


EDUCATIONAL ADMINISTRATION FOR NATIONAL INTEGRATION



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Abstract

The federal form of government in Nigeria was put in place despite the cultural, ethnic and religious disparities. Hence, the need for education administrators and stakeholders to use the instruments of education to assist in integrating the population which is already fragmented by religious and ethnic differences. The socioeconomic, political and technological transformation of the society is the primary focus of education. Therefore, its management and administration by competent educational leaders and handlers should also be a concern. It is obvious that education administration as a discipline was hoped to transform the society with disciplined managers and administrators, whose creative ingenuity can help in stabilizing the economy, reduce the upsurge of social problems as well as incidence of unemployment, frustrations, suicides, retrenchments, abject poverty, amongst others. It is therefore, imperative that education administration as a course or discipline needs to be refocused in order to equip the learners with the sense of national unity and integration. Considering the invaluable contributions of education to social and national development in Nigeria, this paper attempts to examine the impact of educational administration in bringing about national integration in Nigeria by highlighting some of the problems facing or caused by Nigeria education administrators. The paper further discusses the way forward with a view to restoring the lost glory of our nation's education system, especially in the areas of relevance, equity, quality and standard. The paper revealed that corruption, exploitation, injustice, unequal distribution of resources, inadequate staff training; lack of guidance and counseling, and poverty accounted for a fall in standard of education. The paper recommended that there is need for adequate training and re-training of all education managers and provision of sufficient fund for the sector.

Keywords: Education, Educational Administration, National Unity, National Integration.

Introduction

Education is the process of acquiring knowledge and ideas that shape and condition man's attitudes and action and achievement. Education may construct or destroy a nation depending on the utilization and application of the acquired knowledge. Many states of the world are faced with the problem of inculcating a sense

of national identity unity and integration in the citizens and for strengthening the legitimacy of institutions including political authority. Many factors operate as effective socialization agents to meet the need of nation building and such are derived primarily from their histories of common government and facilities such as language literature, social and political institutions. Education is used for intellectual development, as an instrument for cultivation of benevolence, Justice Propriety, Intelligent and fidelity, and for national unity (Smock and Bentsi-Enchil 1986).

One of the five cardinal objectives of education as stated in the national policy on education is the building of a united, strong and self-reliant nation. Thus to reinforce the sense of national identity, education could be used to bring about unity, loyalty and integration in the country and this can be done through effective management and administration of the education system. The provision of management and administration of educational system is the responsibility of Government at all levels (Local Government, State and Federal Governments).

There have been myriads of administrative problems confronting the educational system in Nigeria such as decayed facilities and infrastructures, poor funding, poor quality products, low morale of teachers, incessant crisis and inadequate research, but the system does not seem to be able or willing to provide solution for solving these problem These problems have become a recurring demand in the history of Nigerian education, there have been declining budgetary allocation to education and yet increase in enrolment The effect of this on education management is better imagined. The system lacks the necessary fund and materials to implement the various programmes and policies. The situation has become worst due to current financial crisis which has impacted on the country's economy.

Against this backdrop, this paper tends to present the extent to which Nigeria education system has been effectively managed. The paper examines the use of education to foster national integration and also how education had attempted to destroy our collective identity. The paper examines the administration of Nigeria education from the historical perspective, highlights some of the endemic problems confronting the nation's education and the challenges ahead. In doing this, the social demand approach was x- rayed as the theoretical framework for the study. The paper is presented under five major headings. The first gives the introductory background of the study. The concept of education is discussed in the second heading. The third heading discusses the concept of educational administration. The concept of National integration is discussed in the fourth heading while in the fifth major heading, the impact of educational administration on National integration as well as the recommendations and the suggestions for further study are discussed.

