



# EDUCATION, ACCOUNTABILITY AND TRANSPARENCY: A CATALYST FOR SUSTAINABLE DEVELOPMENT IN NIGERIA SOCIETY

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## ABSTRACT

The paper examined education, accountability and transparency, a catalyst for sustainable development in Nigeria Society. Education in this context is seen as a tool in ensuring accountability and transparency and also to attain sustainable development. It also paraphrased some key concepts such as, education, accountability, transparency and sustainable development. The theory of structural functionalism was adopted to offer credence to the paper. The paper also comments on the factors that hinder sustainable development in Nigeria such as poor leadership, poor resource management, lack of accountability and public employees, weak governmental institutions and high cost of governance and also the strategies to improve transparency and accountability in education to achieve sustainable development. The paper therefore summarizes Education as a tool in ensuring transparency and accountability as it, instills in citizen, good moral behaviour, norms, values, honesty, good attitude and so on toward work delivery, to achieved sustainable development in Nigeria.

**KEYWORD:** Education, Accountability, Transparency and Sustainable Development.

## INTRODUCTION

The development of any nation is traceable to Education. Development is seen as a systematic process of positive change in man which translates into transformation of the immediate environment. Therefore, sustainability is development that satisfy the needs of the present without compromising the capacity of future generations, guaranteeing the balance between economic growths, care for the society social well-being.

Education is a powerful instrument for imparting powerful knowledge, skills, attitudes, values and beliefs to the learner to be an accepted member of the society. According to Esu, Erukoha and Umoren (2006), education is the process of shaping individual's behaviour for adequate adjustment in the society. In fact, education performs the role of shaping the individual to conform to the accepted positive values that enhance all round development in the society. Positive values include good moral attitude, respect for cultural heritage, love of the nation,

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respect for labour and productivity, truthfulness and honesty. These positive values aided development and projected the country as a nation a paradise of success.

Today Nigeria is riddled with altered values in all sphere of life which is inimical to the sustainable development of a nation. Changes over time have eroded the earlier cherished values of Nigeria politically, culturally, socially, and economically, as the system is being politicized by our leaders and unfruitful policies with the aim of embezzling. It is high time to be transparent and patriotic to achieve our dream. Hard work and honesty was hallmark of Nigeria's cultural values. People were recognized on the basis of what they have been able to achieve through their sweat rather than through dubious means and stealing, Aggarwal (2004) states, "values stand for ideas men live for, they are the guiding principles of life which are conducive to all round development." Values are beliefs or ideas which people consider dear or acceptable. Education is an agent of values, it inculcates all these values to citizens to ensure accountability and transparency to achieve sustainable development.

Accountability is answerability for the correct and thorough completion of the deliverable task, and the expectation of account giving while transparency implies openness, the quality that makes something obvious or easy to understand. Through the powerful instrument of Education, the spirit of transparency and accountability can be instilled in citizens and its effect will be visible in all sectors. This subsequently brings about sustainable development of the Nigerian society.

### **Education**

In almost all societies, attending school and receiving an education is extremely vital and necessary if one wants to achieve success. Education is a vital instrument for shaping and directing human reasoning and actions that follow suit in every society. According to Yakubu (2004) education is defined as the shaping or modification of behavior of the individual with the view to developing desirable habits, skills and attitudes for adequate adjustment in the society. This assertion clarifies that the desirable habit, skills and attitudes for modification of individual behavior could be found in the Blooms three taxonomy of educational domains. It is the acquisition of such knowledge and skills that will help the individual earn his livelihood and find a place in the adult society. Education is the

process of transforming an individual physically, mentally, socially and emotionally to become a useful member of the society.

Education is accepted globally as a major instrument for social transformation, technological advancement, cultural integration, national unity and national development, (Dienye & Morrison, 2012). According to Okoh in Morrison, Onyema, Igwe and Ogadi (2015), education is the process through which the ideals and worthwhile values of society are systematically passed on from one generation to another to ensure socio-cultural transformation and advancement of man and his environment. In the view of Hamilton (2013), education is any formal, informal, or non-formal system of activities people engaged in the society in order to prepare them with the appropriate skills, attitudes, knowledge, information and competences that will enable them participate and function effectively in socio-economic activities in the environment they find themselves. By implication, education, in all ramifications should positively impact on every facet of human endeavour, the right attitude of honesty, integrity and transparency to ensure sustainable development in the country.

