

Faculty of Education

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Theme

Quality Education for Transformation of
Individual and National Values

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QUALITY EDUCATION FOR EFFECTIVE LEADERSHIP AND NATIONAL DEVELOPMENT IN SUB-SAHARA AFRICA.

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Abstract

The Sub-Sahara Africa continues to battle leadership problem even after over half a century of decolonization has continued to elicit anxiety in the mind of scholars. This leadership problem has also robbed off on the general condition of the people of the continent. Empirical evidences have shown that no nation can make meaningful progress in the absence of quality education and effective leadership. This paper which is set out to adopt the systems approach is interested in looking at why effective leadership and quality education are unattainable in most African states. The paper went further to make recommendations borne out of altruistic motives, believing that if they are strictly adopted and implemented by the political authorities of the various African states, would produce quality leaders who will in turn place Africa on the path to national development

Introduction

SUB- Sahara Africa remains the least develop region of the world today. In all indices for measuring human development, Sub-Sahara Africa has continued to post dismal performance. Today's fact of global developmental disparity was not like this about a thousand years ago (Eregha, 2006). There were ample evidences which are also empirical to show that rather than being backward, Sub-Sahara Africa was as advanced as any other part of the world considered as developed as far back as ten centuries ago.

When we talk of national development today, we identify four major perspectives – the economic, the political, the social and the cultural. But the cultural remains the base because it drives and shapes the rest, giving direction to national development. According to Eregha (2006) about seven hundred years ago, there were relatively organized and developed states in the Sub-Sahara Africa. In his book "Les Nations Proletariats" the well known French economist Pierra Moussa noted the high level of development in some Africa regions a few hundred years ago and wrote that the superiority of Europe in economic and socio-political development is relatively recent phenomenon (Eregha, 2006).

Arguing along the same line, Nnabugwu (2005) submits that Africa is the cradle of human civilization. He identified and classified seven epochs in the evolutionary march of Africa thus:

- The cradle state, before 600-3200BC
- The Ethio-Egyptian stage 3200-332BC
- The Post Ethio-Egyptian stage 332BC-450AD
- The Sudanic Growth stage 450-1500AD
- Mutual and Disarticulate contact stage 1500-1800AD
- Resistance and loss of sovereignty stage 1800-1900AD
- Formal Colonization, Decolonization and Recolonization state 1900 – date. Some of the great states/cultures that once thrived before the fall of Africa includes the Ethio - Egyptian state, the Abyssinia (Ethiopia), the NOK culture, the Kush, the Axum, the Nubia, the Ghana, the Ancient Igbo, Mali, Songhai Monomotapa (Zimbabwe), Kanem Bornu, Bakongo, Oyo, Benin and many more others.

These states were established so much so that even as recent as in the 17th century AD, the Egyptian Fellaah and the French peasant have approximately the same standard of living. In that era, it was argued that Europe civilization was at the same level of development as the civilization on sub-Sahara Africa and the Islamic world. Moussa has informed that the Western world has surged forward during the last seven generations whereas Africans had learnt to work stone, to domesticate animals, to cultivate agricultural crops, to make earthenware and to organize their government and appropriate their resources approximately 450 generation ago.

The main reason for Africa's lack of capacities in contemporary world order is traceable to the arrest and enslavement of her civilization by the colonialists who for centuries ruthlessly dismembered their institutions while exploiting their economies. Thus, the present state of Africa's underdevelopment shares significant correction with the disarticulation of her civilization including her processes to skill acquisition, ethical and moral values, attitudes and orientations of the leaders and the led among others. Education which basically means the process by which every society attempts to preserve and upgrade the accumulated knowledge, skill and attitudes in its cultural setting and heritage becomes imperative in order to foster continuously the wellbeing of mankind (Eregha 2008).

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Effective leadership at whatever realm is an outcome of quality education. Quality education mould effective national leaders who in turn make national development possible. Classical and medieval Africa excelled in global development race because its, cultural, economic, political and educational civilization were natural and organic. Regrettably, from the years of colonial contact through the era of cultural subjugation, which saw the total enthronement of and official preference for the Euro-American education system, the quality of leadership as well as national development in Africa dwindled.

