

ENHANCING QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN NIGERIA

ELUJEKWUTE, EDWIN CHUKWUAGUZIE (PhD)
Department of Educational Foundations, Faculty of Education
Benue State University, Makurdi, Benue State -Nigeria
E-mail: elujekwuteeddy@gmail.com Tel; +2348037530328

&

AJA, JANE OGOMA (PhD)
Department of Business Education,
College of Education, Oju, Benue State, Nigeria
E-mail: janeaja65@gmail.com Tel: +2347036679003

&

DANBURAM, IBRAHIM UMARU
Department of Arts Education, Faculty of Education,
Taraba State University, Jalingo, Taraba State -Nigeria
E-mail: danburamibrahim78@gmail.com Tel: +23480322575

&

NYITAR, REGINA HEMBADOON (PhD)
Department of Educational Foundations, Faculty of Education
Benue State University, Makurdi, Benue State-Nigeria
E-mail: reginanyitar@gmail.com Tel: +2347037681775

ABSTRACT

This paper examined the enhancing Quality of Education for Sustainable Development Goals (SDGs) in Nigeria. It also appraised on how to improve the quality of education and implicated the fact that once quality education is assured, the outcome of it is development. Moving further, the educational administrators have a lot to do for schools to achieve their goals of ensuring quality education. However, it was observed that in higher institutions of learning despite accreditation by expectative agencies, they are found wanting in the area of enhancing improved quality education and hence stunted achieving sustainable development goals (SDGs). It was observed that corruption and examination malpractice are identified to be hindering every efforts made towards achieving enhanced quality education that could guarantee sustainable development goals (SDGs) in Nigeria. In view of the above, it was recommended amongst that, the Agencies established for accreditation in Nigeria should strengthen in ensuring instilling consciousness on the educational stakeholders in achieving sustainable development goals (SDGs). Also the educational administrators/managers should faithfully carry out their duties and concerted efforts be made by stakeholders in education such as parents, teachers, school proprietors and the society in ensuring that corruption and examination malpractice are reduced at breast minimum in schools. Conclusion were made and the implication drawn.

Keywords: Enhancing, Quality education, Sustainable Development Goals (SDGs) Quality Assurance, Educational Administrators, Corruption, Examination Malpractice, Nigeria.

Introduction

Education is universally recognized as the answer to socio-economic problem of the world, Nations and individuals look up to education to provide a cure for poverty, ignorance, climatic change, mental deficiency, Joblessness, hunger, inadequate shelter, poor governance, poor communication system and among others (Elujekwute, 2019). The importance of education by any standard to any community is knowledge which in general is called education, which is the cornerstone for sustainable development. Etuk, Ering and Ajake (2012) define education as a basic tool for achieving development at all levels. Etuk, Ering and Ajake further states that education is the process of acquiring new values and skills for the purpose of effective functioning in the society Ayodele (2007) affirms that development cannot take place in human society without education and conversely, no lasting peace and security can be accomplished with development. This is to imply that for sustainable development goals to occupy in a society both individuals and the state should have access to quality education. Therefore, education becomes the indices for measuring the development capacity of both the individuals and the country. It becomes an important social commodity that is desired by all but relatively not affordable by all either on account of scarce resources or ill equipped teaching. This perhaps explains why UNESCO and World Education Forum (2015) recognize the global momentum of achieving accessible and quality education for children and adults. This awareness has grown steadily and most recently metamorphosed into an objective embraced within the sustainable development goals (SDGs) (United Nations, 2015). However, sustainable development goals are believed to be a holistic approach to improving the quality of life. It postulates that there are intrinsic links among economic, social and environment well being. Changes in one area will impact upon the other. It is a pattern of resources that aims at meeting human needs while preserving the environment so that their needs can be met not only in the present but also generation to come. It is a development which meets the needs of the present without compromising the ability of future generations to meet their own needs (World Commission on Environment and Development, 2007). It is a way of protecting the environment while improving living standard for all the people in the society.

Oguejiofor and Ezeabasili (2014) points out that the major essential tool for achieving sustainable development goals should include; Improving the quality of basic education; Re-orientation existing education programme to address sustainable development; Developing public awareness and understanding and Providing training for all sectors of private and civil society. Over the years, Nigeria government has taken a number of steps and made some rapid progress before now and of which everybody including non Nigerians identified that such development is hanging on pseudo legs and so could never be achieved. For example, in the late 70s and early 80s Nigeria educational system depended heavily on expatriates for virtually everything including teachers in secondary and tertiary institutions which certainly could be not sustained either due to insufficient funds and political reasons. However as result of the windfall from sudden rise in oil price due to war and conflicts in certain parts of the globe that is enjoyed sometimes is something we cannot imagine it being sustained. The need for quality assurances in Nigeria educational system is highly desired in order to ensure

quality of teaching and learning in schools. However, Adegbesan (2010) outlines the major needs of quality assurance in our educational system in Nigeria to include;

- (a) to serve as indispensable component of quality control strategy in education
- (b) to assist in monitoring and supervision of education
- (c) to determine the quality of the teacher input
- (d) to ensure and maintain high standard of education at all levels
- (e) to determine the level of adequacy of the facilities available for quality control
- (f) it would ensure how the financial resources available could be prudently and judiciously utilized and
- (g) to determine the number of classrooms needed based on the average class size to ensure quality control of education.