The National Policy on Education (2004) section 1(7)(d) stated categorically that education is the process that helps to develop a total man, both physically, mentally, morally, politically, socially and environment in which he or she found himself or herself. In section 1(9) the policy states that; education shall be highly rated in the national development plans because education is the most important instrument of change; all fundamental change in the intellectual and social outlook of any society, has to be preceded by educational revolution. Therefore FRN (2004) explained that education is an instrument par excellence for effecting sustainable development while Owarri (2006) opined, that to attend sustainable development that nation would need to invest in education. Besides, education is regarded as a vital instrument for socialization and as a means of laying a formidable foundation for a strong nation leading to sustainable development of a nation.

Necessary conditions must be in place for the needed development to be achieved. The most important condition in this regard is the state of education system of a nation. Maicibi (2011) seems to have projected education as the key to development and stability of nation. Shepard and Greene (2001) affirm that education is a channel

through which status, integrity and equality could be achieved by the individual. Education is an instrument for excellence, for affecting sustainable development (FRN, 2004). Also, according to Onwumere, (2006), any nation that wants everlasting and remarkable peace and development would need to invest in education.

### **Accountability**

This is the state of being assigned responsibility for something that you have done or something you are supposed to do. Accountability is answerability for the correct and thorough completion of the deliverable or task, and the expectation of account giving; it can also be seen as "being called to account for one's actions".

Accountability can also mean (Obligation imposed by law or lawful order or regulation on an officer or other person for keeping accurate record of property, document, or funds, The person having the obligation may or may not have actual possession of the property, documents or funds. Accountability is concerned primarily with records, while responsibility is concerned with custody, care and safe-keeping.

### **Accountability in Education**

Accountability is an important concept in the management of education. It has gained credence in all the state in Nigeria and throughout the world. Accountability means being required to give an account of events and behavior to those who has the legitimate right to know. Accountability occurs when an individual's action comes under review and when that person receives a higher or low degree of sanction in their performance does not come up to standard. In fact, Accountability and Transparency are inseparable. Indeed, accountability is a form of transparency. Transparency leads people to look at result and this promotes accountability. In 2017, the Global Education Monitoring (GEM,) report series on assessment of progress towards a sustainable development on global education (UNESCO, 2020).It investigates accountability in education and analyze how all relevant stakeholders can provide education more effectively, efficiently and equitably. The report examines different accountability mechanism that is used to hold government, schools, teachers, parents, the international community and the private sector accountable for inclusive, equitable and quality education that exposes some selected issues in global education (Donald, 2011). Accountability, the idea of holding schools, distinct, educators and students responsible for

result has become a more recent watchword in education.

Consequently, the school on behalf of the society transmits moral values, positive attributes and attitude of the society to individuals, according to Udoh (2010), school transmits honesty, regard and concerned for the interest of others, justices, discipline, right attitude to work, encourage and national consciousness. Ibia (2016) added to the list by mentoring integrity, chastity, modesty, tolerance, honor, humility, patience, brotherliness and so on. All of these help people to be more pro-social than anti-social, more vitreous than criminal. No doubt the Nigerian Education is the contradiction between what ought to "be and what constitute a great dichotomy between theory and practice.

### **Transparency**

Transparency implies openness, the quality that makes obvious or easy to understand. Transparency could also mean the quality of being done in an open way without secrets. In education transparency is very important for variety of reasons. It encourages teachers to work together to unpack standards, plan instruction, assess learning, analyze data, revise instruction reanalyze data and then evaluate the impact of individual teaching, strategies

Looking at Nigeria, a nation that is greatly endowed with human and material resource would not have become a debtor nation. A survey conducted by transparency international, a Global Society Organization leading fights against corruption, in 2004 of 146 countries, placed Nigeria in the 3rd position. To confirm the corruption in Nigeria, Anholts Brand Index (2018) placed Nigeria as the 49<sup>th</sup> out of the 50 most corrupt nation's studies.

Nigeria experiences oil boom in the 1970s and is currently benefiting from high prices on the world market but progress has been undermined by corruption and mismanagement. Ironically, Nigeria does not lack management knowledge but lack of the will to do the right thing (Adukwu - Boujoko, 2010). It is common knowledge that, corruption in Nigeria is fueled by need on the impoverished majority on the one hand and the greed of the powerful minority on the other hand, Therefore, corruption span across all sectors and strata of the society thereby hindering productivity and the cultivation of transparency. The effect on the nation's educational system, the hub around which nations develop, has been catastrophic.