Theoretical Background

The social demand approach is one approach that emphasizes the universality of education if positive national integration and development is to be achieved. It was

the pioneered by Charles Sanders Peirce who viewed education as a necessity of life that should be made available to all citizens. The demand for formal education is not only for its benefits in employment, but also as a consumer good with intrinsic values in its own right. Viewing education in this way leads to a different emphasis from narrow, economic interpretations of the benefits. Thus, Obaji (2002) commenting on this approach holds the view that education is the consumer of goods which must be provided to every individual irrespective of ethnic religious, political or physical disposition. In the present context, if education must act as a means of national integration then it must be made available to all citizens' right from the primary school to the university level. Based on this realization, the federal government of Nigeria has introduced various policies in an attempt to make education available to everybody hence, the recent introduction of the universal basic education (UBE) programme.

Concept and Meaning of Education

Education is the manifestation of divine perfection which already exists in man that could lead to the development of the individual in all aspects namely physical, intellectual, emotional and spiritual development. Education is the greatest input for advancing towards personal and national objective since education helps total development of human personality. Education holds the key to human progress and plays an important role in bringing about change. Education is the only instrument of social, economic, political and cultural transformation necessary for the realization of national goals, inculcating social responsibility and national integration values. The function of education, thus, is to bring up or to develop the learner through the process of instruction and training that takes place in or outside an educational institution. Besides gaining knowledge and information, education also develops and promotes national values, leaderships and responsibilities. Education also helps an individual to develop adjustment to the environment and have the control over it. It develops social responsibilities in learners. Education is a tri-polar process where teacher, learner and social environment act and react with one another. It is a life-long process, both theoretical and practical a science as well as an art and essentially a process of growth and development which leads to the modification of behavior.

The word "Education" has been derived from the Latin term "Educatum" which means the act of teaching or training or from another Latin word "Educare" which means "to bring up" or "to raise". The word "Education" also originated from another Latin term "Educere" which means "to lead forth" or "to come out". All these meanings indicate that education seeks to nourish the good qualities in man and draw out the best in every individual. Education seeks to develop the innate inner capacities of man. By educating an individual we attempt to give him some desirable knowledge, understanding, skills, interests, attitudes and critical 'thinking'. He develops some understanding about the deeper things in life, the complex human relations, and the cause and effect relationship and so on. He gets some skills in writing, speaking,

calculating, drawing, operating some equipment etc. He develops some interests in and attitudes towards social work, democratic living, co-operative management and so on. As an individual in the society, he has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, he has to learn all the qualities of head, hand and heart through the process of education. (Dagar, Rac and Joseph 2017)

Concept of Educational Administration

Administration refers to the process of running an organisation, office or business. This includes creating rules and regulations, making decisions, management of operations, creating organisation of staff/employees/people to direct activities towards achieving a common goal or objective. Administration refers to the group of individuals who are in charge of creating and enforcing rules and regulations, or those in leadership positions who complete important tasks. An example of administration is the President of a country and the individuals he appoints to support him. Administration is defined as the act of managing duties, responsibilities, or rules. An example of administration is the act of the principal in the school managing the faculty and staff and employing the rules of the school system. Administration refers to the persons (collectively) who are entrusted with the execution of laws and the superintendence of public affairs. The chief magistrate and his cabinet or council are examples of administration. Administration is the process and the activity of a government or state in the exercise of its powers and duties. Often Administration is the executive branch of a government. It is the group of people who manage or direct an institution, especially a school or college. Administration is derived from the French word *administracioun* or from classical Latin *administration*. Some of the basic functions of administration include: Planning, Organising, Directing and Controlling. (Bresiani 2006)

Educational Administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. The term "Administration" doesn't refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating lie performance. The same situation occurs in the field of educational administration. The concept of educational administration is applicable in case of an educational organisation which has certain purposes or goals to fulfill.

In order to achieve these purposes or goals, the head of the educational organisation plans carefully various programmes and activities. Here the educational organisation may be a school, college or university. The head of the school/college/university organizes these programmes and activities with co-operation from other teachers, parents and students. He/she motivates them and co-ordinates the

efforts of teachers as well as directs and exercises control over them. He/she evaluates their performance and progress in achieving the purposes of the programme. He provides feedback to them and brings modification, if required in the plans and programmes of the school or college or university. So the totality of these processes which are directed towards realizing or achieving the purpose or goals of the school/college/University is called educational administration (Fullan, 2001).