In the quest for development, many countries of the world invest substantially on education, research and information. In the European Union countries, 2.3% of their GDP goes into research and 12% goes into education. Quality education serves as the cornerstone of development of a nation and development involves bringing about meaningful transformation in the lives of the people in such a way that there is no wide gap between one section of the society and another. Development is therefore synonymous with growth and progressive change and these changes can be physical, mental or emotional. According to Makoju, Nwanngwu, Abolade and Newton (2004) the implication is that no matter how the nation seems to be advancing in innovation and technology, science and commerce among others without education, it could mean that the success or development will depend on borrowed skills which definitely will not see the light of the day. In view of the above, the poverty level in Nigeria, the nature and output of graduate, facilities available in the educational institutions all levels and among the others are all indicating that unless corrective measures are taken quickly what the future holds as far as education and subsequently sustainable development goals for Nigeria could be catastrophic. This paper therefore, a wakeup call to address the issue of enhancing quality of education in Nigeria and how it could certainly bring about sustainable development goals (SDGs) in Nigeria.

Concept of Quality Education

The term quality education is the process through which an individual is transformed into a participant in the social and economic development of his society (Daura and Audu, 2015). Quality education means excellence or more of societal values embodied in the school curriculum. This includes the processes, stage and activities that learners passed through before obtaining the certificate from educational institutions. In the same vein, Boyi (2013) maintains that because quality education give the individual the opportunity of living within the contributing to economic development of his society quality educational system takes cognizance of the dynamics of the labor market, equips its graduate with occupational skills and competencies to enable them be self-reliant. Quality education entails some standard or degree of excellence of the education system in meeting up with its desired goals. According to Elujekwute (2019) quality education covers the curriculum content, the instructional strategies, assessment and evaluation policies and procedures which determine the achievement and performance of the learners. The educational managers in their quest to graduate students at times do not deliberate seriously on the skills and facilities for global best practices to enable the graduates meet a given standard during the process of teaching and learning so as to meet the desired goal. Ajayi and Adegbesan (2007) defines quality as the total

of the features of a process, product or service on its performance in customers or client perception of that performance. It is not just of feature of finished product or service but involves a focus on internal process and outputs and includes the reduction of wasted and improvement or productivity. Elujekwute further categories quality into three interrelated and interdependent as (i) Efficiency in the meeting of its goals (ii) Relevance to human and environment condition and needs (iii) Something more that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity. However, Fadokun (2005) views quality in education to be judged by both its ability to enable the students performs well in standard examination and relevance to the need of the students, community and the society as a whole. Fadokun further concludes that quality education services as determination of graduation based on standard of excellence beneath, which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. However, quality assurance is related to quality control, but it functions in a rather proactive manner in the sense that quality control serves as series of operational techniques and activities used to fulfill that requirement are met. While, quality assurance goes beyond that, because it extends the focus from outcomes or outputs to the process which produces them. Quality here can be globally seen as the worth, goodness, acceptability, strength, taste, durability and among others. All these quality constructs have diverse meaning that call for an in-depth understanding of quality assurance in educational management.

Concept of Quality Assurance in Education

The term quality assurance in education involves efficient management, monitoring, evaluation and review of the resources, inputs and transformation process (teaching and learning) to produce quality students that meet set standard and expectation of the society. Ayeni (2012) states that, quality assurance in education has to do with setting standard, for the various process and activities that lead to the production of graduates by the training institutions. These process and activities include entry requirement, programmes duration, course content, quality of teachers, infrastructure/facilities, school environment from holistic perspective and examination items, supervision moderation of result and grading system. According to Ogba and Igu (2014) quality assurance involves consistent provision and utilization of good and high standard resources to foster effective teaching and learning in every stage and aspect of educational system. Ayodele (2007) defines quality assurance is the process of ensuring continuous improvement in all areas of the school programmes in order to satisfy the needs and expectation of the institutional customer. Quality assurance in this context is a means of setting and identifying standards in the process of selecting raw materials as input, refining, reshaping and transforming (teaching and learning) with adequate facilities to ensure that the product (students) are useful to themselves and contributing to the national economy. According to Okebukola (2013) quality assurance is an umbrella concept designed to improve the quality of input, process and output of the education system. It is amplified here to include academic, administration, infrastructural quality assurance. The imperative of quality education was stressed in Federal Republic of Nigeria National Policy on Education (FRN, 2004) where it states that the success of any education lies on proper planning, efficient administration and adequate funding and it expects these management service in education to achieve specified goals which include;

- (a) Assurance of quality control through regular and continuous supervision of instructional and other educational services

- (b) Provision of efficient administrative and management control for maintenance and improvement of the system.