All levels of education have been reduced to poor learning centers, and this has caused more harm than good. Schools are now where many students exchange the little values learnt at home for quick fixes such as spending huge sum of money without working for it, buying certificate without studying, enrolling in schools without attending classes. In-fact, corruption in the education sector is multidimensional and can be grouped as internal and external. Internally, it is perpetuated by students and staff alike and externally by parents and officials of ministries and their parastatals including officials of examination bodies such as West Africa Examination Council (WAEC), National Examination Council (NECO), among others, Cases abound where parents pay for examination question for their ward who would not read to pass entrance examination to the next level of education.

Therefore, a monitory measure should be adopted to checkmate the activities of workers and students and nurture them to be transparency in attaining sustainable development.

### **The Concept of Sustainable Development**

To be, sustainable means something that continues to exist over a period of time According to Dalal – Clayton (2002) defines sustainable as an action or process that can continue or last for a long time.

Development in this paper is seen as a systematic process of positive change in man which translates into the transformation of his immediate environment. In order words, development is man centered geared towards social transformation. That is any development that does not revolve around changing the man to be good himself and the general society is not development (Idari, 2011). Similarly, Bhasin (1983) has earlier pointed out that awareness and the ability of individuals in a group to readily change their situation is an essential aspect of development which should not be neglected.

Sustainability is development that satisfies the needs of the present without compromising the capacity of future generation, guaranteeing the balance between economic growth, care for the environment and social wellbeing. Sustainable development is a concept that appeared for the first time in 1987 with the publication of the Brudland report, warning of the negative environment consequences of economic growth and globalization, which tried to find possible

solution to the problems caused by individualization and population growth.

Sustainable development is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. Also, social, cultural, and health needs-including a shelter which is healthy, safe, affordable, and secure, within a neighborhood with provision for pipe borne water, drainage, transport, health care, education, child development, and protection from environmental hazards. These services will meet the needs of citizens. Achieving this implies a more equitable distribution of income between nations and in most case within nations. Political needs including freedom to participate in national and local politics and in decisions regarding the management and development of one's home and neighborhood, within a broader framework that ensures respect for civil and political rights and the implementation of environmental legislations.

Meeting such needs without undermining the ability of future generations to meet their own needs means minimizing the use or waste of non-renewable resources-including minimizing the consumption of fossil fuels and substituting with renewable sources where feasible. Also, minimizing the waste of scarce mineral resource (by reducing use, reusing, recycling and reclaiming).Sustainable use of renewable resource-including using fresh water, soils and forest in ways that ensure a natural rate of recharge. Keeping within the absorptive capacity of local and global sinks for water, including the capacity of river to break down biodegradable wastes as well as the capacity of rivers to break down biodegradable wasters as well as the capacity of global environmental system, such climate to absorb greenhouse gases.

### **THEORETICAL PROSPECTIVE**

The theory of structural functionalism was adapted to further offer credence to the study which has been carried out. Taking from the preview of Emilie Durkheim, functionalism is a theory that holds the position that society is made up different indivisible pars which combine to form a whole (Anderson & Taylor, 2015). The theory provides that if any part of society is removed or detached, society would automatically incomplete and probably dysfunctional in nature. Thus, for a society to

function effectively, every part must contribute to the growth and stability of society. For instance, education as part of society is bestowed with the responsibility of furnishing members of society with relevant information about cultural values and norms of the people, knowledge, skills, just as a family facilitates procession, nurturing and socialization of young members of society (Winkle, 2010). Anderson and Taylor (2015) submit that a society would be functional if the majority of the components parts work towards helping the system to grow, but would be dysfunctional if the components parts act against the social system. Thus, if the society is a system of interconnected parts which work in agreement to stabilize society as presented (Haralambus & Holborn, 2007), there is a need for education to assist other interconnected parts such as the family, politics, social media and host of others to inculcate in citizens the spirit of accountability and transparency for effective sustainable development of the nation. This theory is relevant since the paper projects education as tools to ensuring accountability and transparency to attain sustainable development of the nation.

