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**THE FUTURE IN THE INSTANT:  
MANAGING NIGERIAN EDUCATION FOR  
DEVELOPMENT**

BY

**O. E. M. FAGBAMIYE**



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MANAGING NIGERIAN EDUCATION FOR  
DEVELOPMENT**

By

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## Introduction

An inaugural lecture, according to Professor Olusanya, may take any of three forms:

- \* concentrate on the development of the department, if the lecturer is also the occupant of the chair to which the headship is attached;
- \* focus on the professor's own work within the general framework of his discipline;
- \* or zero in on any general topic on which one has something fresh and stimulating to tell one's audience.

My lecture will incorporate all three forms.

According to one scholar<sup>1</sup>, school administration has been recognized as a separate field of study for fifty years. That was back in 1962. But 1947 is considered as the beginning of the ferment in educational administration.

American universities started including the science of administration in their curricula from about 1870, but administration was often considered by many Americans as anti-democracy, an importation of the peculiarly European bureaucratic concept articulated by Max Weber. However, between 1887 and 1947, administration became a fashionable subject area in graduate schools across the United States of America. Departments of Education were established in many universities so that by 1945, approximately 300 institutions of higher education claimed to have programmes of preparation in educational administration.

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## The Ferment in Educational Administration

Three events of consequence occurred between 1946 and 1947 in the United States of America with regard to educational administration.

1. The Kellogg Foundation Education Advisory Committee recommended the funding of school administration as a field because of the role of administration in community leadership. The Foundation had noted that the success of community projects frequently turned on the degree of leadership shown by local school administrators. Too often, it was reasoned, this leadership was faulty, unimaginative, and grossly out of tune with the hopes and desires of a community. The Advisory committee thus reasoned that to improve schools in a major sense meant, first, to affect the quality of its leaders.
2. The Planning Committee of the American Association for School Administrators (AASA) included in its statement of goals for the Association, "the initiation of studies and programmes looking toward further professionalisation of the superintendency".
3. The professors of educational administration formed an organisation which was to focus on the scientific study of administration, the elements of leadership, and the dissemination of practices encountered in the preparation of school administrators. The National Conference of Professors of Educational Administration (NCPEA) had been born as an idea in the 1947 AASA Convention in Atlanta. Professors of educational administration had participated actively in the AASA in the 1920's and 1930's but more

practical administrators such as superintendents and principals had been preferred. But with the renewed interest in training programmes and professionalisation of the superintendency the professors were encouraged to form an association. The first conference was held in 1947 and the NCPEA became official the following year.

Starting from 1950-51, Kellogg Foundation made available more than \$6000,000.00 over the subsequent ten years - for the improvement and study of educational administration. Five universities - University of Chicago, Teachers' College, Columbia University, Harvard University, George Peabody College for Teachers, and University of Texas began the projects called Cooperative Programme in Educational Administration (CPEA). With three more universities - Ohio State University, University of Oregon and Stanford University, eight regional centres were established to pursue studies in educational administration. Two organisations which were offsprings of the Kellogg grants were the Committee for the Advancement of School Administration (CASA) and the University Council for Educational Administration. These two bodies have carried on the burden of continuing the work started by the CPEA. The CASA is an arm of the superintendents' professional association while the other is a self-perpetuating body of first rate, multi-purpose universities dedicated to improving instructional practices, scientific inquiry and curriculum development in the graduate study of educational administration.<sup>2</sup> Admission criteria into the UCEA were drawn up and only universities which meet the required high standards are admitted. The programmes are thereafter accredited. As late as 1970, there were no more than fifty two universities and colleges admitted into the UCEA in both Canada and the U.S.A. As one writer has noted, "in most

countries of the Commonwealth, expenditure for education accounted for a very large proportion of the national resources. Yet, the people chosen to administer these expensive educational enterprises have often been ill-prepared, and, in the professional sense of practice in the field of administration, ill-supported by the necessary human contacts with colleagues of similar interests.<sup>3</sup>

Even though many interested administrators and lecturers in universities and colleges, the British Government and the governments of the countries of the old Commonwealth did put efforts into the training of administrators, particularly by sending people abroad and sometimes by organising short conferences locally with the assistance of international organisations like UNESCO, the fact remains that systematic efforts at establishing the field on sound theoretical footing as in the U.S.A. (the recalcitrant and unrepentant ex-colony) were uncoordinated. The impetus for change came from several American scholars such as Roald Campbell, Russell Gregg, Van Miller, Jack Culbertson and many others who were prime movers in the UCEA.

By the early 1960's, Canada and Australia were influenced by American Universities (UCEA members) and later New Zealand was influenced by the Canadians and Australians. The Journal of Educational Administration first appeared in May 1963 in Australia at the University of New England as fruit of the interest in the instant field of studying, researching and theorizing about the administrative process. Britain also joined the new trend to a lesser extent in the early 1960's.

The founding editor of the Journal of Educational Administration wrote prophetically in the journal, as follows:

the editors believe that there is no aspect of education more deserving of disciplined enquiry and research than the administrative

process, upon which the efficacy of the teaching-learning process so much depends, and that this will best be achieved through an international approach to the field<sup>4</sup>

Nevertheless, the real progenitor of the Commonwealth Council for Educational Administration was clearly the University Council for Educational Administration. The UCEA conceived of the first International Intervisitation Programme which was held in 1966. The programme, for Professors of Educational Administration and senior administrators from the major English-speaking countries was funded by Kellogg Foundation. It consisted of a one-week conference at the University of Michigan, two weeks visiting schools, universities, and state Departments of Education in small international groups, and a three-day evaluation at the University of Alberta in Edmonton, Canada.

One of the decisions reached at Edmonton was to hold the second International Intervisitation Programme in Australia with the University of New England, Armidale, as host - in 1969 or 1970.

Eventually, the IIP70 was held in 1970 with invitations to developing English speaking countries for the first time. An idea also mooted about this time was the need for the formation of a Commonwealth-wide organization. The prime movers were Jack Culbertson (UCEA) Robin Farquhar, a Canadian and director of UCEA in 1970, who later became the Director of the Ontario Institute for Studies in Education, Toronto, Canada, Dr. George Baron of London, Jack Cheal of the University of Calgary and Professor William G. Walker who eventually became the President of the Commonwealth Council for Educational Administration (CCEA) at Armidale, Australia at the IIP70. On the ten-member interim Board were two from developing countries:

S. Jones, Education Department Gambia and Dr. M. Selim University of Dacca, (East Pakistan at the time). Countries that were eligible to join were from the

**Americas:** Bahamas, Barbados, Bermuda, Canada, Guyana, Jamaica, Trinidad and Tobago.

**Pacific:** Australia, Fiji, Hong Kong, Malaysia, New Zealand, Samoa, Singapore, Tonga.

**Europe:** Cyprus, Gibraltar, Great Britain, Malta, Northern Ireland.

**Central Asia:** Ceylon, India, Mauritius, Pakistan.

**Africa:** Botswana, Gambia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Swaziland, Tanzania, Uganda, Zambia.

The formal aims and objectives, of the council were stated as:

1. to foster close links among those concerned with the improvement of educational administration in Commonwealth Countries;
2. to foster a high standard in the practice and study of educational administration at all levels;
3. to hold Commonwealth-wide and regional conferences on various aspects of educational administration;
4. to facilitate the dissemination of knowledge about research and practice in educational administration;
5. to foster high standards in the preparation of administrators;

6. to facilitate the exchange between member countries of teachers, students, and practitioners of educational administration; and

7. to encourage the establishment in Commonwealth countries of national associations of those concerned with the improvement of educational administration.<sup>5</sup>

The Commonwealth Foundation decided to fund the fledgling CCEA for three years from 1971. The support has continued till date. The third International Intervisitation Programme was held in the United Kingdom in 1974. This was the first time Nigerians attended the IIP. Four years later, more Nigerians attended the IIP78 in Montreal Canada. Nigerians who attended offered to host the IIP82 in Nigeria.

