

## QUALITY EDUCATION AS A PANACEA FOR SUSTAINABLE NATIONAL DEVELOPMENT AGENDA IN NIGERIA

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**Abstract** - This paper assessed provision of quality education as a panacea for Sustainable National Development (SND) in Nigeria as a member-state of United Nations Organization (UNO). This developmental concern is about the understanding of the imports of having quality education to initiate the courses of SND inherent in Education for All (EFA) agenda: the achievements of effective healthcare, food security, peace, gender equality, religious tolerance, human rights protection, justice, gender tolerance, girl-child education, environmental sustainability, high literary rate, social investment security, and the likes. Hence, the paper recognized that, it has been quite challenging in Nigeria, that no meaningful steps have been adequately taken in terms of implementation of educational policies and programmes on the stakeholders' parts in achieving the agenda, especially the governmental non-readiness in realizing the developmental courses of Sustainable Development Goals (SDGs) as the objectives of EFA. This concerns for SDGs through the provision of quality education have been problematic since the commissioning of the EFA agenda by UNESCO initially scheduled to be achieved by 2015 and which has been extended to the year, 2030. This extension was occasioned by the fact that many nations have not achieved a reasonable percentage of the agenda, especially the delivery of quality education. Hence, the purpose of this paper is on the need to emphasis the placement of the provision of quality education, especially for the Nigerian child in the face of contemporary challenges that requires critical thinking and problem-solving intelligence which quality education guarantees. Adopting the expository method of analysis theoretically imputed, the paper concluded that, the question of the delivery of quality education remains indispensable as far as the demands for the achievement of EFA agenda are still pressing on some nations in realizing SND.

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**Keywords:** Education for All (EFA), Nigerian Child, Sustainable National Development (SND), Sustainable Development Goals (SDGs)

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### Introduction

With an increasing and imposing societal challenges, many philosophical, economic and sociological thinkers question the future of the Nigerian child as a learner and as an agent of development who should be a critical thinker and problem-solving personnel in his or her immediate world (Besong, 2023). This is the society that is demanding one's purposefulness and reasonableness in the midst of natured and nurtured developmental possibilities being presented by the

imposing scientific and technological relevance of values (Isanbor & Osawaru, 2024). The system is also considerably concerned about the learning administration of the society in reference to the level of education being provided for the Nigerian child, demanding the creation of avenues for the maximization of his or her creative and innovative abilities (Uzomah, Fasuyi & Isanbor, 2015). The provisions for the educational avenues of maximizing schooled mentalities, intelligible dispositions or consciousnesses through criticality, creativity and innovations have been judged to be indispensable courses for the realization of Sustainable National Development (SND). The UNESCO's provisions in achieving Sustainable Development Goals (SDGs) advance the Nigerian Child's Rights Act and corroborates the United Nations Convention and African Charter on the Rights and Welfare of the Child. These possibilities are hinged on the values provision of qualitative and quantitative education that is guaranteed by the *Human Right to Education*. UNO believes that the *Human Right to Education* helps in achieving other rights and privileges, and helps an average child to maximize his or her potentials that guarantee one's liberation.

Over the years since national independence, many researchers sincerely appreciate the efforts of some educational thinkers in the faces of the effects of political corruption, greed and mismanagement of public funds, who have advocated and still advocating for the reformations of our educational sectors for the effectual improvement of all other sectors of development (Isanbor, 2015b). The contemporary thinkers are seen to be sustaining such advocacies for the realization of Education of All (EFA) agenda as objectives for integral national growth and advancement especially on scientific and technological education and values as specified by UNESCO. The projection of EFA is on the understanding that education is the cornerstone of any nation, and the quality education is dependent on the conscientious interests of any nation to adequately develop through it (Unwaha, 2013). From many indications, education has remained an instrument for positive change and transformation for the achievement of SND when the governments of nations are willing and dispose to provide qualitative and quantitative educational facilities and funding. Education remains the social process and the medium for the acquisition of relevant knowledge, skills and attitudes for collective survival when its potentialities are proper harnessed (Yahaya, 2013). Therein, the advocacies for the realization of EFA that are hinged on the implementation of the course of SDGs demand that an average

Nigerian child should be braced up with the provision of quality education, which he or she is lacking by the virtue of inadequate educational funding and management by the governments (Kanu & Haaga, 2013). For the purpose of achieving SND through quality education as specified in the objectives of EFA agenda for SDGs, the paper recognized the courage of some erudite national educational thinker and managers in their constant discourses on the needs for qualitative and quantitative education. The paper is also considered such issues of education to be analyzed here, following the pressing societal growth and development which have remain indispensably dependent on the provision and delivery of the quality education.