However, quality assurance is related to quality control, but it functions in a rather proactive manner in the sense that quality control serves as series of operational techniques and activities used to fulfill that requirement are met. While, quality assurance goes beyond that, because it extends the focus from outcomes or outputs to the process which produces them. Similarly, Adegbesan (2010) argues that quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, of their missions and their stated objectives. In his views Ehindero (2004) says quality assurance focused on the:

- (a) Learners entry behaviors' characteristics attributes including some demographic factors that can inhibit or facilitate their learning.
- (b) The teacher entry qualification, values pedagogic stalls, professional preparedness, subject background, philosophical orientation and among others.
- (c) The teaching and learning processes including the structure of the curriculum and learning environment.
- (d) The outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives. However, Fadokun (2005) sums the definition of quality assurance in education as a programmed, an institution or a Whole education system. In such case, quality procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programmed.

The burning desire and consciousness of quality educational institutions and educational managers are expected to conceive, initiate and carry out their own approach to quality control and assurance to prove to the public that they too can deliver a consistent quality services to the society. Educational institutions have quality assurance committees at the departmental and faculty levels. But they are not active in carrying out their responsibilities in the management of academic programmes. They lack proper quality assurance in the management of academic programmes. Perhaps this explains why graduates of tertiary institutions are described as half baked, unemployable and incapable of contributing towards the societal well bring.

Concept of Sustainable Development Goals (SDGs)

The term sustainable development goals (SDGs) are a new universal set of goals targets and indicators, that were adopted on September 25, 2015 to end poverty in all its forms by 2030 and balance the three dimensions of sustainable development the economic, social and environment (UN Assembly 2015). As a part of the New Sustainable Development goals (SDGs) agenda and expand on the eight (8) millennium Development Goals (MDGs), which were launched in 2001 and expired in 2015. Every country is requested to incorporate the ambitions seventeen (17) goals into their agendas and political policies and to work towards achieving Sustainable Development Goals (SDGs). MDGs considered targets for poor countries to achieve, with financial support from wealthy countries while the MDGs focused primarily on poverty and health. The seventeen (17) goals comprise 169 targets include new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice. Unlike the millennium Development Goals (MDGs) which were arranged

by a working group in the basement of the UN Headquarters in New York City, the United Nation conducted the largest consultation programme in their history in order to assess what the SDGs should cover. For the realization of this purpose, an open working group with representation from seventy (70) countries was constituted in March 2013 and at the same time, the United Nation conducted a series of global discussions which included eleven (11) thematic and eighty (83) national consultations and door-to-door surveys: as well as an online survey where people were asked to highlight topics they would like to see approached in the goals. The results of the consultations were taken into account in the working groups discussions. All SDG indicators were expected to be considered as an integrated package as many SDGs are interdependent and must be pursued together for one simple reason; progress in one field often depends on progress in others. Measuring the full spectrum of SDGs and their target through a compact indicator framework and associated monitoring system is a key prerequisite to achieve the goals within the period of fifteen (15) years and quite a big challenge. "Indicator will be the backbone of monitoring progress towards SDGs at local, national, regional and global level" (SDGs, 2015). For the worldwide success of SDGs the target must be operationalized into management tools that helps countries to develop implementation strategies, allocate their resources, measure their progress and guarantee the accountability of all persons involved. On the SDGs funding, the United Nation has stated that USD 3.9 trillion in annual investment will be needed to achieve the global goals. At the point of launching the SDGs, the level of public and private investment in the relevant areas was just around USD 1.4 trillion (UNCTAD, 2016). The United Nations conference on trade and development (UNCTAD)'s investment policy framework for sustainable development (IPFSD) makes a key contribution to reform efforts in this area. The best and most consistent solution at this point seems to be the concept of a multi-stakeholder platform to finance SDGs, that was first introduced at the Third International on Financing for Development (FID) in Addis Ababa, Ethiopia in 2015 (IISD, 2016). One year later, in October 2016 UN Secretary General Ban Ki-moon announced the launch of a new platform to strengthen innovative financial solutions. Meanwhile, the World Bank group released a 2030 vision document, in which they presented their contribution, including Open trade promotion and sustainable concessional financing for supporting SDGs (IISD, 2016). Within the multi-stakeholder platform and with participation from all educational institutions, the implementation of the SDGs suggests new opportunities for tertiary institutions in Nigeria and a good opportunity to evaluate their research, teaching and learning so far, in respect of capacity building. According SDGN (2017) the role of tertiary institutions in regards to SDG implementation is related to their extensive teaching and learning activities, including undergraduate and graduate teaching, professional training, executive and adult education, online learning, co-curricular activities among others.