Two years earlier (1976), a meeting was hosted by the Faculty of Education, University of Lagos to explore the possibilities of starting a national association of educational administrators. The Executive Secretary of the CCEA Mr. Harry Harris later visited Nigeria and in May 1976 the Nigeria Association of Educational Administration and Planning (NAEAP) was launched with Prof. B. O. Ukeje as President and Dr. Ambrose Okeke as Secretary. The Secretariat was located at Anambra State College of Education, Awka and I was a member of the first Executive.

Having accepted to host the IIP82 in Nigeria, several meetings were held to ensure its success. We hosted the IIP82 successfully from August 3-22, 1982. I was the coordinator for that programme. The proceedings of that programme were published as "Issues and Concerns in Educational Administration: The Nigerian Case in International Perspective"- in 1986. Other IIP's have been held since in various countries with the last one in Toronto, Canada in 1994.

One point to note in all these is the direct and indirect influences of international intervention in the development of educational administration in Nigeria. The current President of the Lagos State Chapter of the NAEAP, an affiliate of the CCEA is Prof. Aloy Ejiogu a prominent member of the Department of Educational Administration, University of Lagos.

It is worthwhile to note that most of the scholars in the field in Nigeria up to 1980 were mainly North American educated and trained. The Ontario Institute for Studies in Education, Toronto popularly known as OISE produced late Dr. Titus Ohikhenka as the first Nigerian in 1971, I followed in the same year. Late Dr. Omokhagbo Iziren was next in 1972. There have been several other Nigerians produced since in this field.

There were no departments of educational administration in any Nigerian University until 1973/74. Ibadan seems to be the oldest, even though there was a department of educational administration and curriculum studies at the University of Lagos but there was no expert in that field until January 1974 when I joined the Department. Dr. J. Bolaji had joined the University of Lagos in December 1973 but only joined the department when it was separated from curriculum studies. Prof. Segun Adesina who was a senior lecturer in 1974 was away in Teachers' College, Columbia University studying for a Ph.D in Educational Administration and Planning. He returned later that year and became the first Ag. Head of Department when the department became autonomous in 1976. Professor Adesina, Dr. J. Bolaji and I became the foundation members of the new Department. Others, such as Mr. E. O. Fagbongbe, Mr. Adeleye Adesina joined us in 1976 as staff candidates for the Ph.D.

The first graduate assistant and the first M.Ed student in the Department was Mr. Adurosakin. He was also the first

M.Ed produced in the Faculty and my first M.Ed student. That was in, 1976.

One of our early graduate assistants was Aloysius Maximus Ejiogu another M.Ed candidate of mine. When he finished his M.Ed in the Department, the external examiner, Professor B. O. Ukeje was so thrilled with the dissertation that he recommended a waiver on the oral examination. Dr. A. O. O. Oguntoye joined us fresh from Wisconsin in January 1979 and was the only other lecturer who taught postgraduate students with me until August 1980 when the first British product from the University of Hull in the person of Professor Aloy Ejiogu, the current Dean of School of Postgraduate studies joined us as a Lecturer Grade II.

The Department which at one time had a staff complement of nine currently has five members with the sixth away as Dean of Postgraduate School since 1995, yet the department has the largest number of postgraduate students - in fact more than all other departments in the Faculty combined. This, incidentally is as it should be since the field is really a postgraduate one in most countries that run such programmes. The practice of admitting undergraduates particularly school certificate holders is most undesirable in view of the deficiency in their educational background.

### **Education: The Profession which People Take by Force**

Traditionally in Nigeria, and in many countries, teachers needed no special preparation to become teachers. Teaching was, therefore, open to all comers. This may explain the poor image of teaching which has persisted into the present in spite of the fact that teaching has become respectable in a number of countries and is definitely a profession into which one cannot gatecrash any longer. In 1973, one writer noted that, 'teachers' were "scared out of town by the virile males of the community....Even being a

teacher's wife was unenviable." Furthermore,

teachers in books, drama, magazine cartoons, and films were depicted as tyrannical, brutal, pedantic, dull and awkward, queer, and depressed. The few attractive teachers remained in the profession only long enough to find a mate.

Teachers had a difficult time getting and staying married... One writer noted that "to succeed as a teacher one must fail as a man or woman".<sup>6</sup>

Teachers and teacher trainees had also been portrayed as very high in deference, order and endurance, low in heterosexuality, dominance, and exhibition. They were terribly poor in their needs for achievement, intraception and nurturance which might have been expected for a teacher group. Teachers seemed to fit into the popular stereotypes which characterized them as sexually impotent, obsequious, eternally patient, painstakingly demanding and socially inept.<sup>7</sup>

If at one time the Morris mini-minor was perceived as the ideal car for a teacher in the U.K. that is now history and teachers are certainly no longer the "wretched of the earth".

In our own environment, on the other hand, every one sees himself as the expert in education. More than two hundred years ago, Adam Smith had noted that education could promote sound learning and social harmony. He, in fact, wanted people to be compelled to go to school - a feat we are yet to attain in Nigeria in 1997!. Smith also intimated

that schools could be cheaply and efficiently run and the expense which no doubt would benefit the whole society could, without injustice be defrayed by the general contribution of the whole society. The key phrase is "the whole society", not parents and guardians who have children in school. Adam Smith is also relevant to us in another sense. Adam Smith was concerned about the low salaries which in his opinion were inimical to quality teaching. He felt that the money of the parents and even more important, the time and not infrequently the talents of the children could be lost or injured by the inexperience and ignorance of poorly educated and poorly trained teachers if they were entrusted to such. Were Adam Smith alive today as a Nigerian one could imagine what his indictment of the Nigerian education system would be considering how poorly we compare with the Scottish education system which he praised so highly more than two hundred years ago. Teachers' salaries and fringe benefits in Nigeria are perhaps the worst in Africa. More will be said about this later. Suffice it to say at this time that our education system consumes enormous resources with very little tangible results. As early as 1979, one renowned economist writing about Nigerian education had this to say.

*In 1973 (the latest year for which we have comparable data) the enrolment in primary school in Nigeria was only 34 per cent compared to Ghana 79 per cent, Ivory Coast 68 per cent, Togo 78 per cent, Kenya 68 per cent and Zambia 77 per cent. Even with the introduction of UPE in 1976, the enrolment rate increased only to about 53 per cent in 1976-77 and 61 per cent in 1977-78. The enrolment rate achieved in 1977-78 in Nigeria is therefore still below the levels achieved by the other comparable African countries in 1973.*<sup>8</sup>

Furthermore, Nigeria has also been found to be less cost effective in education expenditures - vis a vis developing African countries.

For instance, between 1974/75 and 1977/78 the share of the GNP going to recurrent expenditure on education in Nigeria increased from 3 to 9 per cent. Yet, the average for most developing countries was about 3 per cent, so we were actually spending three times as much as countries like Ghana, Ivory Coast, Kenya, Togo, Zambia to achieve a great deal less than any of those countries.<sup>9</sup>

At the secondary school level one could see that Federal Government Colleges are even more expensive to maintain than some universities. Even if those colleges are centres of excellence as some highly placed Nigerians have claimed, the heavy public subsidies going to the relatively well-off can hardly be justified on the grounds of equity or justice. Teacher training has also been identified as another source of inefficiency as the cost of training primary school teachers has been found to be even higher in several states than the cost of university education. The prohibitive cost of crash programmes for training intermediate level human resources abroad has been another source of inefficiency.