### **Factors Affecting Sustainable Development in Nigeria**

Considering the enormous human and material resources at the government's disposal since independence in 1960, with the seemingly minimal growth of the nation's economic, social and political structures, the challenges of good governance for development have become a significant concern in Nigeria. Other time, the Federal Government of Nigeria has realized massive amounts from crude oil and natural gas but without corresponding development and improved the quality of lives of the citizens. This can be attributed to several reasons, some of which are;

#### **1. Poor Leadership**

One of the major hindrances to sustainable development in Nigeria is poor leadership at various facets of governance. Government lacks the capacity to perform, which is rooted in a lack of ability to innovate and harness available resources. Besides, the government has no regard whatsoever to the principles of good governance – openness, transparency, accountability and the rule of law. Which together form the crucial factors that foster sustainable development in any society. Hence, the lack of an open and accountable government has paved the way for corruption and being misappropriated at the expense of the masses. El-Rufai (2012) in

his article titled "A Federation without Federalism" reflected the broad consensus amongst Nigerians, then and now, that our Federation has been dysfunctional, more unitary than federal, and not delivering public goods to the generality of our people. Despite possessing significant natural resource endowment, being Africa's leading economy and most populous nation, Nigerians are neither happy nor content with the current political structure. All these are due to corruption, according to Obayelu (2007), corruption in the exploitation of public position, resources, and power for private gain.

**2. Poor Resource Management:** Poor management of resources has also been a significant hindrance to enjoying the benefits public enterprises could offer the citizens. This poor management led to the formulation of public policy of commercialization and privatization of government enterprises to relieve the government of financial burdens the non performing enterprises can cause. With no solid accountability framework, poor management of resources is now rife among public officials. It has drained the country of the needed funds and resources to attain the goal of sustainable development. This is one of the causes of ethnic conflict in Nigeria. In 1966, Isaac Adaka Boro formed a militia group to fight for resource control Etekepe (2005), which has been a contentious issue in the country. resource due to environmental degradation of the area and lack of real development in the Niger Delta which makes over 90% of federal revenue for running the economy of the nation.

**3. Lack of Accountability and Public Employees:** Despite the huge reliance on crude oil and natural gas for economic growth, the government has failed to ensure a proper accountability framework for the sector to be accountable in terms of revenue derived. The implication of poor accountability culture by public officials on the nation's quest for development is that public resources meant for development are often diverted for individual use, which hinders sustainable development in the country. This hydra-headed monster called corruption has done a lot of damage to the nation. For instance, it destroys the economy, causes poverty, leads to poor service delivery, denies social amenities to the people, causes collapse of local industries, frustrates indigenes professionalism, innovations, creativity, handwork and entrepreneurship (Nwosu, 2013). Not only that, it has given the nation a very bad image both nationally and

internationally. Nigeria according to transparency international (2003) is the 139<sup>th</sup> out of 176 most corrupt nations. This leaves Nigeria as one of the most corrupt nations in the world. No wonder Neild (2002) posited that crime can only be effectively death within the context of successful socio-economic programmes, but economic growth and programmes which will banish poverty are themselves subverted by crime and corruption.

4. **Weak Governmental Institutions:** This challenge majorly revolves around those heading government institutions who ought to spearhead government policies and programmes for development. However, incompetence has become the order of the day while many see themselves as bigger than the institutions they head, thus going above the law and not being held accountable for their actions. Illorah (2004) opines that unequal treatment of citizens on the basis of ethnicity is a common characteristic of political leadership in many African countries. The menace is not only found in the political institution but in all institution where opportunities are not placed on expert rates or merit but on ethnic preferential. It is the action of somebody in power favouring their relatives and friends especially in appointing them to good positions. These officials prefer relatives and friends even when they are not qualified for government appointments, positions or carrying out contracts. Based on this, "Favourism produces a corrupt and inept leader", and affect sustainable development in any nation.

5. **High Cost of Governance:** It is observed that about 70% of the government revenues are spent on the government itself, while only less than 20% of the country's population benefit significantly from the government's revenue (Hikimi, 2006). Another related problem in the in creativity recurrent expenditure of the national budget yearly simultaneously decreases is being recorded for capital expenditure which is meant to help improve capital infrastructural development.

