

Brain-Drain from School Drop-Out Perception: Implications for Policy Management and Enterprising Motivation in Nigeria

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Abstract

This was an empirical investigation of brain drain in Nigeria as perceived from school drop-out perspective. The policy management and enterprising implications of the study were also examined as regards Nigerian development motivation. The study was tested at $P < .05$ significance level to investigate two factors of two null hypotheses that (1) school drop-out did not significantly differ for gender, and (2) dropping out of school did not significantly vary with age. Again, the interaction effects of the factors (gender and age) were examined as multivariate analyses of the study's statistics. The data were of secondary source. They were collected from sampled 30 States and Abuja in Nigeria through probability-cluster technique using survey design. The data attained ratio scale on a continuous variable measurement. The participants had average of age of 29.5 years, while extraneous variables were controlled through quality control and supervision. The results showed that Nigerians of both gender(s) and various age brackets exhibited similarity in dropping out of educational opportunities. This trend predicts highly negative consequences for sustainable development of Nigeria. The outcome of the result could be attributed to poverty, socio-cultural inhibitors (practices), apathy, disenchantment to education, and zeal to be wealthy at a youthful age. It is therefore recommended that mass reorientation is very necessary to stimulate Nigerians' interest back to educational engagements. Counseling services and flexible leaning should be made effective for Nigerians who dropped out of school. This will be second chance benefits to them.

Keywords: brain-drain, school-drop-out, enterprising, development, motivation, Nigeria

INTRODUCTION

Background To The Study: Traditionally, brain-drain is said to occur when highly skilled and qualified people move from one country to another, because the latter offers better working conditions, earnings, and general opportunities. However, contemporary perception of brain drain is much more than that. With regards to modern concept, brain drain is the intelligentsia movement out of a particularly society for better opportunities elsewhere, as well as vapidly in sustainable human capital development of the population. The significance of sustainable human capital development is very imperative when one considers the observation of Egbue (2002) that low rate of enrolment at primary, secondary, and tertiary levels of education poses human capital problem for both gender(s) in Nigeria. The intelligentsia is the well educated people in a society who are interested in contributing towards the societal development. The intelligentsia forms part of the human capital. And human capital is said to be sustainable when it is continuously maintained, improved on without degradation, and constantly supplied in high quality for the future (generations) benefit (Obi, 2007).

One major way of enhancing sustainable human capital development is through education. Consequently, education improves the culture as the population is trained. It is a way of improving the mental, physical, psychological and social development of the population. The goal of educational training is human resources development, aimed at facilitating societal growth and progress (Oghuvbu, 2007). Generally, training develops new skills, knowledge, understanding and attitudes. Training can be both formal and informal. Education as a formal training equips an individual with a measure of quality and functional standard (Olusegun, 2007) necessary for societal development. Thus, education is a purposeful human endeavour and motivation. A well educated population is endowed with the skills to adapt and transform the society for the benefit and comfort of humanity. This is why school drop-out especially at high level rate is very worrisome. School drop-out, just like every other societal problem (poverty, war, violence, poor funding, socio-cultural apathy to education, etc) that destabilizes educational opportunities, is an internal source of brain drain. Their own perspective

of brain drain is that they inhibit qualitative development of potential human capital. Basically, a society that is endowed with qualitative and functional intelligentsia is equipped with human capital population that is risk-bearers and daring entrepreneurs. This is a type of human capital population that is capable of relocating ideas, findings, and prototypes to the commercial and production realities and applications (Iteku, Ikeku, and Oku, 2007), that improve life and develop the society. Expectedly mass dropping out of school may deprive individuals the possibility of meaningful participation in the societal development. This is especially when those that are dropping out of school have no other forms of training opportunities necessary for potential and intellectual capacity development (Obagah, 2002). A society that is bedeviled by a large scale dropping out of school of its population has developmental challenges to cope with both at present and in the future.