However, the SDGs offers an opportunity to extend Education for Sustainable Development where Education for Sustainable Development (ESD) is defined as a learning process based on ideals and principles that prepare people of all walks of life to plan for, cope with and find solution for issues that threaten the sustainability of the system across the Globe and contribute to securing a legacy for future generations, although, it should be noted that many definitions of Education sustainable Development (ESD) have been suggested. However, Wals (2009) considers that the differences are important ensuring that ESD develops in ways that are locally relevant and culturally appropriate. This means it is not necessary to seek consensus over the meaning, the scope and practice of ESD. However there is a consensus that

the holistic nature of ESD allowed it to be a possible tool for achieving the MDGs and Education for all (EFA). Regarding the SDGs, since the launch of 2030 Agenda, Education has become central to their realization; there are a stand-alone goal (SDGs), education is mentioned in targets of five goals, and more important is linked to almost all of other SDGs in one way or other (UNESCO, 2017).

Enhancing Quality Assurance and Sustainable Development Goals

No matter the nation seems to be advancing in science and technology, trade and commerce as well as information and communication and among others. if education is out of it. it could mean that the success or sustainable development is temporary and depending on the borrowed skills, which definitely will not last long. Furthermore, the poverty level of the nation, the nature and output of school leavers, facilities available in educational institutions at all levels are all indicating that unless corrective measures are taken at moment, what the future holds as far as education and subsequently development for Nigeria educational system could be catastrophic. Therefore there is a need of enhancing quality of education in Nigeria so as it could certainly bring about sustainable development goals in 2030. Fadokun (2005) defines quality assurance in education as a programmed, an institution or a whole education system and by implication, quality assurance is all these attitudes objectives, actions and procedures that through their existence and use and together with quality control activities ensure that appropriate academic standards are being maintained and enhanced in and by each programme. Quality can be globally seen as the worth, goodness, acceptability, strength, taste durability among others.

In view of the foregoing, Elujekwute (2019) asserts that the major problem of Nigeria is the proliferation of substandard goods and services due to corruption and it is a common thing to pay for service that one never enjoyed because there is no quality assurance control put in place. According Achor (2013) most building under construction have collapsed while consumers have paid for sub-standard goods such as drugs, electrical appliances, cables, drinks and services. This implies that some of these goods and services is that health of the people is compromised, huge sum of money is lost annually and the country is portrayed in negative light in the eyes of our neighboring countries that sees it as dumping ground, Kolawole (2011) states inevitability of quality assurance mechanism in development has been highlighted by scholars in the field of development and they have hence showed that quality assurance is a process of monitoring and evaluation of the various aspects of a service, facility or project with a view maximizing the probability that minimum standards or quality are being attained by the production process. One may recall in 1996 the Nigeria National Petroleum Cooperation (NNPC) imported adulterated fuel into Nigeria. This is a corruption to the highest level. The National Agency For Food And Drug Administration And Control (NADFAC) has been in conflicts against the importers of sub-standards drugs has gone a long war to clean up the pharmaceutical companies and improve the quality of delivery in Nigeria. These are what Nigerian expects from each of the quality assurance agencies that are saddled with the responsibilities of monitoring. Quality assurance aids in ensuring that sub-standards goods and services are eliminated or eradicated while the products and services is made standard for the benefit for the consumers. The federal government of Nigeria realization the importance of quality assurance in the sustainable development goals (SDGs) led to the suggestion of four critical elements that must be emphasized in underlying the importance of quality assurance.

The elements according to Achor (2013) are control of job management, adequate processes, performance and integrity criteria and identification of records; Competence in the area of knowledge, skills, experience and qualifications; Personnel integrity, confidence, organizational culture, motivation, team-spirit and quality relationships; and adequate infrastructure to promote functionality sustainable development goals embodies all attempts to improve the condition human existence in all ramification. The implication is the improvement in material well being of all citizens not the most powerful and rich citizens alone and also demand that poverty and inequality of access to education, the good things of life be removed or drastically eliminated. It seeks to improve personal physical security and live hoods and expansion of life chances. Lawal and Oluwatuyin (2011) states that development is usually taken to involves not only economic growth but also some notion equitable distribution, provision of health care, education, housing and other essential services all with a view to enhancing the individual and collective quality of life. Sustainable development is a process of societal advancement where improvements in the well being of people are granted through provision of quality social amenities in the society. It is reasonable to note that development is not only an economic exercise, but also involves both socio-economic and political issues and pervades all aspect of societal life including access to education.