In a nutshell, the governmental conditions for the realization of SND are continuous one as the increasing growth of the society along their wants and needs are concerned (Paulley & Buseri 2015). SND is a process of providing its citizens with adequate social welfare such as housing, food, healthcare services, education, transportations, electricity, good road networks, and other infrastructures (Mustapha, 2024). These are courses of SND that the levels of quality education provided for the people need to be duly developed and sustained, which can be guaranteed by the provision of quality education (Ogbenika & Isanbor, 2019). These are hinged on the provision of educational goods and services for the realization of SND by some appropriate educational and policy-making agencies designated for some particular duties and responsibilities (Amoor, 2024). With these, the researchers talk about “service delivery” when sociopolitical issues are discussed, and the discourses indicate the sense of duty and responsibility on the part of governance and the governed to be readily disposed to carried out their constitutional rights.

Hence, the courses for the achievement of SND through the projection of EFA agenda are hinged on the delivery of quality education to the masses. “To deliver” quality education is “to provide” with positive disposition to duty and responsibility of what are entrusted to the individual’s care for the sake of common good and development (Uzomah, Fasuyi & Isanbor, 2015). Hence, these concerns for the delivery of quality education are hinged on the needs to envision the repositioning of national educational sectors in the courses of achieving SDGs at a time when we all question the nature and values of education we are currently possessing (UNESCO, 1999). With the lack of quality and even quantitative education currently been experienced in the nation, the researchers

question the future of the children and wards, and they adopt whether our children and wards know the values of the current education they are receiving (Unwaha, 2013). With such state of growth and development, the paper questions the intentions of those in governments towards the provision of qualitative and quantitative education, in relation to meeting the demands in UNESCO on the respect, promotion and protection of human right to education, as specified in the EFA Agenda for the realization of SDGs.

### **The Points of Concerns**

Based on the increasing rates of human population and the sustained corresponding development of human and societal resources, there are needs to situate the contents of educational values and relevance within the employments and applications of science and technology that are determining global ethics and relevance, based on the growing and revising nature of the contents of educational curricula (Isanbor & Osawaru, 2024). It has been greatly observed that the values of education and educational systems of development are becoming controversial and problematic to the purposes, roles, kinds and levels of education the society needs, in order to be indispensably relevant and contributory along the scientific and technological civilizations of values (Guobadia, 2006). This concern is seemed to be beyond the provision of pre-primary, primary, secondary and tertiary levels of education to the masses, but the needs for quality education, which the outputs of such learning exercises and services (Iyamu & Isanbor, 2024). It will be the provision of the culture of learning that is propel by the development of critical thinking and logical reasoning based on the employment of scientific and technological tools that are contemporarily driving the waves of civilization of values and relevance. The problems in educational provision for the realization of SND by the many nations become the concerns for UNO, and through one of its agencies, UNESCO, came up with the EFA programme, and this is with some agenda to be achieved, especially with and by the member' states in meeting with the objectives of SDGs.

It should be lost on the researchers to push the understanding that SND is an aspect of the general development process of a nation based on what it can produce for the provision of adequate and meaningful welfare for the people (Achi & Adamu, 2023). As a concept, it is a desire and ability to use what are available for such nation to continuously improve the quality of life and liberate

its people from the societal limitations (Paulley & Buseri, 2015). It is with this definition that the institutions of the international agencies have universal values and international legal backing that beacons on the member-States to the directives of them for the betterment of the national societies and for international diplomacies. International human rights law lays down obligations which States are bound to respect. By becoming parties to international treaties, States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights (UNESCO, 1990: 5).