### **STRATEGIES TO IMPROVE TRANSPARENCY AND ACCOUNTABILITY IN EDUCATION**

The various strategies to address the issue and find ways to respond to the challenges according to United Nations (2003) are;

- a. How to promote a sustained leadership
- b. how to define adequate regulating mechanisms

- c. how to streamline the channeling of resources to beneficiaries
- d. how to ensure that information is accurate and available
- e. how to organize independent monitoring systems, and
- f. how to develop avenues for social participation

#### **1. How to Promote a Sustained Leadership in order to Break the Inertia of Corruption in the Education Sector**

An organize body, free from corruption, will need to be established and a strong commitment to address corruption problems is required from the top. A clear vision from the leadership needs to be developed on this basis, based on some basic governance principle such as greater participation, enhanced accountability, integrity, better predictability and demand for greater transparency. This is not enough and some concrete measure have to be taken to translate this vision into real terms as illustrated through the enactment of Economic and Financial Crimes Commission (EFCC) and Independent Corrupt Practices Commission (ICPC) for the prevention of corruption and conferred power on the two commissions to investigate suspected cases of corruption and economic crimes.

However, as in often the case, once decision have been made the difficulties in applying them are far from insignificant in government action there is sometimes an initial wave of good will but this eventually gives way to the tendency, as time goes by for officials to become less rigorous in their observance of programme of governments. Eckstein (2003) suggested that a wide diffusion of the principles of governance should be adopted by top-leadership through a coherent communication strategy, reaching all stakeholders (public, authorities, parent and teachers). The principles of mutual accountability and shared responsibility be promoted with a view to obtaining positive results in programmes carried out in the education sphere. The end product of such a chair accountability would be that, when things go wrong, those responsible are held accountable for inefficiency or mismanagement. Mutual accountability be also improved in relation to other public departments such as Ministry of Finance and Civil Society should be evoked by promoting a holistic and forward planning and funding approach, removing overlapping, duplication of effort and uncoordinated intervention and providing

common accountability, reporting, monitoring and evaluation frameworks.

## **2. How to Define Adequate Regulating Mechanism**

Endemic corruption is difficult to eliminate but mechanisms can be put in place to minimize its effects. The design and enforcement of adequate regulation (including self-regulatory) mechanisms can prove extremely useful in this respect. Such regulatory mechanisms will come from procurement, textbook production and distribution, school feeding and teacher management.

To improve transparency in public procurement according to Hallak & Poisson (2004) government should issue clear guidelines to be strictly adhered to with regards to the procurement of civil works. All school construction projects should be open to public tender and contractors may challenge any award they feel do not comply with the rules criteria for the evaluation of contractors in order to ensure that only those with a background of honesty in the industry may be allowed to conduct business. The federal government should establish an inspection team that makes sure that the qualitative standard are in no way compromised. Students, parents, employers and the entire community should be involved to play a role of watchdogs in the future.

In order to foster transparency in teacher management, Nuland and Khandewal (2006) explain that a process of verifying the physical placement and functions of teachers in school should be undertaken which will be compared with the real need of the schools. The value of self regulatory mechanisms such as code of conduct and standards of behaviour (both professional and ethical) in the education sector should be emphasized (standard council of the teaching profession, 1996).

## **3. How to Streamline the Channeling Of Funds**

The streamlining of the channeling of funds in shortening the road from the sources of funds to the recipients and sometimes also in isolating the funds from the bureaucracy e.g. education Trust Fund, which insulate bridged resources from political change, red tape and leakages. The merit of formula funding is workable. Formula funding of schools according to Rossard Lava (1999) reduces the likelihood of corruption since an essential element of formula funding is public accessibility to information. Transparency puts pressure on people in positions of responsibility

to act in conformity with regulations since the chance of detection is much higher and the personal and professional consequences of misappropriation are greater. Thus, the use of grant for schools and pupils. In order to reduce possible drawback in formula funding according to Cangarajah (2002), a nationally agreed format of the production of financial reports at both school and intermediate authority levels, the training of principals, administrative staffs in systems and the organisation of regular audits must be designed. The existences of safeguards are not always sufficient to overcome corruption. Comprehensive guidelines should be developed to explain the new financial regulation put in place, reporting requirement should be clearly specified, training and socializing processes organized and regular assessment and audit of school accounts should be set up officials have to be motivated to keep the rules through adequate systems of incentives and the ability of the education system to improve academic excellence.