Perhaps, the most serious and the least-sung of the reasons for inefficiency is the common belief that just anybody can administer education. The only preparation seems to be attendance in school. It is not, in fact, surprising that many Nigerians, even supposedly educated ones still believe that leaders are born not made. Examples abound of leaders who have become effective leaders through moulding themselves after effective leaders by developing qualities similar to theirs. If such qualities can be developed, one cannot claim, therefore, that leaders are born not made. While charisma can enhance the effectiveness of leaders, it is by no means sufficient for success in positions of leadership. This point about taking the field of education by force cannot be

overemphasized.

Managerial expertise is inadequate in almost every sector of the Nigerian economy including education. Ideas for developing effective leaders in business and commercial organisations are equally valid for leaders and managers in education. Perhaps, more than ever before, Nigeria needs transformational style of leadership in education. This involves breaking new grounds and charting new routes into the future - such style involves vision and pathfinding. Such leaders are the ones who make things happen and their goals usually excite and inspire team members. One cannot expect a layman to come up with a vision in a specialized field. It was not by accident, for instance, that Friedreich August Kekule Von Stradonitz had a dream about a snake biting its own tail and this led him into recognizing the hexagonal ring structure of benzene in 1865. It took the vision of an educational administrator to note that brain drain would become a problem in the late 1980's in view of the poor remunerations and conditions of service extant in the education sector in the late 1970's and early 1980's particularly at the tertiary level. It is thus a disservice to the society to continue treating education, as a free-for-all for all and sundry.

### **The Role of Educational Administration in the Development of Education.**

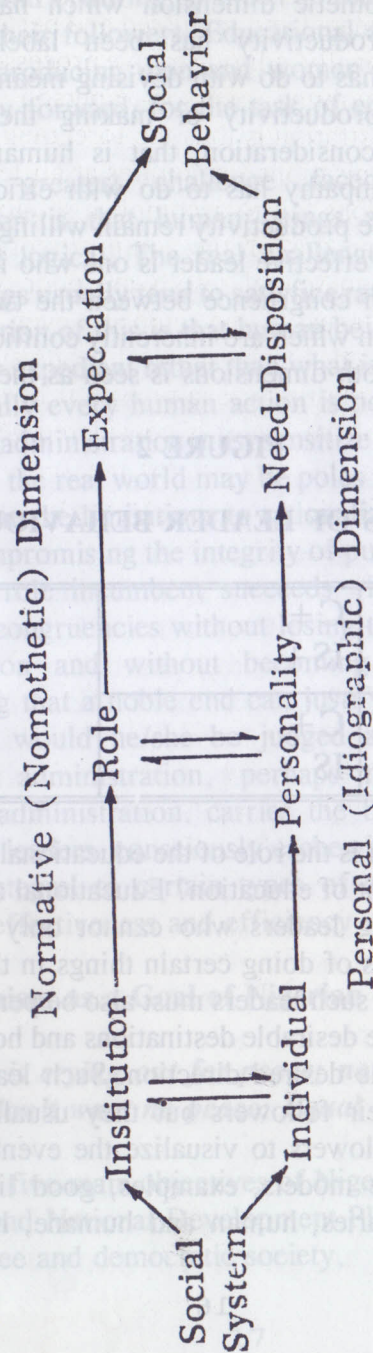
Administration is seen as the hierarchy of super-ordinate-subordinate relationships within a social system, such as a school. In the structure of an organization, there are related higher and lower as well as parallel positions having greater and lesser vantages for asserting influence *vis-a-vis* each other and in the affairs of the organization as a whole. Functionally, the hierarchy of relationships is the locus for allocating and integrating roles and resources in order to attain the goals of the organisation.<sup>10</sup> Statutes are assigned,

facilities are provided, organisational procedures are hatched, activities are coordinated and regulated and performances are evaluated. Operationally, administrative processes take effect in situations involving person-to-person interaction. Educational administration is thus the foregoing in operation in educational organisations/institutions at all levels.

If organisations fail to accomplish set goals the usual tendency is to blame this on the administrators particularly the leadership. When school results are poor, the principal and teachers are usually the culprits even before any diagnosis is attempted. Furthermore, if heads are to roll, the head is likely to be the first casualty even if he/she taught no subject. The role of the leader is considered very important as he/she serves as the catalyst for not only bringing the various elements together but for galvanising and making them work. Any leader in any educational organisation must, therefore, recognise the two crucial dimensions of any organisation - the normative or nomothetic and the idiographic or individual dimensions.

The normative dimension has to do with accomplishing the goals of the organisation in a cost effective manner while the individual or personal dimension has to do with the emotional and psychological health of individuals in the organisation<sup>11</sup>. These two dimensions have been described as the focus of leader behaviour in any educational organisation.

Figure 1



The nomothetic dimension which has to do with organizational productivity has been labelled initiating structure since it has to do with devising means and ways of bringing about productivity or making the organization effective, while consideration, that is human or personal relationship or empathy has to do with efficiency so that those who enhance productivity remain willing to make their contribution. The effective leader is one who is most able to achieve maximum congruence between the two dimensions of the organization which are inherently conflictful. A leader who is high on both dimensions is seen as the ideal leader.

**FIGURE 2**

**TYPES OF LEADER BEHAVIOUR**

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What then is the role of the educational administrator in the development of education? Educational administration aims at producing leaders who cannot only maintain the routine procedures of doing certain things in the school and ensuring stability, such leaders must also be persons of vision who can anticipate desirable destinations and how to prod the organization in the desired direction. Such leaders may not always please their followers but they usually succeed in enabling their followers to visualize the eventual promised land. Leaders are models, examples, good listeners, good followers, visionaries, human and humane, hard working,

painstaking and enduring so much so that their influence is not lost on their followers. Educational administration must succeed in producing men and women like these so as to move society forward, for the task of education is to build the nation.

The greatest challenge faced by educational administration is that human beings are assumed to be rational and logical. The real challenge, however, is that **human beings usually tend to satisfice rather than maximise.** The implication of this is that human beings tend to do what is politically expedient rather than what is intellectually wise. Since virtually every human action is politically motivated, educational administration must sensitize would-be leaders to the fact that the real world may be poles away from the ideal and so realize the limitations to rationality in administration without compromising the integrity of purpose. The extent to which any role incumbent succeeds in reconciling these apparent incongruencies without losing the sense of purpose and direction and without becoming Machiavellian, or rationalizing that a noble end can justify ruthless means, to that extent would he/she be judged a successful leader. Educational administration, perhaps more than any other branch of administration, carries the burden of preparing community leaders, consciously eschewing the profit motive which is integral to certain types of administration while upholding effectiveness and efficiency in its operations.

**Egalitarianism as a Goal of Nigerian Education.**

*"Everyone is crying out for peace; none is crying out for Justice. I don't want no peace; Equal Rights and Justice"*

The five main objectives of Nigeria as a nation stated in the Second National Development Plan are:

- \* a free and democratic society,

- \* a just and egalitarian society,
- \* a united, strong and self-reliant nation,
- \* a great and dynamic economy, and
- \* a land of bright and full opportunities for all citizens.

These national objectives have also been endorsed as necessary underpinnings for the National Policy on Education. From the foregoing it is obvious that education is perceived as an important tool of development. The allocations made to education by the Federal and State governments also attest to the importance our country attaches to education. If the society is to be free and democratic, every individual must be afforded equal opportunity for succeeding in the educational system. Of course, equality as a concept may have different meanings to different people but as it is used in Nigeria, the notion of equality implies the opportunity to attend formal educational institutions regardless of birth, religion, ethnicity, geographical location etc. Neither poverty nor wealth should infringe on full development of whatever talent(s) an individual might have. This objective seems basic but crucial to the attainment of a just society that is free and democratic. The national objectives are laudable and the egalitarian goal is admirable. But since objectives and goals are expressions of policy, the extent to which policy becomes practice must be evident in various ways in the society. In the case of education equality of access must be a necessary condition provided that those who demand education are capable enough to benefit from it.

