MANAGING EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

(A Book of Readings in Honour of Professor A. O. O. Oguntoye)

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Chapter Eight

CRISIS OF LEADERSHIP: IN QUEST OF A CURRICULUM FOR LEADERSHIP EDUCATION IN NIGERIA

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Introduction

Effective leadership serves as the most valuable public good needed to achieve a balanced economy in any nation. It guarantees the eradication of such challenges as bad governance, political instability, crime, social unrest and a host of other factors. The nature, type and quality of leadership determine the attainment of desired goals and aspirations of any country (Ojo, & Ojo, 2012). Effective leadership, therefore, is central to the success of organizations (Braun, Nazlic, Weisweiler, Pawlowska, Peus & Frey, 2009).

Obviously, the Nigerian economy requires effective and competent leaders who possess the required leadership skills that will promote and aid the development of the country. According to Munrow (1984), the recent fall of governments in several African countries, the exposure of corruption and unethical activities among political leaders and the
covert conspiracies of government betraying their own people is evidence that this lack of quality leadership is affecting every sphere of human lives.

The Nigerian economy and the economy of other developing nations are at a cross road of ensuring a favourable balance between effective leadership and political stability. Since independence, Nigeria has been on the struggle of designing a political structure for a meaningful society through a well established system of resource distribution, human rights protection, provision of basic infrastructure and services. It is important to note that the citizenry cannot function without leaders and the quality of leadership determines the wellbeing of the members of the society (Ojo & Ojo, 2012).

As Sanusi (2012) lamented, it is appalling to observe that many decades after independence, Nigeria has remained constrained with the challenges of leadership, particularly those imbued with selfless and unflinching desire to steer the course of the country's economic development and national unity. Nigeria's economic performance has been rather weak and does not reflect its level of resources endowments, especially when juxtaposed with the experiences of some emerging Asian economies that faced similar challenges and choices about in decades past. A number of East Asian countries, notably China, Indonesia, Malaysia and Singapore were far behind Nigeria in terms of Gross Domestic Product (GDP) per capita in the 1970s. Today, these countries have transformed their economies and are not only miles ahead of Nigeria, but are also major players on the global economic arena. A cursory examination of these emerging economies, according to Sanusi, reveals how these economies have been remarkably transformed over a space of 50 years. Perhaps, at this point one must ask why these countries fared better than Nigeria. The obvious answer, no doubt, points to the leadership question. The commitment and good governance by the leaders in these environments translated the societal aspiration and vision into concrete achievements as demonstrated in amazing economic and political progress.
Visionary leadership and good governance, remains the hallmark of pushing the growth and development frontiers as well as accelerating the pace of economic progress. It will not be inappropriate to affirm that some of those leaders who championed the course of development in their countries. (Mohammed Mahathir of Malaysia, Jiang Zemin of Peoples' Republic of China, Lee Kuan Yew of Singapore, Suharto of Indonesia, to mention a few) were reformers and change-champions in their own right. The former Prime Minister of Malaysia, Mahathir Mohammed was responsible for the creation of a world class economy in Malaysia, and was able to guarantee higher standards of living, higher literacy and higher life expectancy for his people. Accordingly, he implemented appropriate economic policies to encourage enterprises in Malaysia to grow and expand by adopting latest technology and management practices, and ultimately compete globally. Mention should also be made of the former President Jiang Zemin of the Peoples' Republic of China, whose leadership qualities were extolled for exposing centralized communist economic system to capitalist market stimuli and achieving spectacular progress for China.

However, factors that accounted for these success stories, among others, include: the structure which has helped in freeing the countries from corruption as resources are directed to areas that produce high economic returns, the pivotal role that the political leadership played in directing their growth paths toward ensuring economic progress and development, the systematic and coordinated policy intervention by the government to steer the economy to the right path, especially in the areas of industrial policies. The issue of Research and Development (R & D) was also at the front burner of development strategies of the Asian nations. However, the contrary is the case in Nigeria.

Challenges of Nigeria's Development and the Leadership Question

"A society that is misological, especially by its leaders who would base their decisions on primordial calculations, emotional quick fix-it mentality, rather than logical reasoning, is inexorably doomed to fail in the long run. The best
that can be retrieved from such a system is a lackluster performance in the policy” (Ejiogu, 2012:1)

He further lamented the Nigerian situation as:

“a country that is unashamed of its inadvertent deflation of its knowledge asset; and a rising wave of misogynistic posturing by the ruling class; a system of disorganized abundance and contradictions (too much wealth in very few hands and yet abject poverty of too many); a system of unbridled thievery, assassinations, kidnappings, armed robbery and blackmail” (Ejiogu, 2012:1).