Overview of Management and Administration

The administration is a systematic process of administering the management of a business organization, an educational institution like school or college government office or any nonprofit organization. The main function of administration is the formation of plans, policies, and procedures, setting up of goals and objectives, enforcing rules and regulations, etc. Administration lays down the fundamental framework of an organization, within which the management of the organization functions. The nature of administration is bureaucratic. It is a broader term as it involves forecasting, planning, organizing and decision-making functions at the highest level of the enterprise. Administration represents the top layer of the management hierarchy of the organization. These top level authorities are the either owners or business partners who invest their capital in starting the business. They get their returns in the form of profits or as a dividend.

Management is defined as an act of managing people and their work for achieving a common goal by using the organization's resources. It creates an environment under which the manager and his subordinates can work together for the attainment of group objective. It is a group of people who use their skills and talent in running the complete system of the organization. It is an activity, a function, a process, a discipline and much more.

Planning, organizing, leading, motivating, controlling, coordination and decision making are the major activities performed by the management. Management brings together 5M's of the organization, i.e. Men, Material, Machines, Methods, and Money. It is a result oriented activity, which focuses on achieving the desired output. The major differences between management and administration are given below according to Hughes (2012):

1. Management is a systematic way of managing people and things within the organization. The administration is defined as an act of administering the whole organization by a group of people.
2. Management is an activity of business and functional level whereas Administration is a high-level activity.
3. While management focuses on policy implementation, policy formulation is performed by the administration.
4. Functions of administration include legislation and determination. Conversely, functions of management are executive and governing.

5. Administration takes all the important decisions of the organization while management makes decisions under the boundaries set by the administration.
6. A group of persons, who are employees of the organisation is collectively known as management. On the other hand, administration represents the owners of the organization.
7. Management can be seen in the profit making organization like business enterprises. Conversely, the Administration is found in government and military offices, clubs, hospitals, religious organizations and all the non-profit making enterprises.
8. Management is all about plans and actions, but the administration is concerned with framing policies and setting objectives.
9. Management plays an executive role in the organization. Unlike administration, whose role is decisive in nature?
10. The manager looks after the management of the organization, whereas administrator is responsible for the administration of the organization.
11. Management focuses on managing people and their work. On the other hand, administration focuses on making the best possible utilization of the organization's resources.

Theoretically, it can be said that both are different terms, but practically, you will find that the terms are more or less same. You would have noticed that a manager performs both administrative and functional activities. Although the managers who are working on the topmost level are said to be the part of administration whereas the managers working on the middle or lower level represents management. So, we can say that administration is above management

Concept of National Integration

Nigeria is a vast country with much diversity. The Federal Republic of Nigeria is located on the West Coast of Africa with 36 states and a Federal Capital Territory (FCT). The national census figures (year 2005) described a population of 140 million people. Of this population, 30 million were students. Nigeria is divided into six geo-political zones with Yoruba in the South-West, Igbos in the south-east and Hausas in the North (Abdulrabman, 2016). They speak different languages which have their own beauty, style and heritage. They believe in different religious faiths and ideas. Nigeria never has one language spoken throughout the country or one religion followed by all among the traditional languages. Thus, Nigeria presents a remarkable variety of people who differ from one another in every respect; hence, national integration would weld the people into one and make them to be 'one strong national unit maintaining at the same time our wonderful diversity'. The concept of national integration touches almost all points of national life. It synthesizes the sentiments and values of different casts. Linguistic, regional and religious communities emotionally into a compact whole. It Checks narrow tendencies which are a great hindrance to national unity, national integration and national progress. National integration is the unity of heart and mind. In

short, it is a feeling of brotherhood in the minds of the citizens of a country; a feeling of cohesion and harmony; a feeling of loyalty to the country, patriotism, oneness and solidarity; a feeling of tolerance, especially tolerance of others' beliefs.