One writer has described sponsored mobility as a form of social stratification in which elite recruits are chosen by the elite who control access to society's goods. This is effected by training the masses to regard themselves as relatively incompetent to manage society by limiting access of skills to the elites and by impressing upon the masses the

superior competence of the elite. Contest mobility, on the other hand, encourages every individual to think of himself/herself as competing for an elite position. A future orientation is fostered in the individual to such an extent that any sense of irreparable failure is delayed until the individual is fully committed to the social system.<sup>12</sup>

One main difference between these two forms of upward mobility is that under the sponsorship system, the gap between the elite and the masses widens as the elite has more facilities for acquiring knowledge and maintaining the myth of superior competence. Under the contest system, opportunities are relatively open to all for upward mobility. Even though neither of these two systems is by any means perfect, the Nigerian society has so far shown a preference for contest mobility, at least in theory. In practice, however, the society has leaned heavily toward the sponsorship system. And in spite of the frenetic efforts made at free education (such as the introduction of the UPE), it seems crystal clear that equality of educational opportunity is a myth rather than reality. For instance, Federal Government Colleges, model colleges, unity schools continue to exist supposedly as unity schools and centres of excellence. Even if one accepts the latter premise of excellence, no one has so far demonstrated how preferential treatment of a few could lead to unity in a multi-ethnic society. Even if they are centres of excellence, and that in itself is questionable, one can only verify the claim by relating the resources put into producing excellence to the output. In the 1987/88 school year, when the unit cost or per-pupil expenditure in one Federal Government College was ₦5,400.00, the comparable unit cost at the International School, University of Lagos was only ₦834.00, yet the said Federal Government College only scored 85 per cent pass in the West African School Certificate Examinations compared with 100 per cent scored at the International School, University of Lagos.<sup>13</sup> Such colleges could thus be centres

of excellence in terms of resource input-such as the greater number of qualified teachers, laboratory and workshop equipment and materials etc. Excellence could, thus, be the case of overkill-killing a cockroach so to say, with a sledge hammer when a swat would also have killed it dead.

If the egalitarian goal is indeed a priority, then our emphasis should be on making each secondary school, in every part of this country as excellent as possible. A situation in which few schools are lavishly provided for, while more than 97 per cent of our secondary schools survive on what is left is the wrong approach to achieving the egalitarian goal.

One other point should be made with regard to the egalitarian goal. Because the colleges are few and willing candidates are many, it seems fairly obvious that equal opportunity of being admitted regardless of ethnicity, state of origin, religion, accidents of birth, has to be jettisoned and replaced by contrived criteria such as equality of states, catchment area, while merit pales into the background all in the name of unity when in fact high scoring candidates from certain states actually feel bitter because some are more equal than others. Yet, the equitable goal is attainable if we galvanize our resources and determine to equalize educational opportunities for all children.

In a study of over 6,000 students at the University of Nigeria, Nsukka in the early 1980's a researcher found that while those students who had attended Federal Government Colleges before coming to university performed slightly better in their first year in university compared with those from other secondary schools, there were no differences in the performances of the two groups of students by the time they reached the third year in the university. This is surely another proof that the extra expenditure on students in those colleges is unnecessary and could have produced better results had it been applied to upgrading other institutions

which are currently deprived.

Furthermore, our politicisation of education which dangles the carrot of free education at all levels in order to gain and retain the support of society has only served to push the egalitarian goal farther away from the society. It is generally well known that the societal benefits of primary and secondary education outweigh the private benefits while the private benefits are superior to the social benefits at the tertiary level. According to the World Bank,

*In Africa for every Naira spent on his primary education the individual gets a return of 45 and society 28, making a total of 73. The respective for secondary education are 26 and 17 making 43 and for tertiary 32 and 13 making 45. Higher education is thus not only less profitable in toto but is more useful to the recipient than it is to society<sup>14</sup>.*

In view of the foregoing, one would wonder at the inversion of our priorities. If we are to build an egalitarian society primary and secondary education should be free first while tertiary level education should enjoy a subsidy but beneficiaries, should invest a great deal more in their education since they are likely to benefit more than society.

Free education for all children in primary and secondary schools must be treated as a priority particularly because our population is youthful and the fertility rate is very high. It seems fairly obvious that the better educated and enlightened a society is, the lower the fertility rate. Our government seems to have chosen a population policy which leans in favour of family planning and development distributivists' approach to population control. Education is the key to the success of such a policy, because, unless we reduce the high fertility rate, our high population growth rate

would more than neutralize the best of efforts to equalize educational opportunities.

One researcher has come out bluntly with the view that every child cannot be educated in developing countries. The question then is whose child would be left out and what price do we pay for this.<sup>15</sup> The Guidelines for the Fourth National Development Plan (1981-85) included the following statement on the need for "population watch" in Nigeria.

*The consequences of very high population growth rates are well known. Unless the growth rate of employment and income are correspondingly high, a rapidly growing population will depress the per capita income and standard of living in the economy. It is also likely to intensify the shortage of such social facilities as housing, water, education, health etc. High fertility may also lead to increasing youthfulness and a high dependency ratio in the population thus increasing the burden of the economically active population. In the choice of investment or development policies, this youthfulness of the population also tends to create a bias in favour of consumption and social services, particularly education. This means that relatively less resources are available for investment in directly productive activities such as agriculture and industry where very rapid growth is required to assure self reliance. These considerations underline the importance of keeping the level and growth rate of the population under close watch.*<sup>16</sup>

Even though the foregoing is truer and more urgent today than when it was first written, we have not really done much to stem the high population growth rate. Illiteracy especially of women, high infant mortality rates, unjust distribution of income, lack of governmental social security systems, unfavourable socio-economic conditions are some of the ills which must be removed if high population growth rate is to be stemmed according to the developmental distributivists<sup>17</sup>. Unless, these issues are tackled with some urgency the best of efforts by educational planners would fail and the egalitarian goal would be impossible to attain.

Furthermore, rumours are rife currently about government intent to scrap the 3-3 secondary education programme and replace it with the former secondary grammar school programme. One hopes that this is merely dame rumour, because a comprehensive school programme caters for the differing talents of children. We may so far have failed to effectively implement the comprehensive school programmes, yet giving up on it would be an unusual retrograde step in view of what is known about human talents. One researcher has demonstrated that there are at least seven basic kinds of aptitude - verbal or linguistic, logical mathematical or quantitative, musical, bodily kinaesthetic, spatial, personal knowledge of oneself and knowledge of others. The first two are the subjects of I.Q. tests and the cognitive domain. The other five have usually been sadly neglected even in developed countries until recently<sup>18</sup>. Even if we have so far failed the comprehensive school programme, the solution is not abandonment since there is really no viable alternative. The appropriate thing to do is to redouble our efforts and ensure full implementation so that all children will have equal opportunity of developing their talents to the fullest.

## Distance Education and Egalitarianism

The International Council for Distance Education has estimated that there are probably about 10,000,000 students taking degree courses at a distance world-wide. Even though estimates are not available for other levels and areas of study, the general thinking is that the figures are as much or even higher than for university-level courses<sup>19</sup>.