The Role of Educational Managers in Enhancing Quality Assurance in Nigeria Education System

The importance of quality education in nation building cannot be over emphasized. There have been several calls on the educational managers on how to make the educational system to be more vibrant in the quality of its products after several quality of mass failure and half baked products from our various educational institutions in Nigeria. These over years have generated a lot of debate and argument among Nigeria on the Medias such as radio and television programmed including parents, religious bodies and non-government organizations. They often express their concern about the manner in which the system is losing its confidence as regards to the effective and efficient nature of the system. Therefore, there is a need for the effective role of educational managers in assuring quality assurance in education system and as well strategies for establishing quality assurance in education in Nigeria. Educational Administrator/manager is a coordinator, who has to organize activities in such a way that things must work smoothly, quickly and efficiently. According to Ogbonnaya (2009) administration is the process by which goals are achieved through collective and cooperative human efforts in a suitable environment. Ogbonnaya further maintain that in most of these settings, the educational managers has to perform certain roles in coordinating the efforts of the people in the educational institutions in achieving its primary goals, and must demonstrate certain abilities in making decision, initiating goals, inspiring others to act in understanding and analyzing problems and finding solutions to them. This will involve planning: identify and decide on what to do and how to do it. Organizing; to arrange what is to be done in order; supervising – oversee the activities by rendering expertise; controlling to see that things are done based on rules and regulations; Evaluation and assessment of the activities in relation to goals and objectives. Akpakwu (2012) outlines the tasks which must be done by educational managers in ensuring quality and qualitative education includes;

- i. Measurement and standardization of academic attainment
- ii. Use of competent teachers and administrative/supervisory personnel

- iii. Evaluation of quality of work during supervision
- iv. Dissemination of information to teachers and students
- v. Use of education technologies with a view to increasing the efficiency of teaching
- vi. New research and development to invigorate all educational activities
- vii. Guidance and counseling
- viii. Planning students in suitable employment
- ix. Efficient management of all education

However, educational managers are classified by their functions that are by the role they play in their positions as managers. Ogunsaju (2006) argues that a school manager may manager with good or bad judgment, with great or little experience, with exemplary or undesirable character traits, that educational management functions for quality assurance in our educational system may be practiced in similar terms by all kinds of people, in all kinds of schools by educational managers. These are:

- (i) Planning: This is an essential aspect of good management, it require the ability of the manager to look ahead and be able to formulate and select appropriate objectives and procedures to be followed within the school system.
- (ii) Organizing: This is the ability of the managers to create structural work. That is, the manager school focus attention on the structure and process of allocating achieve common objectives.
- (iii) Staffing: This requires the ability of the manager to search for the right people and to place them on the right job both in quality and quantity which will reflect their experience and capability for the school objectives to be achieved
- (iv) Motivation: This is the energizing force behind all other activities of educational managers. Managers should know how to keep good morals of their workers in order to obtain maximum efficiency and effectiveness from them. These include regular payment of salaries and other emoluments.
- (v) Evaluating: This is the ability of a manager to assess and know the outcome of the school aims and objectives. He ensures that all set down goals and objectives are achieved through quality control mechanisms which include:
 - (vi) (a) An effective quality school system
 - (vii) (b) Periodic audit of the operation of the school system
 - (viii) (c) Periodic review of the school system to ensure it meets changing requirements.

It is in the nature and purpose of administration for people who have the duty to organize, plan or control a group of others in order to satisfy those people who look for them such heads will wait to be sure they are passing down instructions as expected and that subordinates are responding appropriately when this happens the administrators/managers is said to be motivating his workers as well as communicating with them. These are two important issues for administrator/manager: motivation and communication. Motivation is a factor which affects the performance of work and the overall efficiency of educational institutions. Elujekwute (2019) defines motivation as the inner drive, which prompts people to act in which prompts people to act in a certain way. Motivation is concerned more with things such as leadership morale and among others. In order hand communication is purposive; its primary administrative functions are in forming, instructing or directing, evaluating and influencing another's thought or behavior. Ogunsaju (2006) concludes that for a educational managers to perform his roles effectively in ensuring quality education in educational institutions, he

should be able to play these parts, be a listener, an encourage, dissuader, a reporter, a watcher, a judge, a critic, a decision maker and on occasion a model.