Brain drain is a response of qualified human capital to move elsewhere for better opportunities, when their socioeconomic environment is no longer productivity encouraging. Similarly, dropping out of school is a response of potentially skillful human capital to withdraw or be withdrawn from educational opportunity as a result of their disenchantment with education, or inability to be sustained in the school (educational pursuit). A well educated population is functionally well empowered to break inhibiting barriers (Odoemenam, 2008), so as to stimulate developmental success. Mass dropping out of school leads to large-scale illiterate population. When this is accompany with no other form of potential development programmes, such population is characterized by lack of basic skills. And by implication that becomes a non-productive or a low productive society. It is therefore rightly observed by Onele (2008) that some of the causes of unemployment and poverty in Nigeria are illiteracy and lack of basic skills.

OBJECTIVES OF THE STUDY

Essentially, youths are the labour force of any society. And youths have the age brackets for attending school. Thus, for them to withdraw or be withdrawn from educational opportunity for some other human endeavours at that age is rather unfortunate for the socioeconomic development of Nigeria. Such withdrawal is an ignorant act that causes internal induced and manifested brain drain. By dropping out of school, potential scientists, managers, leaders, democrats, professionals, academics, etc are not developed and benefited from,

at least to an appreciable scale. Worse still these noble potentials may be wasted as they are channeled to unwholesome activities. Using Nigeria as focus of study, this study therefore aims at investigating the null hypotheses (propositions) that (1) there are no differences in school drop-out for gender. The study also aims at investigating whether (2) school drop-out does not varies with age. Finally, it is also the null hypothesis of this study to investigate that (3) there are no differences in interactions, as regards the age at which each gender exhibits school drop-out.

METHODOLOGY

The significance of the study was tested at $P < 0.5$ to investigate the above null hypotheses. The secondary data obtained from the Federal Office of statistics, Nigeria were used in the study. They were official data on the school attendance sampled on thirty (30) States and Abuja in Nigeria (National Report, 2000). The percentage data attained ratio scale on a continuous variable measurement. The participants for the study were characterized by diversities in gender, religion, socio-culture, educational level, place of residence, socioeconomic status, motivation, age, etc., with the average age of 29.5years. The study had survey design and probability- cluster sampling technique, as survey research is often necessary when participants are to be sampled from a very large population. Similarly, probability-cluster sampling in employed when a study's population in composed of subunits or strata, which necessitates sampling among those subunits or strata (Nwankwo, 2007). Multivariant analyses were employed for the statistical inferences that tested the hypotheses (propositions). Further descriptive statistics were employed to clarify the school drop-out or attendance characteristics as a form of brain drain perspective, and the enterprising implications for development sustainability in Nigeria. The extraneous variables in the study were controlled through quality control and supervision (National Report, 2000).

RESULTS

The collected data for the null hypotheses of the study were analysed with multivariate statistics. The hypotheses were all accepted for the factors (gender, age, and their interaction effects) tested, as they were concerned with school drop-out. By this, both gender(s) did not significantly differ in dropping out of school. Nigerians of all ages did not significantly vary as regards dropping out of school. And finally, there were no significant gender and age interactions, as regards the age(s) at which each gender exhibits dropping out of school more than the other gender. See table 1.1 below:

Table 1.1 Multivariate Analyses Table For Gender, Age, And Their Interaction Effects On School Drop-out.

Factors/Variables	df	SS	MS	F-ratio	P<.05	P
Gender (A)	1	1756.87	1756.87	0.0152*	3.86	Non significant
Age (B)	4	261392.99	65348.25	0.5651*	2.39	Non significant
Gender and Age (A.B)	4	2535.43	633.86	0.0055*	2.39	Non significant
Within	300	115637.65				
Total	309	381322.94				
Critical F-Value (df = 1; 4; 300), *F.05 = 3.86 α 2.39, *P < .05} Accept Ho for All the Factors						

The table 1.1 above showed the calculated F-ratios of 0.0152, 0.5651 and 0.0055 for gender, age and the interaction effects being less than their critical F-table (P<.05) values of 3.86, 2.39, and 2.39 respectively. It indicated that for the first Factor A (gender) the male gender did not significantly differ from the female counterpart in dropping out of school. Again, for the second Factor B (age), the result implied that Nigerians of all ages did not significantly vary as regards dropping out of school. And finally for the