In the former Soviet Union, for instance, there were 1,200 distance teaching institutions with at least 1,500,000 students taking tertiary level courses at a distance. This figure is significant because it represented about 30 per cent of all students in institutions of higher learning in the Soviet Union at that time<sup>20</sup>. In China, about the same time, about 40 per cent of the country's university population of 1,000,000 were receiving their education from distance teaching institutions. Furthermore, between 1980 and 1988 more than 2,000,000 people received higher education through China's Radio and Television University, the largest institution of higher education in China as well as the greatest distance learning university in the world<sup>21</sup>.

Between 1975 and 1988, according to one researcher, new institutions or organizations catering exclusively for distance learners were established in Thailand, Indonesia, Japan, Italy, the Netherlands, Spain, Venezuela, Costa Rica, Pakistan, Taiwan, Hong Kong, Sri Lanka, the United Kingdom, Canada, the United States and many others. South Africa, and more recently Tanzania are the only African countries that have established universities that are wholly devoted to distance learning - the single mode distance learning institutions. Tanzania established its Open University in 1993. Nigeria, the largest African country in terms of population and one with a very high demand for tertiary education is yet to find its feet in distance education.

The establishment of institutions catering exclusively for distance education is perhaps the best testimony to the

importance attached to the role of distance education in accomplishing the goal of widening access to education. For instance, the U.K. Open University established in 1969, was the second largest university (after the University of London) in the U.K. in 1992, not just in student numbers, but in the number of annual graduations. In 1992, it produced one-fifth of the country's graduates for one ninth of the cost. So, it was in fact producing more for less, so it was very cost effective. The U.K. Open University has had one other significant effect - enhancing the image of distance education by "bringing distance education out of the dark - away from the image of unsuccessful studying from yellowed sheets of duplicated notes, and into a position where people are proud to be students of the university and the university is justifiably proud of the quality of its educational materials<sup>22</sup> and these educational materials - course texts, video, audio tapes, CD Rom are to be found the world over-and the quantum leaps into further pathfinding developments continue unabated.

India on its part now has six Open Universities-the last of them is the Indira Ghandi National Open University (IGNOU). Established in 1985, it admitted the first set of students numbering 4,831 in 1987, 16,871 in 1988, 42,324 in 1989, 62375 in 1992 and by 1997 enrolment in IGNOU is expected to stabilize at 250,000 while all Open Universities in India would have a total of 1,500,000 enrolled in distance programmes. One cannot but be impressed that even though IGNOU is relatively young, its printed course texts, audio and video tapes have flooded conventional universities in the Indian sub-continent and it was declared a Centre of Excellence by the Commonwealth of Learning in 1993. About twelve Nigerians are currently taking the Master's Degree in Distance Education from IGNOU at a distance. In Pakistan, the study materials from Allama Iqbal Open University are now standard in the conventional universities

in that country. From what has been said so far, one can get the wrong impression that distance education is only applicable at the university level. In very many countries, distance education is used in technical/vocational education, population education, agriculture, health education, medicine, staff development, teacher education, and general education at all levels. The National Open School with headquarters in New Delhi coordinates the education of millions at the secondary school level using distance methods. Some countries in Southern Africa are also using DE at the secondary level.

In all these cases, the goal is increasing access to education. In countries with large populations to be educated, the resources to build conventional schools are often not available, yet such countries often have the largest numbers of illiterate. The nine high population developing nations referred to as DE 9 countries (by UN Agencies - UNICEF, UNFPA, UNESCO), made up of Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan comprise more than half the world's population, including 72 per cent of the world's illiterates.

UN Agencies cooperated in bringing these countries together for a joint initiative to universalize access to education and combat illiteracy using distance education methods. The first meeting was held in 1993 and a great deal of success has been recorded in some countries<sup>22</sup>. The National Open School in India offers free choices from among a wide range of both academic and vocational courses to students who frequently opt for different combinations of the two areas. Life enrichment and bridging courses at the entry level are also offered. Students of all ages from fourteen years upward are catered for and marginalised groups including women comprise well over 50 per cent of those enrolled and women currently account for 38 per cent of all those enrolled.

In Nigeria, the National Teachers' Institute in Kaduna graduated over 24,000 NCE teachers in its first graduation ceremony of teachers at that level in 1995. That number was higher than the total number of NCE teachers graduated from the fifty nine conventional Colleges of Education countrywide and certainly at a much lower cost<sup>23</sup>.

The crucial issue here is the great potential distance education has in opening access to many that would otherwise have been denied. In spite of the example of the NTI which has been cited as impressive, the quality of delivery leaves much to be desired and a great deal has to be done for that institution to truly qualify as a centre of excellence.

The Nigerian experience in distance education does not compare favourably with the experiences of other countries at our stage of development and with comparable illiteracy problems.

Even though government may feel satisfied that the NTI is in place and would move into degree granting status in the near future, it seems to an objective observer that government in Nigeria seems totally unaware of the kind of support distance education enjoys even in some African countries. In Southern and East Africa - a great deal has been accomplished using the distance education mode at all levels including the education of refugees. If we go by accomplishments in distance education in East and Southern Africa, one would readily appreciate that Nigeria needs to re-examine its current stance if we are to move forward and not be left behind in the next century. We have remained a developing country since 1960, yet Indonesia, Thailand, Malaysia, Hong Kong moved from being developing countries to the rank of "newly industrialized countries" even though they were no better than Nigeria in 1960. It is relevant to note that each of those countries has developed its human resources in a dramatic manner using distance

education methods. All continents except Africa are taking giant strides in distance education - the industrial mode of education or better still the 20th century industrial revolution in education. With the rapid development in information/communication technology, Africa, particularly West Africa may once again be left in the lurch if we fail to read the hand-writing on the wall. While North and South America are aiming at more and better distance education for equalising educational opportunities, and Europe is already using satellite for transmitting lectures across countries and Radio and Television University is educating millions across China, Nigeria still has no coherent policy in distance education. Scarcity of places in Universities has led to all kinds of corrupt practices in securing places yet no serious consideration has been given to establishing a high quality open university to ensure that thousands of qualified Nigerians who annually fail to secure university places or polytechnic places can have an alternative and, therefore, make admission a common place thing rather than a matter of life and death.

### **Governance of Education in Nigeria: Primary and Secondary**

The governance of primary and secondary education has been problematic since the military government chose to take over schools from voluntary agencies from about 1970. While teachers and many Nigerians favoured the take-over of schools, government either did not fully understand what was involved in the take-over or felt it could administer those schools taken over without the relevant expertise for management.

School management under the voluntary agencies was highly decentralized. When government took schools over, however, they became centralized, even though the public was made to believe that they were decentralized. This was

not difficult to do since Central and Divisional or Local School Boards were introduced with members appointed by government. These members who often knew absolutely nothing about school administration became instant school executives and decided on how schools were to be operated. As political appointees they enjoyed more power than school heads. The secretary to the board was certainly not the executive head of the administration. In some states, there are three agencies; Central/State School Board, Divisional or Local School Board and the Teaching Service Commission all administrative agencies or field offices of the State Ministry of Education. This type of practice according to the lead given in various documents by UNESCO is what one writer has described as deconcentration.

