communications	1,388	269	263	30	1,652	84.66	299	15.34	1,951	1.28
Financial Intermediation	11,752	11,476	363	583	12,115	50.12	12,059	49.88	24,175	15.90
Real Estate, Renting and Business Activities	1,759	1,190	242	169	2,000	59.55	1,359	40.45	3,359	2.21
Education	27,767	27,755	12,945	8,080	40,712	53.19	35,835	46.81	76,547	50.35
Health and Social Work	1,709	21,022	274	549	1,982	8.42	21,570	91.58	23,552	15.49
Other Community, Social and Personal Service Activities	271	108	5	6,056	277	4.29	6,164	95.71	6,441	4.24
TOTAL	54,782	65,124	16,094	16,018	70,876	46.62	81,142	53.38	152,018	100.00

Table 2

Source: Source: National bureau of statistics

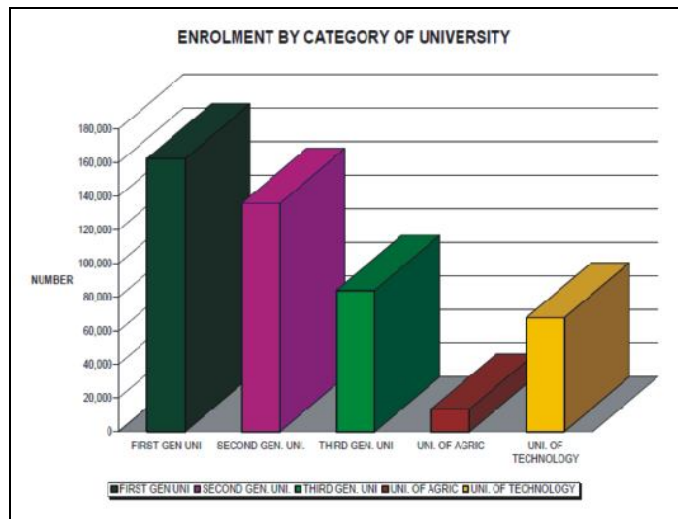


Figure 2

ANOVA									
Table 1									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.808 ^a	.653	.650	.98426	.653	218.339	1	116	.000
<i>Dependent Variable: Entrepreneur performance, p < 0.05</i>									
Table 2									
Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
		B	Std. Error	Beta			Lower Bound	Upper Bound	
1	(Constant)	.069	.269		.257	.798	-.464	.602	
	OC3	.922	.062	.808	14.776	.000	.799	1.046	

Table 3

Hypothesis (Ho1) was tested through correlations coefficient test. Pearson’s product moment correlations coefficient (0.808) indicates that there is significant relationship between the process of managing the educational system for quality improvement and job creation among youths in Nigeria...Hypothesis (Ho2) was tested by a means of a Regression Analysis. The results of the regression show that creating jobs for youth in Nigeria has impact on the educational system. See Table 2. Table 2 shows the analysis of variance of the fitted regression equation in significant with F value of 218.339. This is an indication that the model is a good one. It shows a statistically significant relationship between the variables at 95% confidence level. Therefore, the null hypothesis of no significant impact is rejected

5. Discussions and Conclusion

Major educational transformations are required in the Nigerian education system. The tasks ahead are numerous and daunting. It is quite clear that it will be impossible for these tasks to be tackled by the Government of Nigeria alone or with the help of a few international partners. The involvement of major Nigerian stakeholders, complemented by multiple partnerships with international agencies, NGOs, foundations, will be essential if the goals and potential of Nigeria are to be realized. The experience already gained through the implementation of various projects by the World Bank in the sector, particularly with the involvement of local stakeholders, has demonstrated the value of ensuring community ownership of projects. Lessons learnt from this study show that ensuring good educational systems has impact in creating jobs to youth in Nigeria. Moreover, past experiences should inform future

plans in the reform and development of educational sector in Nigeria. Nigeria has the potential to play a major role in the development of the West Africa. The transformation of its education system will have far reaching consequences throughout this region.

One of the great tragedies of the last decades is the collapse of an education system which was founded on sound developmental goals. The higher education system in Nigeria once boasted world class universities. These have now deteriorated to such an extent that local employers are not keen to employ their graduates and overseas institutions often have to put Nigerian graduates into remedial classes for them to cope with graduate studies.

Given the hostility of the previous government to higher education, in particular, the return to democracy creates an opportunity to reform of the entire education system. Now is an opportune moment for international agencies to renew their earlier cooperation in the reconstruction and development of Nigeria and its education system. These efforts should be informed by the lessons from successful projects in the past. There is evidence that the new government is serious about addressing the substantial problems of corruption that, in the past, served as a major constraint on national development and as an obstacle to international collaboration. It is against this background that the following recommendations are proffered for improving the educational system in Nigeria

- All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.
- Universities should start to commercialize their research findings instead of leaving them in the shelves.
- The National Universities Commission (NUC) should as usual set the minimum benchmark of the courses in Nigerian universities. This development should not be politicized; rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage Nigeria from the clutches of poverty.

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