Interaction Effects (A.B), the result implied that the age(s) at which each gender exhibited dropping out of school did not show significant differentiation. Consequently, all the hypotheses of the study were accepted that both the male and female gender(s) of all ages exhibited similar characteristics in dropping out of school. The nature and degree/level of these similar characteristics in school drop-out are further examined and expounded in table 1.2 below:

Table 1.2 Descriptive Analyses Table on School Drop-out for Gender, Age, and Interaction Effects

	Factors/Variables	X	N	%	SD
Factor A	Male	36.19	155	52.03	35.12
	Female	33.36	155	47.97	35.09
	Total	69.55	310	100	
Critical Mean = 50					
Factor B (Age)	00 – 05 years	11.19	62	6.26	10.02
	06 – 11 years	69.49	62	38.88	27.89
	12 – 17 years	70.37	62	39.38	27.92
	18 – 29 years	26.36	62	14.75	17.54
	30 + years	1.30	62	0.73	1.59
	Total	178.7	310	100	
Critical Mean = 50					
Interaction for Gender and Age (A.B)	Male Within 00 – 05 years	11.15	31	3.12	10.36
	Male within 06 – 11 years	71.10	31	19.89	26.76
	Male within 12 – 17 years	72.70	31	20.34	26.53
	Male within 18 -29 years	34.18	31	9.56	17.01
	Male from 30 + years	1.48	31	0.41	1.05
	Female within 00 – 05 years	11.22	31	3.14	9.83
	Female within 06 – 11 years	67.89	31	18.99	29.32
	Female within 12 – 17 years	68.04	31	19.04	29.50
	Female within 18 – 29 years	18.54	31	5.19	14.49
	Female From 30 + years	1.12	31	0.32	0.71
	Total	357.4	310	100	
	Critical Mean = 50				

The analyses of table 1.2 above showed that for FACTOR A (GENDER) the male (36.19) and female (33.36) gender(s) were less than the critical mean value (50). This indicated that school attendance for

both male and female gender(s) in Nigeria was below average. It was an indication of similarity in dropping out of school for both gender(s). Again, the almost equality in the standard deviation (SD) for the

male (35.12) and female (35.09) gender(s) indicated that both gender(s) exhibited sameness in their propensity to drop out of educational opportunities.

For FACTOR B (AGE), school attendance increased dramatically from about 5 years up to 17 years of age, (11.19, 69.49 and 70.37), only to reduce drastically from 18 years upwards (26.36 and 1.30). This was shown from the fact that the mean peak (70.37) for 17 years of age was greater than the critical mean (50). And above 17 years the mean for school attendance reduced to 26.36, and finally to 1.30. By implications, Nigerians started exhibiting dropping out school or its tendency at about the age 18 years and above.

Finally, as regards the INTERACTION EFFECTS (A.B), the analyses of table 1.2 showed that at about 5 years of age, the female gender (11.22) more than the male counterpart (11.15) had access to school attendance. Ironically, from the age of 6 years and above, the male gender overtook the female gender in access to educational opportunities. However, the above variations in school attendance or dropping out of school were not significant as noted in table 1.1. Both gender(s) exhibited similarity in school attendance or dropping out of educational opportunities, And by implication there was similarity in brain drain caused by school drop-out for both gender(s)

DISCUSSION

With a clearer appreciation of the results, thorough discussions on the implications of the results and the study at large are therefore very necessary. Firstly, the gender issues of the result are examined. This is followed by age relatedness of the study. And finally the brain drain correlates of school drop-out, and the implications for national development sustainability.