In this era of globalization where Euro-American cultural imperialism has overwhelmed mankind, Sub-Saharan Africa having been disconnected from her past norms and values has no other option for leadership training and national measure in embracing, imbibing and implementing the content of western education curricular. This intermix of Africa and alien ideas on leadership training and developmental paradigm unfortunately remains the bane of quality education and national transformation in SSA. To raise national political and socio-economic leaders capable of stimulating national development in Africa, therefore, will mean radical transformation of her educational curricular. Emphasis should shift from the current "cut and nail" style of education to what experts call "all round education" of the African person. Education curriculum should be broadened to expose Africans from early childhood to necessary moral, ethical, vocational, civic computer and technological aptitudes needed to make them effective leaders and enlightened followers. African states that have elaborately broadened their educational curriculum towards achieving the target objectives such as Ghana, Botswana, South Africa, Kenya, Angola, Algeria and even Egypt are making progress compared to countries like Nigeria, Etyhipia, Zimbabwe, Malawi, Uganda, among others that continues to stick to colonial curricular.

Conceptual Issues

Leadership: leadership embraces the direction of people by someone who has the attributes (skills, knowledge, wisdom etc) towards the actualization of the set goal or objectives. In this wise, it enhances national development, particularly when such potentials are embedded in the leader are tailored towards sustaining quality education. Okoh (2005) conceptualize leadership as a function of groups and their behaviours in relation to some variables such as situations, environment, the group and many others. It becomes logical to argue that a leader with this type of idea for foresight to a very large extent would channel his energies towards ensuring that goals that are geared towards realizing quality education and effective leadership are attained.

There are also many areas in which leadership may be exercised. The span of leader's influence may be small or large. (Okpetu 2003) conceptualize leadership as the process of stimulating and carrying others along with the sole purpose of ensuring the attainment of earmarked or set organizational goals. By this simple definition, the position of a leader can be implied to be administration that does not only depend on proper and sound administrative procedures but also on effective leadership. This is so because leadership should be seen in the light of how effective a policy is enforced or carried out and how decisions are taken so as to bring about the realization of success in an organization. Fieldlor (1969) sees leadership as the individual in the group given the task of directing and coordinating task relevant to group activities.

Education: Education implies the knowledge acquired by a child through formal or informal process. Education is the foundation of development in every nation. It unlocks the door to modernization. Thus, Nwaham (2010) states that the economic prosperity and reduction of global poverty

cannot be accomplished unless all children in all countries can at the minimum, complete a primary education of good quality. The logical extension of this is that education is paramount in the nation's development.

Education: the concept of education can be viewed from different perspectives. Some people may see education as the process through which an individual develop primarily through formal or informal education and become a productive and sustainable citizen. Durkeim (1956), a foremost sociologist defines education as the systematic socialization of the younger generation by which the later learns religions and moral belief feelings of nationality and the collective opinion of all kinds. By this definition Durkeim implies that education should serve to integrate the individual into the wider community into which he is born, taking his values and skills- intellectual, moral and physical as equipment for both himself and the society he would be required to serve in future.

Development: various definitions have been given to the concept of development. For the purpose of this research, the definition postulated by Obi (2006) will justifiably put the topic on a proper and sustainable platform. For him, development mean the capacity of a national economy whose initial economic condition has been more or less static for a long time to generate and sustain annual increase in its Gross National Product (GNP) at rates perhaps 5% to 7% or more. In addition, it can equally be seen as a process of socio-economic transformation of a people geared towards improving the quality of life of the people within a given period of time.

National Development: National Development according to Todaro (2005) means that which must be concerned with the economic, cultural and political requirement for effecting rapid structure and institutional transformations of entire societies in a manner that will most efficiently bring the fruits of economic progress to the broadest segments of their population. National Development is achieved through proper and sustainable development policy. It is a process of achieving a goal or objective in a particular country through some specific policies or existing programmes designed by government. There can be no national development without a leader that is purposeful and result oriented. This is where the logicity between quality education that is

capable of producing the right type of leadership, matters. Because, the sustainability and the achievement of government policy that is geared towards the national development becomes a welcome development

The Role of Quality of Education

Education, as we were told from the cradle is the process through which an individual develops and become a sensitive, useful and productive citizen of his country. It is also correct to acknowledge that the future of every country (Sub-Sahara Africa) inclusive depends on quality education. This is because what has actually been the base of this region's problem is lack of quality education. While majority of the population has in the countries within this region development, with quality education in place, it is known that peoples' reasoning skill, patriotism and love towards one another will be highly enhanced.