*Deconcentration is an internal delegation of power by the central authority to its regional or local officers which does not involve creating new decision making bodies which have a significant measure of autonomy in relation to the central authority. Decentralization on the other hand is the handing over the powers of decision making to bodies which have some independent standing and are not mere agent of the central authority within an official hierarchy. Such bodies have a responsibility for independent action which can only be withdrawn by legislation or other formal procedure; they are frequently elective, being accountable to a regional or local constituency<sup>24</sup>.*

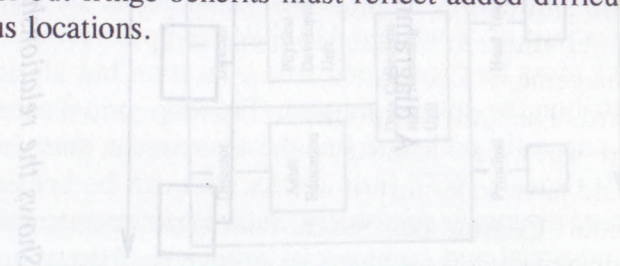
The transfer of the governance of primary education to the local level is a step in the decentralization of the governance of schools but it is really a step in the wrong

direction. The 1976 Local Government reforms in entrusting the governance of nursery and primary education to Local Governments had also indicated that Local Governments would also be responsible for the governance of secondary education from 1982. Unfortunately, this policy was never implemented. Nevertheless, it is still very appropriate to draw attention to the necessity of unified management of primary and secondary schools. There are several advantages, many of which would be immediately obvious to policy makers. There is greater cost effectiveness since duplication of administrative positions is totally eliminated. Educational managers can take advantage of the economies of scale in planning school facilities. Teachers who are pivotal to the effectiveness of the teaching-learning situation need to be better paid if quality work is expected of them. One state government remarked in 1990 that teachers' emoluments were getting unusually high percentage of education recurrent expenditure. Yet, hardly any state government expends more than 66 per cent of the recurrent expenditure on teachers' emoluments. Such a percentage compares unfavourably with between 72 and 75 per cent in a number of countries. Good teachers if they are to deliver the goods cost money and they are necessary catalysts to effective learning<sup>25</sup>. We need to spend a great deal less on administrative services. We ought to streamline the various agencies so that unnecessary frills are eliminated. Lagos State once had fifteen Local Management Committees and State School Management Board. The State School Board was in fact unnecessary since there was a state Ministry of Education. True decentralization would have sent most of the staff in the Ministry to the Local School Committees while board members in the Local Management Committee would have had both legislative and administrative powers.

If the current organizational and administrative set up is inadequate as I have tried to show, one would like to see

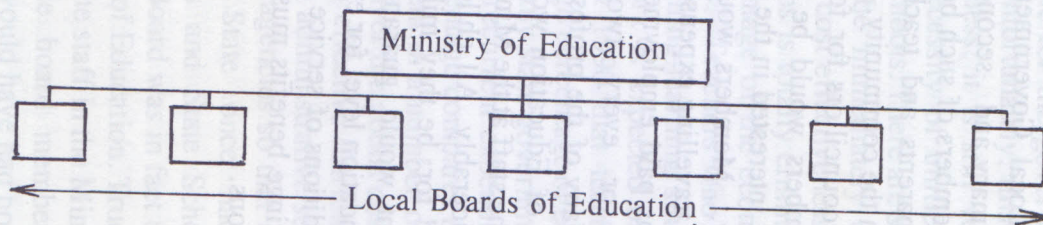
a more efficient organizational and administrative structure. A model is presented here to highlight the advantages of a structure that would definitely be more cost-effective.

A Board of Education which would coincide in jurisdiction with Local Government Areas and would be responsible for primary and secondary education would be necessary. The members of such boards could be identified by a caucus of parents and teachers but must represent various interests in the community. They could be elected at the same time as councillors for four year terms at a time. High calibre members would be available if lobbies are formed by groups interested in the progress of education in every community. Members would be paid a fixed sum annually to cover travelling expenses but the position should NOT be treated as paid employment. Meetings would hold once a month or every two-months depending on circumstances. Many of the professionals currently working in the Ministries of Education would be redeployed to the Board level and the staff at the Ministries of Education would be reduced considerably. All children in every community would be catered for; be they military or civilian and each state Government would guarantee a minimum level of support i.e a foundation level for every child-within the state. Salaries and conditions of service must be worked out at the state level but fringe benefits must reflect added difficulties in various locations.



A diagrammatic representation of the model is as follows:

**FIGURE 3**

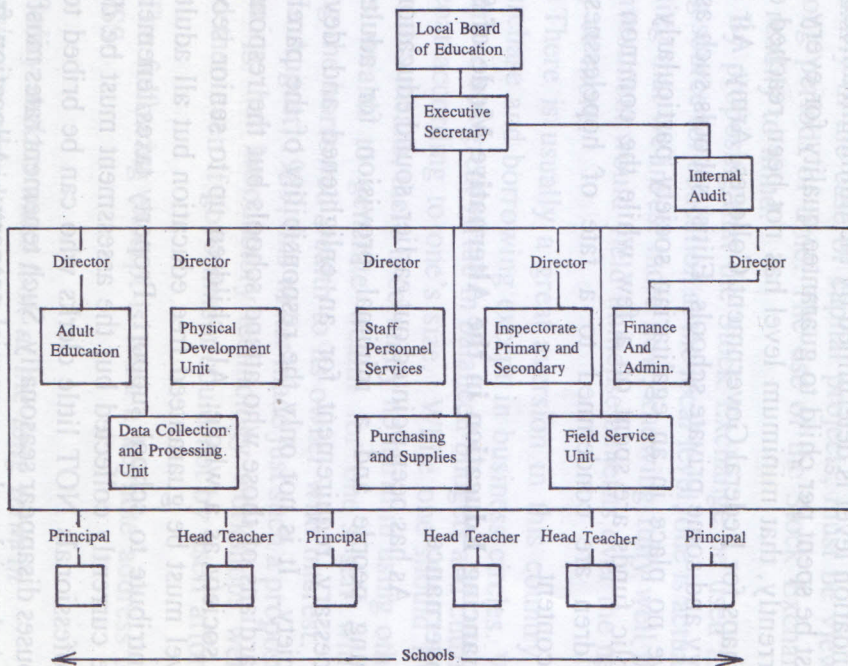


**FIGURE 3**

*Shows the relationship of Boards of Education to the State Ministry of Education*

**FIGURE 4**

*The Organisational Structure of Local Board of Education*



It would be obvious even to a cursory observer that this type of school organization is result-oriented and anti red-tapism. Furthermore, communication upwards or downwards is highly facilitated. There is room for initiative and originality.

While some communities would do better than the average, government would ensure that the foundation level is maintained for even the poorest Local School District. The foundation level is determined by the minimum amount that must be spent per child to guarantee quality for every child. Currently, that minimum level has not been reached except perhaps for Federal Government Colleges, Army, Air Force, Navy and some private schools. Elitist schools such as these have no place in an egalitarian society particularly where public funds are spent on a few while the common man's children are condemned to a fate of hopelessness and discontent.

### **Financing Education in the Alternative Mode of School Governance**

As has been pointed out earlier, sound education of all young people and a minimal provision for adults is a necessary requirement for an enlightened and developed society. It is not only the responsibility of the parents and guardians of those who attend schools but the responsibility of society as a whole. All children up to senior secondary level must be guaranteed free education but all adults must contribute to school support. Property taxes/tenement rates are currently collected but the assessment must be done by professionals NOT little clerks who can be bribed to make houses disappear seasonally. Such tenement rates must extend to industrial and commercial property. Allocation from the Federation Account and donations and gifts from various sources would complete the picture. The state government must try to equalize resources within the state so that no

child suffers because of his/her location, ethnicity or religion. All children are equal and no children are more equal than others in as far as provision of human and material resources for education is concerned.

### **A Case For the Use of the Stock Exchange in Funding Education**

If formal education is to endure, its financing, particularly in the case of capital projects, must be viewed over long periods of time. The use of the Stock Exchange comes readily to mind.

By proposing that the Stock Exchange be used as a funding source for education at the local level, one is actually proposing that we invest more now, knowing fully well that such investment would yield immense benefits over the next century or more.