Following the UNESCO recommendations on the protection and respect of human rights by the Member-states, especially the provision of Human Right to Education, there is the understanding that the system of contemporary developmental demands by many under-developing nations have been under the pressing pressure on the adequate provision of the valued and quality education over the years (Besong, 2023). Hence, the consideration of appropriateness of standard in education in terms of its quality and quantity indicates the expectant factors of efficient learning environment in public and private learning felicities (Isanbor, 2015b): Appropriate standard directs the sense of having necessary indicators of development through the provision of educational facilities and resources, for instance, maintaining the recommended teacher-students ratio for efficient learning and teaching, and having relevant instructional materials (UNESCO, 1999). This is about putting the necessary educational policies, ideologies and philosophies in achieving SND (Isanbor & Osawaru 2024). This concern of quality education in our society can be hinged in the need to realize the principles of “Education for All” Post-2015 Agenda. Such decision is based on the following imperatives of education (UNESCO Position Paper on Education Post-2015, that: Equitable access to quality education for children, youth and adults should be provided for all, from early childhood to higher education: This is projected to be sustained as the creative and innovative skills and abilities rely on the youth capacities and willingness to advance change in their worlds of interests and values;

Quality education and learning at all levels and in all settings should be at the core of the post-2015 education agenda: In the hands of EFA agenda, the interests for quality education in line with quantitative education already provided by many nations are hinged on the facts that education is meaningful when it determines the changes in the society; A focus on equity is paramount and particular attention should be given to marginalized groups: The recognized perception for gender inequality persist in many society, especially the reality of the girl-child education neglects, and as such, the needs for the respect of human rights provisions are to be sustained through quality education for all persons; Gender equality requires continued and central attention: This becomes indispensably necessary for the maintenance of human rights protections at all socio-cultural and economic level of civilizations of persons; Opportunities to acquire knowledge and skills for sustainable development, global citizenship and the world of work must be enhanced: The consciousness of global citizenship rely on the acceptance and application of the principles of equality of rights across all civilizations of culture and political affiliations, and to guarantee the oneness of values for sake of common sustainable development; Lifelong learning is a central principle of the post-2015 education agenda. Flexible lifelong and life-wide learning opportunities should be provided through formal, non-formal and informal pathways, including by harnessing the potentials of ICTs to create a new culture of learning and thereby, the lack of some of these UNESCO indexes for the achievement of SND will necessarily indicate the lack of national interests and desires in the provision of quality education for the masses (UNESCO, 1999). If not all, the focus on the delivery of quality education for the achievement of EFA agenda becomes indispensable and inevitable, and then, presupposes the issues of the indexes for the realization of SND will be elusive, especially in our contemporary era of scientific and technological reformations for the social, political, economic and cultural reengineering of the minds (Uzomah, Fasuyi & Isanbor, 2015). Hence, the concerns of this paper become very timely and indispensably necessary to reposition our national educational sectors, especially in the aspects of curricula reviews and reformation in meeting with the creation of effective learning environment, if the recommendations made here will be implemented by the agencies of governments concerned (Iyamu & Isanbor, 2024). Therefore, within the concerns for the provision of quality education in creating educational

avenues for the development of creative thinking and innovative skills and mindsets, the objectives of paper remind our developing societies of the indispensable and reliable pedagogical saying that: “No nation develops above the level of education provided for its citizenries.” This shows the needs for the governments of nations to guarantee the adequate provision of delivery of quality education in realizing SND (Hausiku, Piliyesi & Anyona, 2020).

### **Developmental Thoughts on the Delivery of Quality Education**

Haven considered the needs for having a better society through the delivery of quality education, the needs to understand the developmental values of EFA agenda become inevitable and indispensable. This is to be developed by all educational stakeholders, on the capacity and capability to deliver the courses of quality education that will determine the improvement of the living condition of the masses (Hausiku, Piliyesi & Anyona, 2020). This presupposes the basic concerns of development inherent in EFA agenda for every nation. For this national consciousness for the provision of quality education, the issues of sociopolitical and intellectual events and of great expectation for national and international change in educational orientations are based on the values and applications of science and technology (Achi & Adamu, 2023). This can easily stir up its general analyses among thinkers and intellectuals for the sake of realizing the courses of SND. According to Guobadia (2006):

The power of education (as implied in the National Policy on Education) in the realization of the national objectives of a democratic, egalitarian, united, strong, self reliant, great and dynamic society with equal opportunities for all is limited by other social factors. Education cannot be the cause of all economic and social advances. For example, unemployment is primarily a problem of a slow rate of economic growth. The country’s constitutional arrangement, good governance and suitable government policies and actions in such matters as population growth, social discipline, infrastructural development, industrialization and international relations are equally importance and complementary (p. 11).