National integration is the feeling of togetherness or oneness towards one's own country irrespective of their individual differences with regard to religion, region, race, culture or caste. National integration isn't only about national spirit. It involve.¹- a feeling that brings peoples from all areas, dialects and beliefs together in a common endeavor. When national integration occurs, individuals are likely to work together to build systems that enhance the prosperity of a nation and its people. Ojo (2009) defines integration as "the process of unifying a society which tends to make it harmonious city, based upon an order its members regard as equitably harmonious". To Ubani (2016), it is "a relationship of community among people within the same political entity, a state of mind or disposition to be cohesive, to act together, to be committed to mutual programmes".

In the same vein, Morrison and Stevenson (1972) say it is a process by which members of a social system develop linkages and location so that the boundaries of the system persist over time and the boundaries of sub systems become less consequential in affecting behaviour. In this process members of the social system develop an escalating sequence of contact, cooperation, consensus and community. It is the extent that the minimal units (individual political actors) develop in the course of political interaction a pool of commonly accepted norms regarding political behaviour patterns legitimized by these norms (Ojo, 2009). He also looked at integration as the progressive reduction of cultural and regional tensions and discontinuities in the process of creating a homogenous political community. It means unifying all the forces in the country so as to give the idea of one nation. Kolangi (2004) has argued that a community is cohesive when: "(a) It has effective control over the use of the means of violence. (b) It has a center of decision making capable of effecting the allocation of resource-s and rewards. (c) It is a dominant focus of political identification for a large majority of political K aware citizens'. These conceptualizations of integration which gives no clear indication of what the end product would look like and how one would recognize an integrated polity. How much cohesion and which commonly accepted norms denote an integrated political or social unit? How would an observer identify integration or is it dependent on some other manifestations (such as conflict) to demonstrate a lack of integration? And what institutional form will an integrated unit take? Will it be democratic or authoritarian? Would it be a centralized organizational entity with full sovereignty or would it be a loosely federal unit? Or are institutional forms irrelevant to integration? Those are posers of Kolangi (2014) who describes integration as the attainment, within a territory of a sense of community and of institutions and practices strong enough and widespread enough to assure, for a long time dependable expectations of peaceful community. Put differently, a secured community is a group of people who are integrated.

Nigeria's efforts at achieving national integration have remained largely unrealized. The integration crisis facing Nigeria is manifest in the minority question, religious conflicts, ethnic politics, resource control, youth restiveness and the call for a sovereign national conference. These have jointly generated the disintegration of the productive sector, and the institution of food insecurity, social in-security, deterioration of the physical and social infrastructures, fall in the living standards of a vast majority of Nigerians and their alienation from the political system. The entire social matrix in Nigeria is characterized by inter community, intra-community, inter-ethnic, intra-ethnic, inter-religious and intra-religious strife.

Some of these conflicts are as old as the history of the Nigerian nation. Armed militia youths have been combating detachments of the Nigeria army in the Niger Delta region. In 2004, Bauchi State was turned into a theatre of death and horror as Christians battled Muslims. That also spread to Kano where more lives and property were destroyed. This orgy of violence has become a permanent feature in Nigeria. Most of the socio-political problems which are threatening the foundations of the Nigeria nation have lingered through the ages. Kolangi (2014) stated that the current discussion about Sharia is 95% about power and perhaps about 5% about religion.

Importance of National Integration

According to Ojo (2009), the need for national integration does not arise merely from a moral purpose certainly. The moral purpose is evolving today. National integration is the very condition of our national survival; it is a practical necessity if we are to go forward with our development plans and to progress in unity and strength. National integration is a blend of sentiment resulting in love for the country. National integration is a feeling that binds the people of country together. It means bringing about social, economical and cultural differences prevailing among people within a tolerable range. It is a cementing force that binds the citizens in a unity. This means, the development of mental climate that would help react in terms of oneness. National integration values have been emphasized at every stage of national development. National integration values have to be developed both inside and outside of educational institutions. Students should learn to love the nation, and this will pave the way to national integration and promoting national peace. This dimension covers the spirit of patriotism and aims at assessing the attitudes of individuals in developing the nation to have a better future with respect to some of the aspects such as reducing brain drain, fanaticism and other national evils and promoting national solidarity, encouraging self employment, exchange of resources among the states for economic development. National integration brings about sovereignty, socialism, secularism, democracy, republic, justice, liberty, equality, fraternity, dignity of the individual, unity and integrity of the nation, international peace and international order.