Factors Hindering Achieving Quality Education for Sustainable Development Goals in Nigeria

It is glaring that at all school level in Nigeria, corruption and examination malpractice and social vices and among others is an event on a continuum according to Adeyemi (2016) corruption is dishonest or fraudulent conduct by those in power or authority, typically involving bribery. It is the illegitimate use of power to benefit a private interest. Ayobami (2011) asserts that corruption in Africa is a problem of routine deviation from established standards and norms by public officials and parties with whom they interact. Ayobami further identifies the type of corruption as bribery private gain and other benefits to non-existent workers and pensioners (called ghost workers). The dishonest and illegal behaviour exhibited especially by people in authority for their personal gain. It involves the embezzlement of public funds for personal use and any act that is considered to be crucial in nature according to the law of a particular society. According to the ICPC Act (section 2) corruption includes vices like bribery, fraud and other related offices. Corruption is the abuse or misuse of power or position of trust for personal or group benefit. It could be monetary or otherwise. Nigeria, which is the most populated country in Africa, has consistently been ranked high in corruption by transparency international and other notable organizations that monitor corruption practices around the world. Danladi (2007) affirms that high corruption ranking affect almost all Nigerians who migrate to foreign countries as foreigners have the perception that since Nigeria is corrupt, so too are all Nigerians. Corruption is a symptom of numerous difficulties within contemporary societies. It usually involves more than one party. Danladi further maintains that corruption takes a form of an organized crime. An analysis of the anti-graft/anti-corruption laws in Nigeria shows that corruption will continue in spite of the laws because the perpetrators do not fear any consequences. It is now dawning on the Nigeria public that the so-called private enterprise and legislators are free from scrutiny and governors claim to be immune thereby using the state funds to establish private enterprises and business organizations, acquiring landed properties in Nigeria and in foreign countries as well laundry funds abroad leaving his country8 men and women in abject poverty.

Corruption is found in the ward of contracts, promotion of staff, dispensation of justice and misuse of public offices, positions and privileges, embezzlement of public funds, public books publications, documents, security organizations and among others. Oyinola (2011) states that corruption can be systematic in nature and affect the whole life of an organization or society like educational institutions. Corruption has become a potent force in the education in Nigeria. Corruption in education system has been a dominant theme globally. Universally the dimension corruption takes in environment and societies where it has become a practical trending, fashionable and cherish able value system for the survival of the people have been so complex, so much that local, national and international efforts and actions to check or contain it has consistently failed or defined solutions. According to Uzochukwu (2013) the wide spread or prevalence of corruption in Nigeria means that there is hardly any sector of Nigeria society that can be exempted as not be corrupt. Be this as it may, there sectors in which the prevalence of corruption in them can terribly disastrously destroy a state and her people and one sector where this is real in education. This position is taken because corruption in education industry is terribly detrimental to the oral and general health of Nigeria state.

Academic corruption comes in various dimensions but the most prominent ones are sexual harassment and what is generally called “sorting” sorting is a slang on campus which refers to a situation whereby students are compelled to pay lecturers so that key could be award marks they did not score during examination. It is so bad that indigent but brilliant students who could not afford the money demanded by lecturers are made to fail the course and sometimes have to carry-over the course and thereby making graduation difficult case for such students. Failing, students who do not buy handouts or textbooks written by lecturers is another form of academic corruption that is prevalent in the nation’s so called ivory towers. Some lecturers even use their academic materials in exchange for marks and any student who buys their materials will automatically be given certain marks. School authorities/administrators are aware of the prevalence of academic corruption on campuses but have turned a blind eye to it. This explains why it is very rare to hear that lecturers have been caught in the act or brought to book. The case of the university of Lagos lecturer (the institution has since dismissed him) who allegedly took advantage of an admission seeking teenage daughter of his friend by raping her on campus just one among many of such sexually harassment cases on tertiary institutions across Nigeria. There are few lecturers who are above board, especially the elderly ones, but the vast majority of the younger lecturers engage in the act. In view of the above factors hinder the quality of education.