Quality education brings about an egalitarian and sustainable economy. Part of the reason why more often than not some countries are referred to as developed is because of the quality of their education curriculum which in many ways has resulted to considerable improvement in their economic performances. Even if there is a situational occurrence, it is very insignificant. This is unlike what is obtainable in most of the Sub-Sahara African countries. Where the level of consciousness is so low because of the absence of high quality education. For instance, the mindless ethno-religious and political killing in northern Nigeria and the rampant kidnapping and armed robbery in southern Nigeria including raping, maiming and other social vices could have been averted if there were in place quality education which will not only help in moulding and shaping the values of our children but will equally help them to see reason to avoid and say 'NO' to these vices that are contrary to human dignity.

Arguably, the new awareness on the impact of incessant introduction of new approaches to education to bring about effective leadership and national development has benefited significantly from the new global education evident in the emergence of new conceptions on the link between effective leadership and national development. Interestingly, Sub-Saharan African countries and sub - regional wide initiations on effective leadership and national development. But the absence of quality education has negative effective leadership. Poor education has denied us the truth, happiness, sincerity, succor, etc. In the words of Achebe (2012), one of the most debilitating burdens we carry is that we cannot even speak the truth about our country without fragmenting it into pallets of ethnicity. We are never going to realistically deal with our problems as a nation if we continue to obfuscate the debate about our country by hauling abuse across ethnic divides or if we believe that once we manage to stridently deny a fact, the truth would change.

Children are affected differently in situations of poor education and consequently have different needs in leadership and national development. Decisions on priority areas for national development do not specifically and deliberately target effective leadership and this unfortunately produce a lot of gaps in the process of reconstruction. The point is that public education is in shambles to the extent that no one could dream of enrolling his child in public school, except those without the financial capacity to afford private schools.

Education plays an important role in the character development of the child. Consequently, this results in moral sound character which gives a long way to promote good neighbourliness and better relationship between the individual as a person and the generality of the public.

Again, the quality of education enhances the tenets of good citizens at all levels of educational institutions in Nigeria irrespective of student's discipline. This is equally applicable elsewhere in the sub-Saharan Africa. In some African countries, the level of discipline that is inculcated in the child has a tremendous impact in the life of the child. Consequently, when such individual finds himself at the corridor of power and authority, the chances of leading his people very effectively may not be in doubt.

Quality education brings about promotion of training of individuals and group in responsible civil actions such as election, justice and hard work, honest, generosity, hospitality and kindness. The logical extension of what this implies is that quality education apart from making the individual to be highly responsible is also capable of promoting effective leadership and sustaining national development. In the words of Iyama (2004) government needs a crop of well educated and culture citizens to run its affairs part of which demands the promotion of desirable attitudes, habits and values towards nation building. Values re-orientation helps to reduce unpatriotic attitude such as political and economic sabotage, dishonesty, disloyalty, unfaithfulness and untrustworthiness. These will enable the nation to march forward in social, political and economic development and also promote modern technology and industrialization which thrives only on a foundation of truth, honesty, social justice and hard work.

A Critical Appraisal of Education in Sub-Saharan Africa

The educational content and processes of contemporary Sub-Saharan Africa leave much to be desired. More often than not, the quality in the Africa continent is primarily responsible for the poor leadership service that has resulted to African underdevelopment. Here in Nigeria for instance as in some other African countries, we pay lip service to quality education even as corruption has, unofficially, at least, becomes a cardinal principle of some state policy. From the local governments up to the federal government, bribery has become the order of the day. People do not go into private or public service to serve but to acquire wealth. It is all these negative traits that have adversely affected the zeal of the average Nigerian worker to be patriotic and lacking the zeal to pursue national development. The unscheduled visit of Governor Adams Oshomole of Edo State to some of the

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public schools and health centres is a very revealing case of what we are saying. Teachers in the Education sector in recent time have been sent packing for gross abuse of official duties.