National Integration and Education

National Integration is a feeling that binds the citizens of a country. It is the job to inculcate knowledge of our country, pride in it, and respect for the best in our national environment, aspiration and traditions and a wish to improve our country. National integration cannot be built by brick and mortar: it cannot be carved by chisel and hammer. It has to grow silently in the minds and hearts of men. The only process is the process of education (Lundvall 2010).

National integration is crucial to the creation of a strong united country which is an essential precondition for all progress'. National integration is a blend of sentiments resulting in love for the country. National integration aims at unifying the people and not making them conform to one pattern, instead of aiming at lifeless uniformity in thought and action, it gives the progressive realization that there can be similarities among differences. It is a harmonious and healthy blend of sentiments-resulting in love for the country, feeling of joy in its prosperity and feeling of resentment when danger threatens it. There is no denying the fact that unity is a necessary condition for nationhood. Nigeria is a plural society suffering from feudal and colonial past.

Role of Education Administration in Developing National Integration Values

The educational system of a country is like a bank on which the nation draws a cheque whenever it requires strong, reliable, skilled worker. If the system is overhauled and lubricated, the next generation is assured of good leaders and an equally essential good follower. The aim of education is to build human character and to make young generation so that they might assist in achieving the democratic values. Such education will unite all people together. Education for national integration implies that education inspires a sense of love and devotion towards one's country, in the hearts of young boys and girls since Nigeria is a country of different communities, religions, languages and cultural traditions. There is wide-spread-selfishness which puts the unity of the country at stake. It is against this background that the value of education for national integration becomes all the more important. Education is therefore, a great force and effective means of national integration.

Teachers are the nation builders and educational institutions at the heads of all that goes to make the foundations of a nation strong (Lundvall, 2010). The destiny of Nigeria is now being shaped in her classrooms. It is here that individual minds are being trained for individual harmony and national unity. The role of education in national integration is for Nigeria to remain free, united and democratic we must educate people for unity and not localism, for democracy and not dictatorship'. 'Education can play a vital role in strengthening emotional integration. It is felt that education should not only aim at imparting knowledge but also should develop all aspect of a student's personalities. It should broaden the outlook; foster a feeling of oneness and nationalism and a spirit of sacrifice and tolerance so that narrow group interests are submerged in the larger interests of the country'. 'Education system must make its contribution to the

development of habits, attitudes and qualities of character which will enable the citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissi porous tendencies which hinder the emergence of a broad national and secular outlook'.

The demand of twenty first century is novelty, creativity, and integration of knowledge at global level, research, critical and analytical thoughts. Rapid social changes are creating uncertainty and complexity in the society. To prepare the children and youth to cope with the present situation, administrators need to develop analytical and critical thinking, skill and attitude that would make them more flexible and innovative to deal with uncertainty and crises at national and global level. The greatest role of education administration is to re-design curriculum, textbooks, teaching methodology and children's literature, formal and non-formal educational systems. Cultural values of the majority of Nigerians are derived from their religious believe. Since an education system reflects and strengthens social, cultural and moral values, therefore, Nigerian's educational interventions have to be based on the core values of religion and faith. Curriculum plays crucial role in national integration and harmony. Curriculum role as observed in the National Education Policy (2014) should enable the learners to learn knowledge, develop conceptual and intellectual skills, attitudes, values and aptitudes conducive to the all round development of their personality and proportionate with the societal, economic and environmental realities at national and international level.

Role of the Teachers in Promoting National Integration

Teachers can play an important role in developing values of national integration among the students. Lundvall (2010) states the important measures which can be very helpful in this regard as:

- (i) Teachers should set ideal examples of national integration through their behaviour, ways of thinking and doing things.
- (ii) Teachers should present historical facts in an impartial and objective manner.
- (iii) They should not discriminate students on the basis of caste, colour, language, region and religion.
- (iv) They should lay balanced stress on the achievements of great leaders belonging to different communities, regions, ethnic group, etc.
- (v) The importance of interdependence of different regions and states should be highlighted.
- (vi) All possible efforts should be made to inculcate an attitude of rational thinking in the students.
- (vii) Community dinner, campus, educational excursions and tours may be organized so that students get opportunities to appreciate the concept of unity and diversity.
- (viii) Deeds of patriotism of great persons belonging to all communities should be suitably explained.