Gender Issues in School Drop-Out

The result showed that both the male and female gender(s) exhibited similarity in dropping out of school. This is contrary for the observation of Ogba (2008) that there was a widened gender inequality in education, in which the female gender was more deprived. The result of this study revealed that both gender(s) pulled out of educational opportunities equally. Occasionally, more emphases are placed on a particular gender on the issue of enrolment into educational programmes. Often, these emphases and the consequent intervention programmes/activities that follow may blind early observation that a decline in educational opportunities does occur in the other gender. In Nigeria, while much emphasis is placed on uplifting the female gender education believing that she is sidelined in the school attendance, Egbue (2002) rightly observed that the male gender has drastically reduced his engagements in educational opportunities.

Certainly, the Nigerian socio-cultural cum socioeconomic situations could be predisposing factors to dropping out of educational opportunities. Usually, it is believed that the female gender is worse affected by socio-cultural factors that lead to little access to educational opportunities (Ndaliman and Mohammed, 2005). These socio-cultural inhibitors could emanate from cultural barriers that confine the female gender at home. Pregnancy could also be a hurdle to the female gender's education, which may cause her to withdraw or drop out of educational opportunity. There could also be the beliefs that the female gender marries outside the family. And by implication the benefits of her educational training would eventually be reaped by the in-law's family. Thus, there is a misconception that it would be better to give educational opportunities to the male gender that would retain the benefits of such educational training within the family. Furthermore, the socioeconomic problems or pressures could be compelling factor that cause both gender(s) to withdrawal from educational opportunities. Poverty which is very endemic in Nigeria (Ibe, 2005) could inhibit the financing of the educational goal of both gender(s). In the same, motivation for quick wealth could cause the male gender to withdraw from educational opportunities, and embrace other human endeavour(s) like trading. This could be in belief that living in affluence is an indication of experiencing high quality of life (Nwankwo, 2008). Similarly, disenchantment with academic capability could cause both gender(s) to drop from educational opportunity. However, this would not have been to the large scale as was found in this study. Bearing in mind that no gender differences exist in cognitive abilities (Okafor, 2007), it is therefore possible that factors that are inherent more in the social system than personality could be attribute to the dropping out of the educational opportunities by both gender(s). Yet school drop-out for the male and female gender(s) could be explained from the combined influence of both the socio-cultural cum socioeconomic and personality factors. The male gender is more likely than the female counterpart to abandon school and explore their socioeconomic environment. This is with aim of deriving a positive self-image from fulfilling the goals of achievement, independence, autonomy, and self-sustenance (self-reliance). On the other hand, the female gender is more likely than the male gender to abandon school and marry very early. This is bearing in mind that the female gender tends to define herself by her social relations (Joseph, Markus, and Tafarodi, 1992). Often educational opportunities are abandoned by both gender(s) without considering the long-term consequences, even when they have the socioeconomic supports to continue their education.

Age Factor in Dropping Out of Education Opportunities

The age at which large scale Nigerians drop out of educational opportunities is very worrisome. The study found out that this was adolescent age in which they should have acquired the requisite education that will help them build capacity for self-efficacy, adjustment, adaptation and coping mechanisms. Unlike the old age that is characterized by changes and decline in the physical, cognitive, and social functioning (Nwankwo, 2006), the adolescent (youthful) age is characterized by vibrant and virile functioning. And these among others are the human qualities necessary for learning and working. Undoubtedly, work and working are among the socioeconomic and psychological requisites for societal and human developments that Nigeria needs. As noted earlier, poverty, socio-cultural barriers, zeal to acquire wealth at the youthful age, and general apathy to education could be contributory factors for the large scale dropping out of educational opportunities. This is with emphases to Nigerian adolescents in particular, and all the age brackets studied in general. Basically, individuals have the potentials to develop various skills (Nwankwo, 2008) necessary to working. However, the functional manifestations of these skills may be facilitated or inhibited by circumstances. Undoubtedly, functional and qualitative education facilitates their manifestations. Dropping out of educational opportunities is therefore a case of brain drain as these potentials may not functionally be manifested or developed for worthwhile contributions towards societal advancement.