More often than not, some state governors in Nigeria employ a full retinue of special advisers and assistants that contribute very little to the progress of their states. These are category of people who would have in one way or the other gone through the process of very deplorable and poor education system. These highly supposedly educated persons will now be the ones to be determining the recruitment of other persons, thereby causing nuisance to the leadership process.

Thus, a vicious circle of recklessness is being created.

The problem of values is complex especially with regard to the absence of quality education which has become a very serious challenge to Sub-Sahara Africa. The pluralistic nature of Sub-Sahara with the diverse cultural groups which creates heterogeneous world views in the society further compounds the problems associated with quality education and effective leadership. People with different cultural backgrounds possess their own peculiar set of values, which influence their thoughts, thinking process and leadership styles towards matters of public concern and nation building. The consequence is the multiplicity of opinion and the attendant chaos arising from the competition in the struggle to influence government policies and decisions that may vitiate national development.

Despite the fact that divergent value system orchestrated by absence of quality education constitute problems in society, the absence of consensual values in consonance with national objectives makes matters worse. Amidst her heterogeneous values and structures, Sub-Sahara Africans understand that morality, discipline, loyalty, obedience and co-operation are essential in a concerted effort towards national development. However, the overwhelming values for materialism and wealth race in a society devoid of quality education and effective leadership have seemed to dominate their operational values and this manifest in the form of greed, cheating, embezzlement of public funds, conspiracy and sycophancy among others. These are regarded as warped values. The misplacement of values has generated so much bandwagon effect in sub-Sahara African societies that those who want to acknowledge and practice the good virtues are looked upon as odd, unsocialized, timid and foolish. Since the society adores wealth with little concern for the sources of such riches; many of the emergency millionaires without visible means of livelihood have become the idols of the society and are accorded chieftaincy titles and justices of peace with tacit approval for questionable riches. All these are happening because of the deteriorating quality of education. The honest and hardworking ones within the society are looked down upon and treated as unimportant irrespective of their educational attainment or repository ideas.

Conclusion

The paper provides the reader with an insight into what is meant by quality education and the inspiration that it can create effective leadership that can in turn drive national development among sub-Sahara African states. With very clear conception of leadership, education, development and national development, the paper argues that quality education cannot successfully be detached from the organic norms and values of the environment that strives to implant it. Bulk of the leadership and developmental crisis confronting sub-Sahara Africa today results from contractions in the inherited Euro-America educational curricular and the remnant of the fast fading African vocational, technical, democratic and moral values. These contractions have in effect produced all over the continent, fraudulent political and corporate leadership thereby hampering socio-economic development among the sub-Sahara African states.

Recommendations

When an organization becomes unwieldy, inefficient, corrupt, wasteful and incapable of delivering on its mandate or bringing value to its stakeholders, one of the accepted solutions is to unbundle it. That would mean the creation of smaller, more efficient organizations with greater efficiencies of scale. The poor leadership structure resulting to very weak national development indubitably is as a result of very poor education put in place by inept political leaders. For effective and sustainable leadership to be attained the following must be given serious priority:

- (a) Quality and sustainable education must be provided.
- (b) Leadership as a course like every other course should be introduced as a "course of study" in the faculty of social science of our tertiary institutions.
- (c) Moral instruction and religious studies should be intensified.
- (d) Effective discipline should be inculcated in our children to enable these potential leaders of tomorrow come up with better leadership qualities.
- (e) More importantly, certificate in character as well as learning as is always contained in degree certificates of universities in Sub-Sahara Africa should go beyond mere rhetoric and be matched with implementation.
- (f) Lastly and very important is that the leadership of the various Sub-Sahara African states should be decisive in choosing the line of civilization and education to tow. It is either they fully embrace the Euro-American line of education or dig into history and revert back fully to African education culture. This will clean up the sub-region of existing contradictions that has continued to throw up political dictators, corporate fraudsters and a docile citizenry within the sub-region.

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ABSTRACT
The distance between the coast and the interior is as a result of the instability of the state into the social inclusion in Nigeria.

Introduction
Nigeria is a country with ethnic violence crisis in Nigeria for the failure of the state. According to the people, the failure is by militant intolerance, suspicion and government inaugurated the Council for the Development of the South-South not yielded a

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