These and other diatribes are laid at the door steps of the ruling class and their cohorts. This is so because the quality of leadership in any system invariably determines how that system goes, be it a country, a state, a corporate organization, or even a not-for-profit outfit like schools, colleges and the universities. Obviously, the country still grapples with numerous challenges, which militate against the achievement of economic transformation. First, from the standpoint of leadership, the country is seriously beset with numerous shortcomings in the leadership arena, be it in the spheres of policies, corporate or at the community level. In fact, the case of Nigeria could be rightly classified as leadership decadence across all spectrum of human endeavour.

There is no gainsaying the fact that Nigeria is in dire need of transformational leaders in every sphere of her corporate, private and public engagements; leaders who exemplify in their own conduct and behaviour, the same values and attitudes which they espouse; leaders who will lift the citizens out of anomie, normlessness and despondency; leaders who are not corrupt and lethargic; but who are dynamic, resourceful, accommodating and truly patriotic. But what do we have on ground? What type and manner of leaders are we blessed or accursed with in Nigeria? What do we observe in the corporate sphere, public institutions, the government and even in religious circles? Pitiably, they aggregate to what James and Jogenward (1971) and
Ejiogu (2009) label as losers.

As "losers," most of the people in leadership positions, positions which they attained often not on merit per se, hardly concede to the "lesser mortals" below them any intelligence, honour and dignity. They perceive other people, events and issues through prism like distortions, while busying themselves playacting, pretending, manipulating, deceiving, maintaining masks and projecting a phony front. Over time, they become insensitive, greedy and inexplicably corrupt. Leaders who at best, are a willful band of predatory forces, sucking the nation dry of its common good without qualms (Ejiogu, 2012). Otherwise how does one explain the nauseating sleazy affairs in the banking and financial sector, in the oil and gas industry, and in government? How does one explain the fact of a State Governor being wealthier than the state that supposedly pays his salary? How does one explain the case of a bank's Chief Executive stealing from the same bank so much that the bank goes bankrupt? How does a lecturer come to acquire a N6 million car when his gross earnings in three years is far less than that?

In the same vein, while delivering the University of Lagos 2009 Convocation Lecture, Professor Oyewale Tomori, Vice-Chancellor of Redeemer's University lamented, inter alia:

*Our nation has been dependent for fifty years on the agents of underdevelopment. We (the elites) have nurtured our nationhood, not on patriotism but on disloyalty to friends, colleagues and to family. We (the elites) have built our country not on unity of purpose but on division of tribe and tongue. We have constructed our nation not on the solid foundation of probity, but on the sandy soil of untruthfulness and falsehood. We (the elites, the leaders) have dressed our country not with the fine apparel of dignity, but with the trappings of depravity. The structure we call Nigeria has been furnished not with honour, but with disrepute and unscrupulousness. We have painted the walks of our country not with Godliness but with immorality. Virtue has eluded us, ruthlessness has reigned supreme in ... the entity we call our*
Much of what one hears from most of the leaders in various walks of life, not only politicians, are disgusting and mindless propaganda reeling out lies, at best half truths; mere humbugs parading themselves as leaders but in truth are vulgar comedians in power (Sanusi, 2012) and (Ejiogu, 2012).

Can such “leaders” and their ilk ever lead Nigeria and its people to the 2020 El Dorado? Where are the leaders? When shall the “beautiful ones” be born to rescue the nation from the predators, from the reckless class, riding a vulnerable people? Ejiogu asked.

The bane of leadership in Nigerian environment could conveniently be grouped into the following broad categories:

- Prevalence of executive/legislative/judicial lawlessness and corruption within the body polity as the personal interests of many leaders override collective goals. The frenzied quest for wealth over and above all other considerations has rendered leadership most ineffective.

- Abuse and manipulation of ethnic relationship by leaders in authority by way of nepotism, tribalism, favouritism and religious bigotry.

- Lack of leadership education and skills to discharge expected roles and perform leadership duties effectively.

- Inadequate motivation of subordinates and followers leading to a disconnect in leadership and followership relationship.