The above numerated factors could contribute immensely in hindering the quality of education on the face of sustainable development goals (SDGS) in Nigeria, if not properly checked. Within the educational sector in Nigeria, especially from secondary to university levels, corruption is very pervasive, and most of which is not the public eye. Corruption in education according Akpakwu (2012) parents are known to have used unorthodox means to influence their children’s or wards admission to federal government secondary schools, commonly referred to as unity schools. A high Joint Admission Matriculation Board (JAMB) score is critical for admission into the university in Nigeria and this has led to cheating by some students and parents. There are expensive coaching centers that charge exorbitant fee to guarantee a minimum score of 300 in JAMB score, which is been orchestrated by coaching centers through aiding and abetting cheating in the JAMB examination with the connivance of JAMB officials. At a lower level students or pupils even follow their teachers to do farm work so as to guarantee a good grade in his/her examination. In Nigeria, the last two decades have witnessed an alarming rate of increase in incidents of examination misconduct. Evidence abounds of increasing involvement in examination malpractice by students, teachers and parents (vanguard, 2005 and Daily Independent, 2004). The incidence of examination malpractice has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of sharp practice or the other. The incidence of examination malpractice are common everywhere and every examination season witness the emergence of new and ingenious ways of cheating examination malpractice is a social evil that can damage society to the extent of possibly leading to a fail state. It has very serious economic; political and social consequences. In the last ten years alone, the West African Examination Council (WAEC) had to cancel the results of 814,699 candidates in its May/June Examination. According to Jimoh (2009) considering the cost of buying examination forms alone, this amount to a waste of about 2.5 billion naira only. Apart from direct wastage of money, there is also wastage in the form of opportunity cost to the nation and society. Examination malpractice renders the goals of education invalid. The actualization of the objective of education will continue to be a mirage if the scourge of

examination malpractice is not eradicated from the system. Nigeria will end up producing graduates who lack the knowledge, skills and competence to exploit the resources of the nation. Beside, the graduates will lack the right type of values and attitude needed for survival in a globalized economy. The big risk is that virtually all sectors of the society are involved in examination malpractice and therefore it is difficult to fight. The fight against corruption cannot succeed if examination malpractice continues to be endemic in the educational system. As leaders of tomorrow who have gone through a school system characterized by academic fraud and dishonesty, the youths of the country will sow and nurture this fraudulent behavior in any organization they find themselves. They will be destined to life of crime, fraud and corrupt practices, the consequences of examination malpractice are grave to the determination of sustainable development goals (SDGs) in Nigeria.

The Strategies in Strengthening Quality Education for Achieving Sustainable Development Goals (SDGs) in Nigeria

The inability of school administrators to acquire relevant teaching materials together with the present emphasis on electronic driven method of teaching have generally posed a threat to quality education in educational system. Aninoke (2013) notes that most Nigeria schools lack modern teaching facilities, laboratories, workshops and instructional facilities to impact the knowledge and skills needed to maintain quality education in our institutions Anioke further maintains that even when those facilities are available, it is either they are not enough for the test of they are too obsolete to stand the test of time. This can negatively affect students in the process of acquiring the necessary skills and knowledge for graduate successful employment. Chibuike (2013) suggests that the strategies for enhancing quality assurance in education as follow: quality of syllabus and curriculum, accreditation council, quality of teachers, discipline of students and teachers and available of infrastructural facilities through selection of students during admission, good governance, constant supervision, training and development of teachers and constant assessment of quality of works and researches. Nnorom and Gaius-Oke (2013) identified some quality assurance strategies as minimum academic standard, accreditation, carry capacity and admission quota, visitation, impact assessment, research and development, publications and research assessment and structures, infrastructure and utilities. Furthermore, some strategies for strengthening quality education for achieving sustainable development goals (SDGs) in Nigeria are briefly examined below;

1. The federal and state ministry of education should effective and efficiently monitors the educational administrators/managers as to ensure that they faithfully discharge their statutory duties as regards to the management of their institutions. This because they are the custodians of policy, implementation monitory in schools as their failure to perform will definitely have negative effect in the administration of the educational institutions in other hand mar the sustainable development goals (SDGs) in Nigeria.
2. The accreditation in educational institutions should be strengthened, this because a lot is seen each time being put in place practically as the people come around on inspection. Notwithstanding a monitoring group they should ensure that the window dressing is uncovered and judiciously punished.
3. The educational administrators should ensure that concerted efforts are made to reduce or eradicate corruption and examination malpractice in schools, since they are silent killers of quality education in achieving sustainable development goals (ADGs). Therefore school administrators/managers, school proprietors, teachers, parents and society should endeavor to curb corruption and examination malpractice in schools.

4. The government should adequately and properly fund educational institutions in Nigeria so as to meet expectations of the society. By so doing basic facilities will be provided in schools that can improve the teaching and learning in schools. The federal government should strive to meet the UNESCO standard in its budgetary allocation to education in order empower out education institutions in provision of equipment and other facilities needed in the improvement of education.
5. The educational administrators should ensure that education curriculum and standard of education be reviewed to reflect the needs and aspiration of the society. The more reformed and developed curriculum content will be highly desirable and also there is need to enhance or employ modern teaching, methodologies and techniques in the classroom. There is also the need for curriculum evaluation to allow innovations and techniques/methodologies to be incorporated so as enhance equality education in schools.
6. The educational administrators/managers should ensure that full professionalization in teaching and learning in Nigeria to set a standard under which a qualified and well trained teacher must only be allowed in the teaching profession like other profession, if one is not a lawyer he/she will not be allowed to practice law in Nigeria. Therefore teaching profession should be restricted to only to educationist.