The understanding of the concept “quality education” indicates the operational values of competence, reliability, sustainability, relevance and adaptability in assessing the level of education provided or delivered for a

particular people in a particular society (UNESCO, 2012a). This operational understanding of the delivery of quality education is mainly hinged on the managerial and administrative commitments of governments to develop the nation through the adequate educational services and funding (Ogbenika & Isanbor, 2019). Such understanding is also based on the provision of quality human and capital resources through “service delivery: by educational agencies and stakeholders: students, parents, philanthropists, educators, investors, civil societies and governments (Hausiku, Piliyesi & Anyona, 2020). In the words of the UNESCO commission on EFA agenda:

In the face of concern over social inequity and unequal participation in development, and the persistence of intra- and international conflict and social unrest, increased attention is being paid to the central role of education in promoting peace and social cohesion. In this perspective, global citizenship and civic engagement, as well as learning to live together have come to the fore as key social learning outcomes. Moreover, in view of population pressures, climate change, environmental degradation and foreseeable scarcity in natural resources, education for sustainable development is gathering momentum around the world. Further exploration is required of how education systems should go about promoting learning for the acquisition of skills to enable learners to address such contemporary challenges and to be responsible and engaged members of society (UNESCO 1990).

Following some research conducted currently in Nigerian sociopolitical and educational landscapes, some studies have shown, especially of the western and southern Nigeria, that every Nigerian family has atleast a tertiary educational graduate (Izibili & Isanbor, 2018). With such possible and reliable assumption, one can possibly say that we know our educational problems and challenges over the time. This is possible due to the current assessment of the deplorable state of Nigerian system, which has politically motivated in many instances of greedy, misguided and selfish dispositions of governance (Isanbor & Osawaru, 2024). Hence, the researchers’ eventful concerns are about the level of qualitative education been delivered to the societal children and wards. Some of the researchers are able to assess the current quality of education being received by Nigerian children and wards, both in the public and private schools, because, in

the past, we know the level of the quality education we received (Achi & Adamu, 2023). Our concern is not about whether education is provided, but on the level of its qualitative contents delivered and the sociopolitical willingness on the part of governments to maintain an appropriate standard for the realization of better living and development (Hausiku, Piliyesi & Anyona, 2020). Therefore, with these few factors of education, we will be able to direct our thoughts in assessing the level of qualitative education delivery in our 21<sup>st</sup> century Nigeria (Besong, 2023). The researchers will be able to conclude on whether the governments are doing the needful through policies and curricula formulations along the imposing demands by scientific and technological civilization of values and learning process in meeting up with the objectives of EFA agenda or questioning the level of government's implementations of educational policies that are relevant along the indexes of SDGs by the adoption of the world best practices in the provision of quality education in the respect, promotion and protection of Human Right to Education.

#### **A Portrait of a Quality Education in Nigeria**

The consideration of the delivery of “quality education” is to be directed towards the formation of the human person in view of final end and the good of that society to which he belongs and in the duties of which, he will, as an adult, have a share. For this formation to be complete, it must involve physical, moral, intellectual and religious formations that lead a person to develop a well-rounded personality (Uzomah, Fasuyi & Isanbor, 2015). Regrettably, education in Nigeria is far from accomplishing this holistic outlook. Education in most part of society has become only intellectual formation and even in this regard, it has simply become acquisition of certificates (Hausiku, Piliyesi & Anyona, 2020). Parents and students are now living in a culture of “certificate by any means,” and immoral practices are not ruled out. This is now about the certification of the individual as human person, not about the true development of the wholeness of the human *beingness*.

The researchers study and teach in educational institutions with: obsolete teaching facilities; poor teaching wages and salaries; poor funding and less governmental presence; corruption-ridden culture and materialistic mentality; less interests to studies on the learners; poor management of human and natural resources; and a culture of certification, not technicality (Izibili & Isanbor, 2018). Hence, the problem associated with non-provision of quality education in

Nigeria in particular, has been majorly seen to be the sense of morality towards the consideration of some serious life issues, such as family development, marriage, dating, courtship social decency, academic performance and sexual countenance (Isanbor & Ogbenika & Isanbor, 2019). The observation could be supported by the public criticism over some immoral behaviour among secondary school students (Besong, 2023). To some people, education has turned to be the development and understanding of human feelings only, not for the formation of healthy character of living and communal change of human personality.