## **4. How to Ensure that Information is Accurate and Available**

Accuracy and availability of information are key factors for ensuring equitable and transparent allocation and use of resources. This can indeed encourage schools sectors to become more accountable for government and parental spending on education. To ensure the availability of consistent and reliable data to facilitate educational planning and management, an education management information system should be established to link up all schools.

The information databases thus created, should be maintained and regularly updated at school levels, where it is easier to monitor statistical changes. In addition, in order to check the accuracy of data, the federal Ministry of Education should conduct a regular census and make vital checks to verify information in the sector database.

The merit of some specific methodological tools such as public expenditure tracking survey (PETS) can get a real picture of the situation. PETS is one of the few ways of studying the flow of public funds and other resources at various levels of government and the administrative hierarchy, and the acquire quantitative evidence on leakage (Hallak & Poisson, 2002) other tools such as Quantitative Service Delivery Survey (QSDS) in very useful in obtaining information on other important dimensions, such as the rate of teacher absenteeism and the number of ghost

teachers. However, the setting up of adequate systems of information is not enough in itself to improve transparency and accountability in the management of educational resources.

### **5. How to Organise Independent Monitoring**

A clear guidelines and regulations have been elaborated, the problem in knowing how to make sure the departments in Federal and State Ministries of Education and local education authorities are made accountable, by organizing independent monitoring for effective spending of operational funds and accurate reporting and that departments and schools follow agreed financial guidelines and spend out agreed priorities this requires strengthening technical and financial planning, management and accounting/reporting procedures within the line ministries and schools. The establishment of internal and external audit systems is part of this process. This can involve sampling financial monitoring of schools accounts, sampling inter audits of accounts by the inspectorate general to ensure compliance with spending guidelines and improved link between the Ministry of Education internal audit office and the national audit authority. Accounting Audit mechanism should be set up as a very useful tool to find out whether instructions have been applied or not and whether decisions have been taken to induce corrective academic excellence. There is need to reduce opportunities for fraud in the management process itself, and at the same time, introducing a system of incentives not to commit fraud, or disincentives to commit fraud. Hallak & Poisson (2004), opined on the existence of primary book-rental scheme monitored by a school's supply unit (SSU). One of the SSU field offices is to identify book-rental defaulters and to persuade them to make prompt payment into the revolving fund.

### **6. How to Develop Avenues for Social Participation**

There are usually few or restricted opportunities for the meaningful participation of civil society in the improvement of transparency and accountability in education. The question of how to make school directors and parents committees more accountable for governmental and parental spending on education in schools is a difficult one. The public is often unaware of opportunities for involvement. Yet, according to many, public involvement would be the key to reducing corruption. That is why avenues for community participation in education has to be explored. Exercises in the sharing of information, and

efforts towards mainstreaming participation would certainly go a long way towards improving transparency and accountability. (Hallak & Poisson, 2006).

In order to involve communities in education, avenues for social participation can be created by use of the media. Parents should be provided with adequate information to enable them to play the role of well-informed consumers. Radio programmes, for instance, can help to warn the public and school about incidents relating, for instance to school examinations. More broadly, the existence of web pages, newspapers, local radio and public hearing along with appropriate budget and national awareness campaigns can all help to make the public aware of opportunities of involvement. They can even contribute to promote interaction between citizen and public officials campaigns to raise public awareness, can be organized by governmental authorities information campaigns should be arranged by EFCC with the objective of informing people about what their entitlement and reflections are so that they can detect when the standard of service provided falls short of those entitlement and make a compliant accordingly. Public hearings, where rural people will be actively involved should be conducted by local authorities and donors. Information campaigns should also be led by coalitions of NGOs. Not only do these coalitions conduct public awareness campaigns, but they also organize round table discussion and press conferences, implement public opinion surveys to raise awareness about the negative impact of corruption and provide telephone hotlines where any person can receive legal advice free of charge and hold public hearing.

### **Education as a Tool to Ensure Accountability and Transparency for Attainment of Sustainable Development**

Education is a vehicle for social transformation and sustainable development. The quest for sustainable development in Nigeria has been an issue of great concern to all who have a stake in the existence of an entity called Nigeria (Raid, 2015). In search of genuine sustainable development, a lot of development agenda, programs and reforms measures have been initiated and some implemented by both government and partners. Being a county of paradoxes, it is blessed abundantly with natural and human resources, whose potential according to Soludo (2006) have remained largely untapped and the little that has been taped mismanaged,



even in schools, teachers mismanaged their task, break protocol and do things in their own ways. This becomes the major problem of attaining sustainable development.