Opportunities for education can be regained after missing that during the adolescent period. Having engaged in other human activities as an alternative opportunity to lack of adequate education, individuals can still pursue their educational ambitions as second chance. This is very important when such individuals can be supported with or by the benefits of those alternative opportunities. Thus, members of a co-operative society who are in their middle adulthood can still be supported in educational training by such co-operative society (Chilokwu, 2008). Unfortunately, it was also revealed from the study that engagements in educational opportunities after the age of thirty (30) is very low for Nigerians. Probably, at about this age, Nigerians might be finding it rather troublesome or cumbersome to embrace educational training as second chance.

Dropping Out of School as a Form of Brain Drain and Nigerian Development Motivation

A society with a below average in number of educated population has a very challenging onerous developmental tasks to cope with. That is the case of Nigeria with a below average in number of educated population as found from the study. Miserably

enough the large-scale withdrawal or dropping from educational opportunities occurred at the youthful and productive age for both gender(s) as was found out from the study. This is the age bracket when individuals should have acquired the basic education for capacity-building of human capital. Such education would enable the female gender manage the family socioeconomic environment (Madami, 2005). Basically, societal development starts from the family development. Families with low level of education may find it difficulty appreciating or being instrumental to government's developmental programmes. Low access to education may have contributed much to the low economic power of the female gender in Nigeria. This in turn has its correlate to family poverty as the not meaningfully employed female gender may not contribute much to the family saving. Certainly, this situation hampers the family entrepreneurship and financial ability to invest in socioeconomic developmental opportunities. Therefore, Bolarinwa and Bolarinwa (2007) observed accordingly that a family with low education believes that the male gender should shoulder family responsibilities all alone. Such a belief deprives the lowly educated family of financial and wealth literacy to escape poverty.

The Nigerian development goal is a programme characterized by driving ambitions, stimulated by motivation, to be ranked among the developed cum industrialized nations of the world. Motivation is the force (compulsion) that initiates, sustains, and seeks completion of human actions. Ambition just like motivation, keeps hope alive, inspires actions, focuses efforts, and sharpens behaviour (Milkatu, 2007). Sustainable motivation is not deterred by failures, nor concludes actions when success is attained. Thus, the Nigerian development goal should be a sustainable motivated programme that should not be deterred by past failures. Educational training therefore produces new breed managers who understand the emerging systems (Egwu, 2005) vis-à-vis sustainable development. That is why a society whose productive population (age group/bracket) is lowly educated due to dropping out of educational opportunities can be likened to a society that experiences internally instigated brain drain. The contemporary Africa is primarily facing the challenge of poverty eradication. Nigeria is an African country with a high level of resources. Yet Nigeria is characterized with a very low level of productivity, corruption and mismanagement of these resources, that the country belongs to the group of very poor countries (Kehinde, 2006). Hence, achieving tremendous and rapid development and industrialization within a short period (barely a decade) as envisaged in "vision 2020" agenda seems rather not feasible. Large-scale dropping out of educational opportunities adds more obstacles and challenges to the development ambition. By dropping out of educational opportunities, the qualitative

human resources cum human skills that will facilitate results and achievements will be lacking. Essentially, lack of skills, may make individuals unemployable for developmental purposes.

The importance of human resources (capital) development was very much appreciated by Nigeria two decades following her political Independence. During these periods institutions of learning were established and maintained at primary, secondary and tertiary levels (Omojimito, and Ideh, 2006). Educational opportunities were eagerly embraced for the societal development of the newly freed country. The role of education in human capital development is to stimulate intellectual ability, as well as inculcate the capacity-building that enhance productivity. The general reference programme for developing human capital of any society is the formal education. Developing human capital and the consequent capacity-building are very crucial efforts in alleviating poverty. On the average, per capita income tends to be higher for the educated and skill than the uneducated and unskilled. Privatization and individual participation in the socioeconomic enhancement of Nigeria will be a political deceit if the population is largely uneducated and unempowered socio-economically. The contributions of many developing (undeveloped/underdeveloped) societies, of which Nigeria belongs, in the areas of techno-science to world progress is virtually nil (Worlu, 2007). Techno-science is absolutely indispensable in the outputs, costs, quality control, supervision, sales, employment, efficiency, and other ancillary developments of any society's industrial, manufacturing and productive power. Nations that have nothing significant to contribute towards the techno-scientific advancement of the world are sidelined in the global decision-making. Such nations become consumer nations that propagate the development and industrialization of other countries that achieved techno-scientific success. Success in techno-science, as well as the development that it stimulates, cannot be achieved in Nigeria if her population continues with the present large scope dropping out of educational opportunities. This is because it is through educational training that appropriate techno-science can be adapted or transferred to enhance and promote indigenous techno-scientific advancement.