Another perennial controversy is whether education can or should teach values in imposing and challenging relativistic and emotivist civilising cultures. This seems to be a fruitless dichotomy between the society and human character formation; where education is by its very nature a great value for humans, cherished throughout human history (Nwaeke, 2020). Moreover, learning without values could be a dangerous asset for human beings. Trained intelligence, which can be a human benefit, can be a threat if badly used, and hinged on the popular saying that: ***An intelligent thief or brigand is a worse threat than a stupid one.*** With this mind-set, the governments should devote their commitments to put in place the recreation and reinvigoration of the schools across the length and breadth of the country.

This is to aid as well as heighten the intellectual prodigies of many Nigerians to meet the challenges of the 21<sup>st</sup> century (Besong, 2023). The schools are expected to be furnished with modern academic gadgets, coupled with professional and enthusiastic teachers, whose duties include the eradication of ignorance that beclouded one's conscience by luring them to violence. Better still, the teachers are to instil knowledge which breeds freedom that is hinged on the workability of one's self-participation, self-liberation and self-authenticity (Isanbor & Osawaru, 2024). This is general conception of the quality education, which is basically centred on the moral, physical, social, mental, spiritual, and intellectual formation of the human person, and in extension, the whole of human society. In meeting with the challenges of 21<sup>st</sup> century, the Nigerian educational system and curriculum should be improved to provide for the Nigerian child the avenue to exercise the power of critical thinking and logical reasoning in developing problem-solving techniques and innovative skills (Besong, 2023). This is by maintaining or trying to establish standard for distinctive quality education, as the *Nigerian Policy on Education* (NPE) strongly specifies the need

of self-reliance education in all levels of education (Uzomah & Isanbor, 2019). This is of the belief that through education, we should be able to provide jobs for ourselves since the political interests of governments appeared not to be directed towards providing jobs for their citizenries (Isanbor & Osawaru, 2024). We expected to be taught how to manage the challenges that are associated with such political arrangement, which is breeding more poverty and suffering and pain in the society.

### **Educational Curriculum Development, Quality Education Delivery and the Nigerian Child**

The term “curriculum” is gotten from the Latin word ‘currere’ which refers to, “to run a course.” To translate this term from its etymological base, it means “a program of studies that is organized for a school to thrive on.” Curriculum is the organization of the rational content that is the course of subjects, in a qualitative form, for students to undertake, with a view to obtaining a certification at the end of it all (Hausiku, Piliyesi & Anyona, 2020). Curriculum is also seen as the arrangement of courses in a formal house of learning for the purpose of effecting positive changes through the learning contents and the proposed outcomes and objectives. This is for the students to internalize, with the goal training children and youths to reason perfectly, and behave well (Uzomah & Isanbor, 2019). If the goal of education is to reform, to bring out the potentials inherent in the human person as a subject of lived experience, then, it is important to look at the systems in which educational curricula are administered and managed through the employment of critical thinking and logical reasoning (Iyamu & Isanbor, 2024). The employment of critical thinking breeds the understanding that the human society is one filled with both good and evil, but the development of creative minds is met to curtail the growth of the society, especially by helping to overcome the effects of human selfishness and greed (Isanbor & Osawaru, 2024). It is on the nature of the society that Jean Jacques Rousseau advocated for the fight against negative education, and see it as being very detrimental to the neophyte who needs guidance through the educational contents being developed and delivered, so as to protect him or her from the path of vices to the path of virtue, by creating learning avenues that are harmoniously positioned to produce better human persons for the retention of the good courses of SND (Iyamu & Isanbor, 2024).

The achievement of SND through quality education presupposes the understanding of curriculum planning and administration that help to strategize the contents of what is to be taught, design the content of knowledge to be impacted for different categories of persons in the society (UNESCO, 2012a). Thus, the curricula for those at the primary, secondary and tertiary levels of learning would not be the same (Izibili & Isanbor, 2018). Hence, the discussion on the delivery of quality education and the intending maintenance of its appropriate standards are based on the needs of the growing societies (Hausiku, Piliyesi & Anyona, 2020). With it, the contemporary societies including Nigeria need to properly recall the indexes of development specified by World Education Forum for the need of educational competitiveness (UNESCO, 2010). To achieve these goals, organizations, agencies, groups and associations represented at the World Education Forum in Dakar (2000) pledged among other things: to mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education; to promote EFA policies within a sustainable and well-integrate sector framework clearly linked to poverty elimination and development strategies; to ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development; to develop responsive, participatory and accountable systems of educational governance and management; to meet the needs of education systems affected by conflicts, national calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict; to implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices; to implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic; and to create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all.