There is usually a great aversion in this country to hire purchase and borrowing except in business circles. We thus seem to see great virtue in balanced budgets and cutting one's coat according to one's size. While one should live within one's means, there is certainly no harm in using other people's wealth to generate wealth for one's self while returning the borrowed wealth to its owner with interest.

In August, 1989, this writer made just such a proposal for ensuring that introductory technology workshops were provided then even if government could not by itself afford them.

The following excerpt is from a keynote address to ANCOPSS:

*Policy makers must look at the long term in trying to provide workshops and laboratories. Such a long term view seems to be already operative in replacing functional classrooms with structures which if well maintained*

could last a hundred years or more. Policy makers should once again look at the original model workshop in the Agidingbi High School and improve upon it to ensure that both Junior and Senior Secondary students can be accommodated. At current prices this type of multi-purpose workshop may cost up to ₦700,000.00 per school (it was originally ₦180,000.00 but that was considered rather expensive). Since there are 338 secondary schools, the total cost would be ₦236,600,000. If interest is calculated at a reasonable rate or negotiated with private creditors, the whole amount could be liquidated in fifteen years with an annual vote of no more than ₦20,000,000.00 under a particular head in the annual estimates... In more developed countries, bond issues are a common phenomenon. In Nigeria this is restricted to certain governmental activities but has so far not been used as a mode for financing long-term educational projects. Nevertheless, private financiers have made various proposals to finance specific projects in government-related institutions at federal and state levels. The proposal here is to extend such a practice to the provision of laboratories and workshops so that the needs of all children can be catered for in the state without further delay. Yet, no great harm would have been done to the annual educational budget in the long run since the structures put up would certainly last much longer than the period of loan repayment.<sup>26</sup>

The above was about secondary school provision in Lagos State. However, primary or secondary schools across the country are often deprived in various ways. If they are to be of the desired quality to ensure sound education for all Nigeria's children, the use of the Stock Exchange in funding education at all levels is definitely a viable alternative. Capital projects which could be amortized over extended periods of time would certainly qualify for funding in this manner. At the primary level, classrooms, primary science laboratories in all local school districts of a state could be put together and bonds could be floated at the Stock Exchange redeemable in ten, fifteen, or twenty years. Just as companies look for extra funds for expansion and further development in the financial market place, educational institutions, should be able to take advantage of the resources available in the economy to improve their own performance.

While this idea may be new there is no doubt that the time has come for us in this country to plan ahead and ensure that the best possible is made available since there are resources in the economy which are available for use. Futuristic thinking must be entrenched in our minds so that the era of quick profits and temporary permanent solutions can become a thing of the past.

Even beyond this there is a need to educate Nigerians about futuristic thinking and planning. An example from a different country is useful here to drive home this point. Back in 1909, the City of Toronto (Ontario, Canada) decided to build a bridge across the Don River valley to carry street trawleys - small railway coaches built to carry passengers on city streets. The bridge was also to serve horse drawn carts. Cars were in their infancy at the time. The engineer who designed the bridge (the bridge is just over a kilometre long) anticipated that the bridge could one day serve as an underground train bridge, and automobile bridge as well. If the bridge was built with the underground train in mind, the

city would have to invest \$60,000.00 more in 1909 even though it was uncertain as to when the underground train would be introduced. The decision by the City Fathers at the time was to build the bridge as designed by the engineer and pay the extra \$60,000.00. The East-West underground train for the City was finally launched in 1968 - fifty nine years after the bridge was built, and by 1968 calculations the City would have had to spend \$60,000,000.00 extra had the bridge not been built the way it was in 1909!

### **Productivity and the Health of Organizations**

Two researchers have expressed the view that it is morally desirable for work to be such that people like it and people in positions of responsibility should take active steps to make work likeable<sup>27</sup>. Furthermore, some reports from the U.S. Department of Health, Education and Welfare have suggested that the quality of working life is often lower than many feel to be appropriate<sup>28</sup>. In another study spanning a number of years, such variables as general physical functioning, specific indices of heart and other conditions, smoking habits, economic security, job satisfaction were adopted to predict the age at which workers would die. The strongest overall predictor was job satisfaction. The study showed that those who felt positively toward their work were more likely to live to an older age<sup>29</sup>. Since work will always matter to people, they will always love it and hate it, it would seem reasonable to promote a healthy attitude toward work since this may also have serious and decisive consequences for longevity.

Serious job evaluations were carried out by the Cookey Commission and Gray Longe Commission in 1981 and 1991. Those commissions established beyond any reasonable doubt the fact that the workload in universities is excessive given the fact that the number of staff on the ground was unusually low. The Commissions referred to

serious shortages. The inadequacies in the funding of universities recognized in 1981 was also confirmed in 1991. The Presidential Commission on University Salaries and Conditions of Service, 1981 popularly referred to as Cookey Commission had in its terms of reference all the issues related to productivity and the health of universities clearly spelt out. These are reproduced here for emphasis.

\* To carry out the job evaluation of university staff, and having regard to the salaries of academics elsewhere in the world and the international needs for these academics, to recommend a relevant salary structure for all categories of staff (academics, senior administrative and technical staff and supporting secretarial staff and junior staff-having regard to the recommended salary levels and the working conditions in the universities vis-a-vis the rest of the public service to recommend appropriate levels of fringe benefits for all university staff.

\* To examine critically the relative roles of the Governing Councils of the universities, the National Universities Commission and the Establishment Department of the Office of the Head of the Civil Service of the Federation in the periodic regulation of the conditions of service of the universities staff and to recommend a suitable machinery for effecting future revision and decision-taking in the fastest and most suitable manner possible.

\* To review the effectiveness of the existing mechanisms for collective bargaining, and settlement of trade dispute between university staff and Governing Councils of the universities and to recommend a suitable machinery for dealing with this

aspect of the conditions of service of university staff expeditiously.

- \* To review the overall structure, method of payment, and level of both capital and recurrent grants allocated to the universities and to recommend a financial arrangement which insulates the universities from the difficulties that could arise from unexpected drop in the levels of government grants.

- \* To advise generally on other issues which might lead to a healthy working environment in the universities as well as a satisfied and committed university staff population<sup>30</sup>.

The unalloyed support of the mass media and the National Assembly for the Commission seemed to have confirmed the belief that university teachers deserved better treatment if the universities are to be centres of excellence, manned by highly dedicated people. The recommendations of the Commission and the government white paper on same were proof enough that genuine efforts had been made to guarantee a healthy future for the university system. A careful reading of the reports of both Commissions and the white papers on them shows that the comparable standards the Commissions recognized at the time may have gone to pot since the conditions they were intent on shoring up have plummeted and younger teaching staff who were not as disenchanted in the 1981 study which I cited earlier now have causes for complaint and these ought to be addressed for the health and survival of the system. All the causes of disenchantment are known since various Commissions and panels have identified them. An additional cause is one which requires lecturers to publish. Not only are lecturers to carry out the research, they, now have an additional burden-

they have to pay anywhere from ₦2,000.00 to ₦5,000.00 to have their articles published. Some articles are published because they are good and the authors can afford to pay, yet we run another risk of having cheap papers published since the owners can pay to have them disseminated. If institutions must have published articles, they should take the trouble of having such articles referenced by experts within the relevant specializations. If such papers pass the means test, the institutions must take on the responsibility of having them published. This problem is peculiar to locally published articles. The foreign journals have no such requirement. We cannot of course send all articles abroad since many of them have their focus on local problems. One hopes that this plea will be taken up seriously by our institutions of higher learning.