Appropriate Techno-science (AT) means developing national-groomed technology and science that will enhance the self-reliance of the society. The essence of Appropriate Techno-science (AT) is to use local resources to enhance gradual and sustainable societal development. When lacking in local resources, techno-science can be transferred from other nations and adapted locally in the recipient nation. Under extreme cases, techno-science can be "stolen", in which African nations, for instance Nigeria, should

explore or investigate the secret of the techno-science success of development societies and stimulate a sustainable emulation of that locally societies are regarded as developing or underdeveloped based on the level of techno-science they employ in their industrial, manufacturing and productive systems, as well as general human endeavours. Therefore, Hymowitz (2001) rightly noted that techno-science is rapidly changing and this must be embraced to remain competitive in business and general development. In the long run Appropriate Techno-science (AT) stimulates work creation. Nigeria will find it absolutely impossible to embrace and sustain her much envied space, information techno-science, automobile, etc, developments at this alarming state of brain drain of dropping out of educational opportunities, by a large chunk of her population who are the future generations.

Consequently, dropping out of educational opportunities is synonymous with losing the human resources that will brainstorm for solutions to problems. Such educated population is always eager to search for causes of developmental problems and point out same for appropriate actions to be taken to address the problems. Educated population is also the agent of change. They are readily available to effect changes in the political, social, economic, and technical endeavours of the society. The major bane of development in Nigeria society is ethnicity, which brings about favouritism, prejudice, and discrimination in developmental activities. Pointing out this, Uchehara (2008) observed the emphasis of the Manufacturer Association of Nigerian (MAN) that industries in the Biafran region of Nigeria were closing down due to lack of electricity. And Biafran entrepreneurs are concentrating on buying and selling or turning into agents of politicians where they feel they can make profit and living. By implication, qualitative and functional education recognizes and supports every societal development irrespective of its origin or sociopolitical antecedents.

CONCLUSION

The study examined school drop-out as a form of brain drain in Nigeria. The enterprising implications for the organization and management of Nigerian development programmes were also expounded. From the study it was found out that both the male and female gender(s) exhibited similar tendency of dropping out of educational opportunities. Again it was found out that Nigerians of all ages dropped out of educational opportunities at similar rate. Again, the study revealed that the age at which each gender dropped out of educational opportunities showed similarity. And finally the population of Nigerians that was attending school was below average. Consequently, the following recommendations are therefore proffered.

RECOMMENDATIONS

In the first place, educational opportunities should be promoted for both gender(s). Both gender(s) drop out of educational opportunities equally. Promoting educational opportunity for one gender will lead to neglecting or counteracting effects on the school attendance of the other gender. Adequate mass reorientations are very necessary to eliminate or at least reduce socio-cultural barriers that inhibit educational opportunities. The female gender in particular and the Nigeria population at large should be reoriented that marriage is not the only climax achievement for the female gender. Inasmuch as it is the primary duty of the female gender to sustain (replenish) population and generations, she has to embrace education as second chance after marriage or pregnancy. The male gender also needs to be reoriented that adequate education is necessary to support his wealth-creation and acquisition ambitions. For him to embrace educational opportunities as second chance after acquiring wealth is well recommended.