Hence, the provision of quality education in Nigeria indispensably indicates or presupposes the vibrant legislation of adequate educational funding and management of educational services and laws in meeting with the demands of 21<sup>st</sup> century that is hinged on scientific and technological model of thinking and reasoning (Iyamu, 2024). Hence, these can be achieved towards the provision of quality education and the maintaining its appropriate standard in Nigeria go

with the following factors (Isanbor 2015a:10): *Access to education*: the challenges have been that a lot of children in rural areas, even in urban areas have no access to quality education, especially due to poverty and lack of provision of schooling facilities in their localities. Also, this presupposes the handling of the issues of gender disparities in the education of girl child in some political localities, cultural mentalities and religious consciousnesses. *Inadequate Funding*: every educational research in the area of changes of education always recognizes the effect of inadequate funding, especially on the part of the governments. It has been posited in many ways and events that no national philosophy of education can be said to be realistic without a weighty funding of educational policies and their corresponding implementations *Shortage of Qualified Teachers*: In Nigeria, there are always questions about teacher capacity building through training and retraining programme. Building teacher capacity means that the government and policy makers must provide the necessary resources, materials and ‘tools’ that are required to teach effectively. The implementation of educational policies cannot be successful without recognizing the fact that no level of education can be greater than the teacher education, and that there is need for indispensable improvement of quality of teachers in order to guarantee the quality of other levels of education. *Poor infrastructural Learning facilities*: the questions on this clause indicate that the appropriate stakeholders of education especially the governments, are not measuring up with their responsibilities. It will take them to look up again the contents of national philosophy of education to face the challenges of EFA agenda. *Inadequate Supervision and Inspection*: Nigeria could be said to have good educational programmes, thus, her problems could be attributed to poor supervision and inspections of implementations of these programmes, in order to realize their maximal outputs for national development. *Inadequate teaching /learning facilities and poor learning environment*: It is envisaged that both research and anecdotal evidence emphasize the fact that school environments that promote effective teaching and learning are those that are adequately equipped with educational materials and infrastructure, and guaranteeing of these conditions has been factually problematic in Nigeria.

### **Conclusion**

From the foregoing, the understanding for the needs for the adequate provision and delivery of quality education in relations to the importance of realizing

courses of SND, especially the demands of EFA agenda, has been reasonably made. The relationship of SND and EFA on the needs of quality education recognized: the importance for the humanization of learning environment; the advancement of learning and studying interests through research funding; the consciousness to develop through the values of all levels of education; the arts of sustaining morality of education through criticality, creativity and innovations; the support of private participation in educational investments, and then, the promotion for the decentralization of institutional administration and management away from the influences of governments. All these conditions for better educational services by all educational stakeholders especially specify the evaluation of governments' willing and interests in developing the nation through values of quality education. This is necessarily guided, however, on the needs to revisit the curricula of knowledge contents and delivery in the relation to the provision of qualitative and quantitative learning facilities.

### **Suggestions**

Examining the quality of educational institutions that are determined by the facility index of the schools and its human resources for the achievement of SND, and following the development consciousness based on the provision of quality education for the Nigerian child, the following suggestions were made, that:

1. There is an indispensable need for proper funding of education by all levels of governance. This should be through proper provision of physical and instructional facilities adoptable to and with the global competitiveness and practices in learning and teaching, and for the training and sustainability of adequate and qualified personnel necessary for the achievement of learning outcomes and objectives for SND.
2. Governments should readily dispose to fight corruption, mismanagement and greed within and outside the educational sectors. With this, there is great need to put educational professionals on the same footing with highly valued professionals on Nigeria, and make the teaching profession more attractive like other professions
3. The governments should honestly seek to resolve the problems of general dissatisfaction with the educational professional, administrators and managers in reference to the teacher education programme as with the regards of its poor salaries and allowances, poor public image of the

professionals in the society. It will help the create the avenues for creative thinking and innovative still for the Nigerian learners in maximizing their potentials

4. Without compromise with standards, there should be needs to the adequate provision of proper and efficient educational facilities and its intending maintenance, proper evaluation and measurement of students' performances to meets with the courses of SDGs.
5. The tertiary institutions in conjunction with the ministries of education of the various tiers of government in Nigeria should enunciate, initiate and guide research of science and technology. This will not only help in evaluation of educational processes and its effects on learners but also serve as bases for the continuous professional development.

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