### **Critical Success Factors in Tertiary Level Institutions.**

Many Nigerians have bemoaned the inadequate funding of educational institutions at all levels in Nigeria. The focus here, however, is on those critical success factors in tertiary level institutions in Nigeria. These success factors are the quality of students, the quality of Faculty and the reputation of the institution concerned. Under normal situations the best students are selected for an institution to which they apply because of the reputation of the institution, such reputation would have been built upon the quality of the Faculty and the performance of its products in higher degree programmes in other institutions and in the world of work. If some of our institutions received very high marks in the past, we must be clearly worried now about the quality of our Faculty and the level of commitment among them. We should even be more worried about the calibre of students being admitted into various programmes in order to satisfy the demand of those who want degrees at all costs and at any price. We are no longer intent on putting the quality in

before putting the name on. Universities and polytechnic are not remediating institutions, so when students who are not interested in a field are shunted into such a field for the sake of obtaining a degree-any degree-the end result is indifferent performance by disinterested candidates and disenchantment on the part of lecturers who had known better days with seriously motivated students. These are serious issues that must receive urgent and serious attention.

Tertiary level institutions, the source of high-level human resources are likely to suffer since salaries and conditions of service of staff are not determined on the basis of negotiations between employer and employees. These are usually externally imposed and Council has no control over these. When these institutions request for funds, such requests are pruned down by appropriate agencies before forwarding to government which further prunes down and may even fail to release all that has been approved. In situations such as these, the quality of Faculty is greatly circumscribed. Brain drain which had become a serious problem by 1989 continues unabated. One writer has averred that good performance usually leads to rewards, which in turn should lead to job satisfaction. Good performance as many intellectuals are aware does not necessarily lead to rewards in Nigeria and many who should now be reaping benefits for long meritorious service are faced with the possibility of a bleak retirement life or is it after life? Such individuals may disengage if possible but dissatisfied employees who stay on as other opportunities are unavailable are unlikely to be the committed individuals needed by the organization to guarantee quality.

If quality of students is in doubt and if Faculty members are dissatisfied, one could hardly expect the lingering reputation to continue indefinitely. Furthermore, our education system particularly at the tertiary level needs urgent and thorough-going review. Our programmes are often

inflexible and too content oriented. These are often reflected in the attitude of our students and society as a whole.

One other point should be made here since it has implications for us as a society to join the comity of nations as players rather than onlookers. We need to pay more attention to the philosophy and theory underlying or underpinning a phenomenon rather than the prevailing attitude which seems to say "show me what to do and don't just tell me theory. I am a practical minded person". Back in the 1960's, one of my Nigerian colleagues studying at the University of Toronto was arrested for jaywalking, that is crossing a street when the traffic lights were red. He was taken to court. In his defence, he said that he looked left and right and when he saw no traffic on either side, he saw no reason for just standing and wasting his time. He was shown a photograph of a dog, himself and two other people standing at the traffic light moments before he made his illegal "cockroach" dash. Asked why neither the dog nor the other two people follow his example, he had no answer, so the judge said, "because they had formed the habit of crossing only when the lights turned green. They would even look right and left even at that. In his own case, he had started forming a bad habit, which one day could result in his accidental death. Let me end this lecture by borrowing from a famous Spanish philosopher who said.

*There is no doubt that the most radical division that is possible to make of humanity is that which splits it into two classes of creatures: those who make great demands on themselves, piling up difficulties and duties; and those who demand nothing special of themselves, but for whom to live is to be every moment what they already are, without imposing on themselves an effort towards*

perfection; mere buoys that float on the waves<sup>31</sup>.

Our educational system needs to be re-examined from the bottom up and from the top to the grassroots such that the functional goals which have become inflexible and mechanistic can be transformed into flexible, more humane and caring goals for society.

We must acknowledge that we have some serious problems. The World Bank recently scored Nigeria low on economic reforms, noted that *per capita* income dropped from \$250 in 1994 to \$215.00 at the end of 1995 and was expected to drop further to less than \$200.00 by the end of 1996. Nigeria was rated as the fourteenth poorest nation in the world in 1995; and holds the record for the worst maternal death rate in the world.

We must of course not become the world's worst educated nation. Since we are already down; we must now work towards getting up and moving forward.

May God help us in this task.

## Concluding Tribute

On an occasion such as this I have an opportunity to express gratitude to several individuals who have contributed to my development. I am of course aware that it is impossible to show gratitude to all those who deserve it.

I wish to remember my late father Lawrence Ola Fagbamiye, who even though had decided that I would be a tailor like him, nevertheless, agreed that I should go to school because my two older brothers who were in school had started speaking a language I did not understand and I was afraid that I would eventually suffer if I did not become like them. He readily understood my apprehensions as he himself had read standard Three and could read and write Yoruba and English fairly well.

Chief J. A. Awosiyan who taught me in standard Four made learning a pleasure for me and was my mentor in my formative years. Mr. Edward Whal - a Canadian teacher of mine at the Ransome Kuti College of Education, Ibadan taught me geography in such a refreshing manner I felt cold whenever he transported me to the Canadian permafrost zone of Northern Ontario even though we remained physically in one of the classrooms in Moor Plantation, Ibadan. Mr. John Crossely Hayes, the principal of that College for his love and enthusiastic encouragement.

Brother Bernard, my principal at St. Peter's College, Akure who stimulated my love for books, Late Brother Cyprian of "Allouette" fame made music a spice of my life, but one of my former teachers, Brother Hugh, was the great man who ensured that I would study at the University of Toronto by entering me for the African Students' Foundation Scholarship in 1963 on receiving my GCE A-Level results which I sent to him in Canada. He is now dead, yet alive in the hearts of at least three professors at the University of Lagos, one professor at the University of Ibadan, one professor at the Obafemi Awolowo University and in the

hearts of several eminently placed Nigerians across the country who benefitted from his efforts to make us "drink deep from the Pierian Spring".

I remember with gratitude several teachers of mine at the University of Toronto, Department of Geography - particularly Emeritus Professor Jacob Spelt and Professor J. Galloway. At the Ontario Institute for Studies in Education, Professor E. S. Hickcox, the Chairman of my dissertation committee, Professor J. Stephan Dupré of Political Economy Department, University of Toronto, who at the age of twenty-two had obtained a Ph.D in Political Economy from Harvard University and was a member of my dissertation committee, and who in teaching me impressed upon me the need to always work towards producing a masterpiece, and Professor Laurence Iannacconne the ebullient and inspiring professor and one of the top scholars in the field of educational administration.

I am grateful to several of my students since I came to the University of Lagos. I mention in particular Professor Aloy Ejiogu, my student, friend, colleague, and brother; late Dr. Ebenezer Ilori Alonge a former student, admirable colleague and a shining example of a humane human being. Professor A. F. Ogunye, a true friend who inspired me to various achievements in this institution and a friend since 1967 when we first met in Canada. He has been a very helpful and generous individual. I am grateful to several staff who worked with me while I was director of COSIT for their support. I must not forget, in particular, Mr. I. O. Fakunle who in spite of personal difficulties and handicap took the trouble to compose the draft of this lecture.

To several others too many to name I express my deep sense of gratitude and pray God to shower his favour on them all.

I thank all members of my family - my wife, children, brothers, sisters for their understanding and support always.

My mother, my mother, how I wish you were here physically today but I thank God, for you left without suffering and while still able to walk around on your own steam and while still able to read your Bible. We will meet at the feet of Jesus never to part again.

Mr. Chairman, I wish to seize this opportunity to thank the University for the great opportunity afforded me to give this lecture which traditionally has been characterized as paying a debt.

Mr. Vice Chancellor, Sir, I want to thank you for the recent gesture to provide some financial assistance towards defraying part of the cost incurred in preparing for this day.

Finally, God, our Almighty, Father, how can I even begin to thank you for your blessings, provisions, mercies, care, faithfulness.

Thank You Father now and always. To you be all the honour and glory forever and ever

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