For democracy to properly work, its citizens must be educated. They must know how to gather information, distinguished facts from opinion, analyzed issues, understand many different viewpoints, understand justice, think for themselves, communicate their opinion clearly and work with others for common good. These among the most important aspect of values education where honesty is playing the game of politic, integrity in holding public office is taught to the youths. Dike (2015) supporting this clearly asserted that to prepare for life in a modern society, the citizens should be expose to qualitative education and acquire good moral of being accountable and transparent, to enable them create a humane society and to function effectively in the society. Not only the citizens but the leaders should also be exposed and understand that education do not occur in the vacuum as the leaders must plan for it. The challenge to the Nigeria political leaders is to confront the problem beginning with them, being transparent and accountable, then innovative ideas and integrated values, education in the nation's school curriculum is for good character development.

To corroborate the above, Esu(2009) position on values and character education would not have occurred by chance when he strongly noted that the need for character and moral education in Nigeria educational institution is quite obvious especially when viewed against growing act of fallen moral valves such as stealing, dishonesty, cheating, examination malpractice, indent and obscene mode of dressing, act of forgery of certificate to gain admission into higher school, etc. Ewa (2003) submitted that character and moral education is inescapable mission of schools, the goal of which is to help children and adult develop good disposition that will enable men to flourish intellectually, personally, socially and above all a good and patriotic citizen and leaders (Ideri,2011). Education should instill in learners that are leaders of the future, good moral standard of behaviour honesty, good virtues, norms and values of the society to ensure transparency and accountability in them, as to achieve sustainable development through good work delivery.

## CONCLUSION

In conclusion, the development of any nation is traceable to education, because education is a powerful instrument of change, good morals, knowledge, skills and good attitudes. It performs the role of shaping the individual to conform to the accepted positive values that enhance all round development in the society. The factors preventing sustainable development in Nigeria such as poor leadership, poor resource management, lack of accountability and public employees, weak governmental institutions and high cost of governance, are the menace, canker worm eating the development of this great nation. Strategies were elaborately proffered to address these issues. The paper therefore summarizes education as a tool in ensuring transparency and accountability as it, instills in citizen honesty.

## RECOMMENDATIONS

In order achieve maximum result in the process of attaining sustainable development through education, accountability and transparency, the following recommendations are advised: Nigerian schools, from kindergarten to primary, secondary and tertiary institutions, as well as other Formal and informal sectors of leaching and learning should make morality a prerequisite for assessing and grading of-students, as to install the spirit of transparency and accountability in them.

In propagating the message of transparency and accountability in Nigeria, teachers and students should be allowed to access themselves, by using assessment model forms designed by schools. This will help to improve transparency, build self-consciousness and further assist in justifying for the activities taking place in the school.

The Federal Government should establish an uncompromising team that is corruption free, to tour round schools and other sectors to ensure transparency and accountability to attain sustainable development.

Education as tool in ensuring accountability and transparency to attain sustainable development in Nigeria society, should instill in students and all citizens good virtues, honesty, good moral standard of behavior, disciplines measures of being acquainted with the norms and value of the society, to help reduce or curb corruption, improve good working habit, promote accountability and transparency to attain sustainable development.

Moreso, the management of education sector in Nigeria should be grouped under three strategies. The creation and maintenance of regulatory systems, the strengthening of management capacities and the encouragement of enhanced ownership more specifically.

1. The creation and management of regulatory systems: This involves adapting existing legal frameworks so that they focus more on corruption concerns (reward/penalties) designing some basic norms and objectives criteria for procedure (for instance, with regards to fund allocation or procurement) developing professional and ethical codes of practice for the education profession, and defining well-targeted measures, particularly for fund allocation.

2. Strengthening management capacities to ensure the enforcement of these regulatory system: This involves increasing institutional capacities in various areas, particularly information system, developing computerized/automated processes, setting up effective control mechanisms against fraud, promoting ethical behaviour, sensitizing and training staff, and creating peer control mechanisms.

3. The encouragement of enhanced ownership of the management process: This involves developing decentralized and participatory mechanism involving the profession in the design and enforcement of rules, increasing public access to information (particularly by the use of new technologies) and empowering communities to help them exert stronger "social control".

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