In fact, corruption is a direct result of the weak leadership, poor value and reward system in the country. The menace of weak governance constitutes a serious challenge to the various efforts and reforms meant to achieve economic growth for sustainable development. Thus, the prevalence of weak institutions, poor governance as well as poor ethical standards in most public and private organizations, constrain the realization of economic policy objectives of the government. The effect
of all these have permeated the country's regulation and law enforcement, rendering them ineffective. This, therefore, necessitates leadership rejuvenation at all strata of our society. This is because leadership is the hub upon which every other thing revolves (Ejiogu, 2012). From the standpoint of the current situation, Nigeria needs effective leadership at all levels of society to manage the wide spectrum of her socio-economic and political activities in order to meet the demands of this age of globalization.

Concept of Leadership
The term “Leadership” has been defined by different scholars at different times based on individual perception of the concept. It is a dynamic process in a group whereby one individual influences the other to contribute voluntarily to the achievement of group tasks in a given situation (Ogunu, 2001). Oshionebo and Ariyo (2007) reiterated that leadership relates to exerting influence among a group of people so that the collective purposes of that group will be achieved and optimally too. Newstrom and Bittel (2002) defined it as “the process of influencing and supporting others to follow one and to do willingly the things that need to be done”. Boone and Kurtz (1984) in the same vein noted that leadership is “the function by which a manager unleashes the available resources in order to get the organization to carry out plans to accomplish objectives, or the act of motivating or causing people to perform certain tasks intended to achieve specified objectives”. They further noted that leadership is “the acts of making things happen”. Therefore, leadership is impossible without a guiding vision and purpose that generates passion for accomplishment. Leadership derives its power from values, deep convictions and correct principles.

According to Oyedijo (1995), “leadership is the management task that is concerned with how to influence the behaviour of subordinates”. Therefore, to optimize the utilitarian value of the “organizational personnel” requires providing leadership, especially in an ever-changing environment where planning and periodic review of plans
become imperative. Leadership involves the use of power which is “the ability of one person to influence the behaviour of another”. A leader is a person appointed or elected by an organization to exercise power delegated to his/her by that organization. This power may be addressed to any or all of three very general and related functions: establishing the goals, purposes or objectives of the organization; creating the structures through which the objectives are fulfilled and maintaining or enhancing these structures.

Qualities of a Good and Successful Leader
Every other Nigerian is quick to tell whoever cares to listen that the problem with Nigeria is “lack of good leaders”. What do we mean, “good leaders”? The controversy as to whether leaders are born or made has become so hackneyed that it would serve no purpose delving into it in this paper. One would rather consider what good and successful leaders do. In a nutshell, successful, or rather effective leaders generally are:

**Good omnivorous readers:** They must be sufficiently literate to read, understand and make meaning out of whatever they read.

**Good listeners:** Good listening does not come by chance. It is learned; it involves a great deal of concentration, open mindedness, non-interference with the speaker, empathy, making an appropriate eye contact and facial expressions. They do not prejudge before hearing out.

**Critical and objective thinkers and analysts:** They do not believe everything nor doubt everything. They would want to be convinced on any issue before agreeing.

**Endowed with a global mindset:** Through reading, whether hard copies or electronic materials, visitations, participation at international conferences, they are able to appreciate global trends and phenomena in relation to the needs of their own system. An effective leader in modern times has to become a “citizen of the world”.

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Knowledge driven: He/she seeks knowledge from wherever and whoever it can be acquired. He is never a "Mr.-know-it-all" and never plays to the gallery. The successful learner is fully aware that a little knowledge is dangerous and that having inadequate knowledge is even more dangerous.

Result/achievement oriented: Successful leaders set goals that are specific, measurable, achievable, realistic, and time bound. They work assiduously with their followers to ensure that such goals are optimally achieved. They are more or less achievement-motivated.

Winner: Successful leaders are winners; in other words, they are what James and Jegenward (1971) describe as authentic persons who actualize their own unprecedented uniqueness and concomitantly appreciate the uniqueness of others; they know the difference between being knowledgeable and acting knowledge; they do not hide behind masks; they do not pretend to have all the answers; and they do not play helpless nor do they play the blaming game. There is no buck-passing.

Facilitators of personal growth, autonomy, trust, openness and sincere emotional expression for others: They are non-threatening nor are they ideologically offensive. They are tolerant of dissenting views.