Furthermore, Nigerian families should persevere in financing the educational engagements of their children without considering their gender. This is a sure way of facilitating mass educational training of the Nigerian population. The implication, it will help in tackling future socio-economic problems (poverty) that will hamper educational opportunities of the future generations. The Nigeria government should continue to subsidize or fund educational system. This is bearing in mind that as an underdeveloped society, Nigerians are still bedeviled by object poverty. This makes it very impossible for the majority of Nigerian families to finance the educational opportunities of their children. Consequently, the educational autonomy policy by which the government proposes to significantly abandon its funding of educational system, should be reconsidered. Educational autonomy will certainly make financing educational opportunities costlier for the majority of Nigeria population.

School counseling services need to be established and made effective at all levels of Nigeria education system. Such counseling services will help in the behaviour modification of individuals that exhibit truancy, school apathy, withdrawal from educational opportunities or the general tendency to abandon educational opportunities. Such counseling services can also assist individuals to embrace educational opportunities as second chance after missing the opportunities earlier in their lives. In the same vein, flexible learning such as Open University, sandwich course, continuing education, distance learning, etc can be made effective as second chance programmes for those that dropped out of educational opportunities at earlier age. This is another meaningful way Nigeria can train cum educate her

population, and enhance their capacity-building and competency for development programmes. Embracing flexible learning will assist working class citizens to pursue education ambition without their enterprising engagements being disrupted. Education will help embellish their productive capacity that Nigeria needs for her development motivation.

The female gender should not leave family entrepreneurship and wealth-creation alone to the male gender. Both gender(s) should be partners in the socioeconomic activities that will alleviate the family poverty so as to support sustainable education of the children. This therefore emphasizes the need to discard the erroneous opinion cum impression of supporting the educational opportunity for one gender in place of the other, for whatever reason. Both gender(s) are partner in progress for the development of the society. Developing one gender, more than the other with an educational empowerment will cause that other gender to be a socioeconomic burden on the empowered gender. And this burden will extend to the society which will retard its development. Similarly, the motivation to actualize Nigeria's development cum industrialization by the year 2020 should not be deterred by past failures. That is why education of the Nigerian population is very necessary. A well educated population which has a qualitative and functional educational training perseveres in their ambitions in spite of adversities. This is exactly what Nigeria needs. She needs a well educated population that will use development agenda to brainstorm for solutions to her socioeconomic problems. So efforts must be made to get Nigerian population embrace educational opportunities.

Corruption and mismanagement of the societal resources need to be checked or halted. Corruption lures the youths out of educational opportunities for quick wealth, after seeing how politicians, societal leaders, corporate managers etc become wealthy overnight through corrupt means. Such blatant mismanagement of the societal resources may tend to convince Nigerian youths that long period of educational training is not worth embarking upon. Basically, corruption and resources mismanagement deter investors, especially foreigners. And development policies cannot be successful without investors. As ancillary, there is need to have "freedom of information" law in Nigeria. This will help check corrupt and mismanagement practices in the society. Interestingly educated population can explore and exploit such a law to expose corruption and mismanagement of the societal resources. Transparency and the culture of constant exposure of corruption and mismanagement of the societal resources, as will be propagated by educated population, will strengthen the socioeconomic confidence to be attached to Nigeria by those

engaging in enterprising activities in the country. While striving to effectively reengage her population back to school, Nigeria should model her educational policies to be managerial and techno-science friendly. This will certainly facilitate easy learning and application of Appropriate Technology (AT) that will enhance the country's self-reliance. Actually, advancement in management and techno-science stimulate other developmental systems in any society. That is why Nigeria must give importance to the development of her educational system in line with sustainable development. Again, the functional and qualitative educational system recommended for Nigerian development agenda must relegate to the background or stop entirely ethnic practices. Ethnic behaviours manifest through discrimination, favouritism, prejudice, stereotype, bias, etc. These are negative societal attitudes that kill ingenuity among disfavoured ethnic group(s). Functional and qualitative education will lead to openness, which will assist a lot in recognizing, accepting, and supporting developments anywhere in Nigeria without considering socio-cultural (ethnic) antecedents. It will also assist in citing developmental projects objectively.

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