Obstacles to National Integration

There are many forces that come in the way of our national integration. Often people have very strong feelings about their own religion and language and oppose those of others. Such feelings lead to clashes between different sects, damage our unity and prove to be a hindrance to our progress (Buzan, 1991). Communalism is one factor that poses a great danger to our unity. If we give more importance to our religion rather than our country we cannot contribute to its progress and development. We have to develop tolerance and understanding for other religions and not let such feelings destroy our unity. Linguistic differences also create problems. Our Constitution has given recognition to eighteen languages. This is something important in a country such as ours. One's mother tongue is dear each and everyone. It is also essential to impart education in the mother tongue for quick and easy learning for the convenience of the people of a State it is also necessary to carry on official work in it. This also helps a language to develop and grow. English act as link languages between States in our country.

However, sometimes people display hostility towards the language of other people. This again harms the cause of our national unity. As responsible citizens we must give due respect to other languages and cultures and realize that they add to the greatness of our country. Casteism also poses a great threat to our unity. People of one caste support each other and oppose the progress and development of people belonging to other castes. Appointments in jobs, admissions in educational institutions are often on the basis of caste considerations. People also avoid social interaction with other castes. Politicians often exploit such feelings at the time of elections. This leads to feelings of resentment and hostility that threaten the integrity of our country. Another danger to national integration is provincialism. It springs from the same sentiments which work behind communalism. Unemployment intelligentsia is the greatest threat to national cohesion. It causes frustration, Complexes, conflicts, restless and discontentment. A frustrated youth is country's worst enemy. The success of democracy depends upon the good leaders. Most of our leaders are selfish and unscrupulous. They either work for their own vested interests, they do not care for the national interest. Such leaders stand as an obstacle to the path of national unity. Youth of today is sitting at the crossroads. He is frustrated because of the rampant corruption, favouritism, unemployment, uncertain future etc. There are domicile restrictions in various colleges, especially in professional colleges. How can the people of all the states gather under one flag and how can all the communities and castes become indistinguishable if such barriers exist.

Forces Promoting National Integration

Our founding fathers were aware that there were threats to our unity from various forces. Consequently, certain safeguards were placed in our Constitution. These

took the form of certain ideals and principles like Democracy, Secularism, and Social Equality that are guaranteed under our Fundamental Rights (Ilesanmi, 2001). Thus, our Constitution is the most important force that promotes national integration. Nigeria is a secular state. This means that each citizen of our country has the right to practice his or her religion. The government cannot show preference to one religion at the expense of another. Also, as a democratic state, all the citizens are equal under the law of the country. Our fundamental rights and State Policy specifically shows that each citizen is equal in every way. People cannot be discriminated against on the basis of differences of religion, language, and culture. National festivals also act as an important unifying force. Independence Day, Children's Day, etc are festivals that are celebrated by all Nigerians and in all parts of the country, regardless of language, religion or culture. They remind us of our common nationality. On interdependence, the Central and State Governments are working together to achieve these common objectives. Different regions of the country are dependent on each other for supplying and consuming various kinds of products that result in their economic growth. Rice grown in Kebbi state are sold in Lagos state. No region is so self-sufficient that it can do without the other. These factors also bind the country together. Our National Symbols like the National Flag, the National Anthem, and the National Emblem also help to remind us that we have same identity. For this reason we stress on the importance of showing proper respect to these symbols. These act as strong unifying forces both in times of celebration and adversity.