Communicators of high expectations for followers and through their personal vision, charisma and energy, inspire them to perform much more than they would normally do. Put simply, they are extreme motivators.

It is only the countries blessed with such leaders will survive the complexities of the 21st century.

The Role of Education
The youths are the future leaders and since one cannot give what one does not have, now is the time to equip them with required leadership skills for the future. Most of today's leaders are hard-set, hackneyed, and impervious to change and have become moribund. Any effort to
change them will be futile. Like Shakespeare’s Macbeth, they are so “steeped in blood that going forward is as difficult as going backward”. The grooming of desirable leaders must begin now in our educational institutions, right from the basic school stage up to the university.

In spite of the much-talked-about National Policy on Education first published in 1977 and revised more than three times since then, our educational structure and processes have not very much deviated from what Paulo Freire called a “pedagogy of the oppressed” espousing a “banking concept of education”. According to him:

The teacher talks about reality as if it were motionless, static, compartmentalized and predictable. Or else, he expounds on a topic completely alien to the existential of the students. His task is to fill the students with the contents of his narration … Words are emptied of their concreteness and become a hollow, alienated and alienating verbosity (Freire, 1972:45).

Even, Bishop James Johnson had earlier cried out, as cited in Taiwo (1980:11) that:

In the work of elevating Africans, foreign teachers have always proceeded with their work on the assumption that the Negro or the African is in every one of his normal susceptibilities an inferior race, and that it is needful in everything to give him a foreign model to copy … The result has been that we as a people have lost our self-respect and our love for our own race, are becoming a sort of non-descript people … There is evidently a fetter upon our minds.

Regrettably that “fetter upon our minds” is still with us, and growing by the day as our educational curriculum continues to wallow in a copycat syndrome. Curriculum innovation is still more of rhetoric than action. Our approach to curriculum innovation has all along been slipshod, cavalier and, at best, elitist; a galling metaphor for our giant leap backwards and stupendous capacity for accepting fads without question.
The average Nigerian child is endowed with a voracious intellect that is waiting to be harnessed but majority of those who should nurture them are remorseless pretenders to academic wisdom and sagacity, unremittingly hostile to positive change and innovation. What manner of “leaders of tomorrow” would grow out of wrongheaded and remorseless educational policies that grandiosely play down on merit in disproportionate favour of such factors as “catchment area” and “least educationally-developed states” for the purpose of admission into public schools? Are we not by so doing, breeding disgruntled future leaders on one hand, and those who eschew nepotism and mediocrity on the other hand? What future leaders are we breeding in those youths who have to “buy” their way to gain admission into the universities?

Certainly, there are more questions than answers but one strongly believes that a strong and dynamic education system is the answer to our quest for successful and transparent leadership in the families, at the places of work, in informal organizations, and in public governance. Ideally, education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. But is Nigerian education system poised to achieve this? There is the need for total re-engineering of the education system, rather than policy somersaults as at present.

Rethinking Teacher Education

The crop of teachers we now have, particularly at the primary school level, are, at best, only a notch better than their pupils in terms of knowledge acquisition. In some extreme cases their pupils demonstrate higher level of knowledge of hard facts and contemporary social, economic, political and technological issues. We may not be unaware of teachers who do not know what e-books mean, whereas their pupils know much more. Here, we see the tail wagging the dog. As they say in Latin, nemo dat quod non habet (nobody gives what one does not have).

To start with, a state of emergency should be declared in the area of
teacher education. The best brains should be enticed into teaching by offering them very rosy bursary awards that would cater for their socio-physiological needs while they are undergoing training in colleges and universities. Although, reforms are not new in the Nigerian educational system, the teacher education sector has remained “consistently traditional in content, mode of implementation, evaluation and management structure; unmoved except by addition of a few new courses. In terms of quality, the only major difference is its deterioration” Ijaiya (as cited in Ejiogu, 2008:232).

Teacher education curriculum today is unarguably less challenging than it was over thirty years ago. The courses have been so atomized and fragmented that teacher preparation today is only in name. Hardly can one find up to 30% of undergraduates in teacher education who know and discuss theories of child development; theories/psychology of learning and their applications; basic philosophy of education and its relevance. Teaching practice and supervision have deteriorated into loafing and moonlighting by student-teachers and supervisors alike. These are would-be teachers who have never seen, not to talk of handling interactive electronic boards; who cannot surf the internet for new developments in their disciplines; and who are ill-baked in their so-called “teaching subjects” due to no fault of theirs.

Teacher educators must themselves internalize and exemplify certain basic teacher skills in their teacher-trainees who would sooner than later go out to mould the leaders of tomorrow, such teacher skills include, but, not limited to: caring and showing concern for students' emotional and physical well being; fairness and respect such as by preventing situations in which a student loses peer respect; maintaining professional role while being friendly; taking pleasure in teaching; accepting responsibility for student outcomes; using constructive and proactive discipline; balances variety and challenge in student activities, links instruction to real-life situations of the students; and maintains momentum within and across lessons. Also, important are concern with having students learn and demonstrate
understanding of meaning rather than memorization; stress meaningful conceptualization, emphasizing students' knowledge of the world; thinks through likely misconceptions; and knows and understands students as individuals in terms of ability, achievement, learning styles and needs (Ejiogu, 2012).

The School Curriculum
This is the Achilles heel of our national education system. A terrible disconnect exists in our education system whereby two types of curriculum exists: Nigerian (local) and the International (foreign). Alarmingly, the trend is that most of the Nigerian elites send their children to those schools that are foreign-curriculum based. The result is that in future we will have young Nigerians “educated” on the Nigerian soil but who know nothing about Nigeria, but would rather aspire to be English, American, Turkish, Chinese etc. in all spheres of life. On the other hand, we have those who shun everything Euro-American; the “African Original” (Fela). Will you, therefore, guess the type of “national” leaders these divergently-oriented groups will make?

Deepening Ethical Sensitivity and Social Re-engineering
This seems to be at the heart of this discourse. Tremendous expectations are placed on our educational system to cure the numerous ills facing the country including, ethnicism, fraud, corruption, poor attitude to work, inept leadership, immorality, and so forth. The challenge is enormous and daunting but not insoluble. The Federal Government was right when in its National Policy on Education (2004), it affirms that “education is the panacea for solving our societal ills”. This calls for a curriculum that goes beyond teaching just for certificate acquisition. Nigerian school curriculum at all levels of the educational system should be re-tooled to groom leaders of our tomorrow on how best to change and manage the country which is now ridden with despoliation, divisiveness, tensions, social injustice, and a “me-first” mentality that now dictate most of our public policies and their implementation. The ultimate goal is that, through education, we
should be able to build a crop of selfless and altruistic leaders of tomorrow who James and Jongeward, cited in Ejiogu (2010:150), describe as “aware persons”, whose psychic energy is not used to form a question, create a diversion or plan a mental counter attack, but instead, attempt to make a genuine contact with the other persons, see others in their uniqueness and not through distortions of past experiences. Such are leaders Nigeria needs urgently. We can achieve this goal by designing a Curriculum Ethical Sensitivity and Life Skills. In its broad sense ethical sensitivity includes: reading and developing general reasoning skills; caring by connecting to others; controlling social bias; identifying the consequences of actions and options; working with interpersonal and group differences; developing courage; and taking the perspectives of others (Narvaez, 2001). The mode and method of delivery include but not limited to simulations, case studies, role play, discussions and experimental exercises.

Closely tied to the concept of ethical sensitivity is the subject of life skills, defined by the World Health Organization (WHO) as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. They are the drivers of ethical sensitivity. They are strategies and techniques that can be used to give vent to ethical sensitivity. They include the following core skills: problem solving, critical thinking, effective communication, decision-making, creative thinking, interpersonal relationship, self-awareness building, empathy, and coping with stress and emotions.

With life skills, one is able to explore alternatives, weigh “pros” and “cons” and make rational decisions in solving each problem or issue as it arises. They are essential skills for leadership that must be unequivocally integrated into all the levels of our educational system, primary to university. The Nigerian Educational Research and Development Council (NERDC), the National Teachers’ Institute (NTI), Colleges and Faculties of Education, have enormous role to play in this regard. Their student-teachers should be trained to assume the role of
catalysts in this endeavour. Research studies, Ejiogu (2012), James and Jogenward (1971) have confirmed that acquisition of such skills have produced the following effects: lessened violent behaviour; increased pro-social behaviour; decreased negative behaviour; ability to plan ahead and choose appropriate solutions; self-awareness; social and emotional adjustment; gains in self-control; improved constructive conflict resolution with peers; impulse control and coping with anxiety. These are crucial ingredients that would nurture good and effective leaders in the 21st century.