Other forces like the communication system and the mass media help in the exposure to all the cultures of different regions thus, bringing the whole country together as one nation. National integration describes the togetherness or oneness felt by citizens of a country with regard to citizenship. When individuals are nationally integrated, they may feel a sense of pride or patriotism. Some things that can get in the way of national integration include religious or political divides as well as communication barriers between citizens who speak different dialects or languages. National integration isn't only about national spirit. It involves a feeling that brings peoples from all areas, dialects and beliefs together in a common endeavor. When national integration occurs, individuals are likely to work together to build systems that enhance the prosperity of a nation and its people. National Integration most simply and briefly means national unity. It is unity in diversity. It involves the sentiments of nationalism; the feeling of oneness; Social, political, economic, linguistic and cultural unity; Common ideas of life and common code of behavior; the ability to subordinate sectarian and parochial loyalties to loyalty of the nation.

Conclusion

In this paper, national integration is described as the ethical responsibilities of the citizens for them to be aware of their fundamental duties to the nation, to be aware about the issues affecting the society and provide solutions to them, to vote intelligently

to pay taxes through proper means, care for public and other people's property and to provide services for the welfare of the needy. Everyone must be treated equally before the law regardless of their race, gender, national origin, colour, ethnicity, religion, disability or other characteristics, without, discrimination or bias.

Although we cannot say that destructive ethnic rivalries and distrust have been abolished, we can say that there is gradual progress towards improved understanding in the country. At present, ethnic groups are no longer the greatest threat to national integration in Nigeria. The breakdown of the rule of law in the Niger Delta and other parts of Nigeria is caused by "the lost generation of youths." Angry, hungry, and restless youths are not speaking for ethnic groups, so much as the army of the unemployed. To meet this new challenge to national stability, there must be efforts to bring employment to Nigerians. Until people are financially independent, they lack dignity and security. The unemployed are a source for social and political unrest in the world. The pressing need today is a more equitable society with opportunity for all in the country. The problem today is not division by ethnic groups, but division by class, the rich and the poor, the employed and the unemployed.

The achievement of national integration depends upon a just government for all citizens. There must be "equilibrium between a powerful and prosperous modern state and concern for the liberty of multifarious cultural elements. Developing national consciousness is a decision. It requires deliberate policy and efforts on the part of government and educational administrators. Nigeria has made great strides towards national integration. Unlike the regional parties of the First Republic, there are now national parties contesting elections. People's Democratic Party (PDP) is a national party so also the All Progressive Congress (APC). The National Youth Service Corps, despite its shortcomings, exposes youths to other parts of Nigeria. Federal Government Colleges, dubbed unity schools, might be revived to work as another source of improving understanding among different groups. National universities and improved communication and transportation throughout the country foster national identity. National associations such as trade unions hold annual conferences to bring about cooperation and common purpose among its members.

Recommendation

Positive measures should be taken to inspire patriotism in the country, the schools should emphasize symbols of the nation such as the national anthem and the pledge. Nigerian history should be taught and there should be special emphasis on the heroes of the nation. The history of the movement for freedom from colonial rule can be a stirring call for youths to replicate the courage of our past leaders. Teaching the norms and values of each cultural group can be the basis for building national loyalties, strong character and morals among the young people. We cannot move towards a strong, ethical nation without imbuing strong understanding of basic rules for behavior. University education must imbue youths with values for national unity. The education

can reach out to rural areas with cinema and theatre groups to teach the lessons of cultural identity and also national integration. It is also recommended that:

- i. The NUC should grant recognition to only those tertiary institutions which do not practice discrimination on the grounds of caste, creed, religion, clan etc.
- ii. The basis of admission to educational institutions should be on merit. The issue of catchment area should be discarded.
- iii. All federal government schools should have same uniform for students in every school.
- iv. Every year, students should be requested to sign an undertaken to devote themselves to the service of their country and countrymen.
- v. Students should be taught the importance of the national flag and to show due respect to the national flag.
- vi. Students and teachers in co-operation with other members of the Community should celebrate national days such as independence and democracy day.
- vii. Projects should be initiated in schools for the specific purpose of acquainting students with their country. These projects should increase knowledge about various parts of the country and thus stimulate love for the country.
- viii. The three major Nigerian languages should be made compulsory from primary to secondary to tertiary education for the sake of permanent integration of different communities in different states of the federation.
- ix. Student exchange programmes should be encouraged.

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