Besides, this article also suggests that a Basic and Secondary Education Commission (BSEC) be set up for the accreditation and quality control of all schools in this category, regardless of whether they are “international” or “Nigerian”. The curricula of all these schools should be harmonized with well-articulated minimum standards. How desirable would it be to have a leader who does not speak and understand the mother tongue? A multidisciplinary curriculum should be emphasized at the tertiary/undergraduate level to replace the current narrow specialism; such indeed is the essence of the unit course system, such a multidisciplinary/interdisciplinary approach should be aimed at preparing the students for their future by attempting to create flexibility, knowledge personalization, and open up opportunities and choices within learning. It will help the students to develop a broader global view as they get exposed to snippets from science and technology, the arts and humanities.

Narrow discipline-based curriculum such as is currently being practiced in Nigeria is quite anachronistic and unsuitable in equipping tomorrow’s leaders for the many challenges of globalization, such a pigeon-holed curriculum, embedded in a particular world-view denies the students opportunities to experience alternatives in learning and living. It is by such narrow minded education that “most have been deceived” (Dryden).

As Amy Gutmann, President of Wharton School, University of
Pennsylvania told an audience in 2011, the most challenging questions and problems of our times cannot be addressed by one discipline or programme. What is needed is flexible curriculum of innovative learning that can make our future leaders able to stand out from the crowd and make superior contributions locally, nationally and internationally.

Learning has to be taken outside the classroom: efforts must be made to tap into opportunities and experiences outside the formal schooling environment. The National Institute of Policy and Strategic Studies (NIPSS), Kuru does this brilliantly. Universities and colleges should emulate this and even fine tune this approach to learning, no matter the discipline of study. The system must enable the future leaders from diverse backgrounds to convert their inert high potentials into high achievement and responsible leadership. This we can do by engaging them in intensive hands-on-curriculum, incorporating case studies, biographical studies, team projects, excursions, internships and exchange programmes all geared towards their imbibing principles of responsible leadership and followership.

Conclusion

Achebe (1983) earlier pointed out that “the trouble with Nigeria is simply and squarely a failure of leadership”. He pointed out that “there is nothing basically wrong with the Nigerian character, there is nothing wrong with the Nigerian land or climate or water or air or anything else”, but leadership. Lack of selfless, non-corrupt and committed leaders has contributed immensely to the socio-political and economic predicaments facing Nigeria today. Again, Nigeria has had many non-leaders in leadership seats.

The elites/leaders in business, bureaucracy, politics and the professions do not seem to care even a little. The sense of vocation is lost on almost everyone. There are little or no more mentors and role models, even in the education sector. Most of those in leadership positions have turned themselves into mercenaries, money-hungry and dirty scheming beings. Our leaders of tomorrow are furiously
joining the bandwagon of sycophants, charlatans, dupes, gang rapists, money launderers and petty thieves.

Only the education system can save this nation's tomorrow; regrettably it is ill-equipped to do this. Neither the policy makers nor the teachers themselves seem to be aware of their current irrelevance. At best, they see the education sector as their serfdom where they can lord their ill conceived policies and regulations over those that are in most cases, better informed and better equipped to deliver education that is efficacious and salutary.

The National Policy on Education has suffered over four series of patch work amendments and is now due for total overhauling. What we have witnessed so far in the guise of education reforms are nothing more than irascible regurgitation of obsolete and ancient educational shibboleths on a country in dire need of growth and sustainable development.

It is about time relevant professional educationists (curriculum developers; planners, counsellors and administrators) with appropriate expertise become very actively engaged in designing a new National Policy on Education that would reflect not only Nigeria's noble societal ethos, but effectively respond to the dynamics of globalization.

**Recommendations**

Based on all the above discussions, this article recommends the following for practical purposes:

- the abolition of Teachers Grade II education system;
- strengthening the Nigeria Certificate in Education system, by expanding and modernizing its curriculum;
- making teacher education a five year programme for post-school certificate entrants and three years for post-NCE entrants;
- ensuring that all student-teachers are exposed to the norms and attitudes which undergrad scientific action such as
disinterested pursuit of truth; thinking out-of-the-box, disciplined skepticism; empiricism, and universalism (Oloko, 2005);

- the last semester in each case should be solely devoted to learning of life (soft)-skills, teaching practice, and internship. No one should graduate without a minimum of 2.0 C.G.P.A in both life-skills and teaching practice.
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