Conclusion

To enhance quality education through quality assurance measure is paramount for the sustainable development of any country. It is clear and evident that educational manager's role in achieving quality education cannot be over emphasized. Nigeria educational system is totally in shambles as inadequacy is the order of the day with human and material resources. Teachers are not employed on quality basis rather; they are now being employed on political basis. It is also the conviction of the paper that development is simply a product of quality education system. The paper concludes that discussion of quality education and sustainable development goals (SDGs) without putting in perspective what corruption and examination malpractice could do may result in efforts in futility. It also examined the factors hindering quality education and suggested the strategies in strengthening quality education for achieving sustainable development goals (SDGs) in Nigeria. For this reason, it is pertinent for the stakeholders and government to work together by adopting the recommendation in this paper in order to enhance quality education in Nigeria so as to achieve sustainable goals (SDGs) in Nigeria. As leaders of tomorrow who have gone through a school system characterized by academic fraud and dishonesty, the youths of the country will sow and nurture this fraudulent behavior in any organization they find themselves. They will be destined to life of crime, fraud and corrupt practices, the consequences of examination malpractice are grave to the determination of sustainable development goals (SDGS) in Nigeria.

References

- Abdullahi, N.J.K, Abdulgerniyu, A.T. & Rabiati, M.M. (2020). Managing quality assurance process for the attainment of educational objectives in secondary schools in Nigeria, *Journal of Proceeding on Engineering Science*, 2(1), 21-30.
- Achor, E.E. (2013). Improving quality education for sustainable development in Nigeria. *Akwanga Journal of Improving Quality Education for Sustainable Development*,. 1(1), 1-25.

- Adegbesan, S.O. (2010). Establishing quality assurance in Nigeria education system: implication for educational managers. *Educational Research and Reviews*, 6(20), 147-151.
- Adeyemi, O. (2016). *The biggest corruption cases that shock Nigeria in 2015*. Green News Publication, Nigeria.
- Ajayi, T. & Adegbesan, S.O. (2007). Quality assurance in the teaching profession. Paper presented at a forum on emerging issues in teaching professionalism in Nigeria (14-16 March) Akure, Ondo State.
- Akpakwu, S.O. (2012). *Educational management, theories and practice*. Makurdi: Destiny
- Anioke, B.O. (2013). Towards the changing role of the cotemporary office: challenges of quality assurance in skills development in colleges of education: *Nigeria Journal of Business Education*, 1(2), 57-67.
- Ayeni, A.J. (2012). Improving school and community partnership for sustainable quality assurance in Nigeria Secondary Schools. 4th International conference on Education, *Research and Innovation*. 8(23), 140-155.
- Ayobami, O.O. (2011). Corruption eradication in Nigeria: An appraisal library, philosophy and practice: <http://unilib.un.edu/pp.06/10/2012>.
- Ayodele, J. B. (2007). Private sector participation in basic education in Nigeria: Implementation for access and quality assurance. Retrieved from www.medwelljournals.com/pjss/2007/691-696.pdf.
- Boyi, A.A. (2013). Education and sustainable national development in Nigeria: Challenges and way forward. *Mediterranean Journal of Social Sciences* MCSER. Publishing Rome-Italy 4(8), 204- 218.
- Chibuike, V.C.(2013). Analysis of quality assurance in business education: the perception of business teachers in Enugu State junior secondary schools. *Nigeria Journal of Business Education*, 1(2), 49-56.
- Daily Independent (2004). Principal arrested for impersonation at exam hall, 28 September.
- Danladi (2007). *Nigeria Ranks 148 on the 2007 Corruption Perception Index*. Naira Land Publication, Nigeria.
- Daura, A.H. & Audu, R. (2015). Challenges of the implementation of the universal basic education programme in Yobe State, Nigeria and the prospects for 2015 and beyond. *Global Journal of Politics and Law Research*, 3(3), 72-95.
- Ehindero, S. (2004). *The pitfalls of UPE and the need to enhance quality in the implementation of Universal Basic Education (UBE) organized by the faculty of Education*. University of Florin.
- Elujekwute, E.C. (2019). *Educational management; Concept and theories*. Makurdi: Destiny Ventures.
- Etuki, G.R., Ering, S.O. & Ajake, U.E. (2012). Universal Basic Education (UBE) policy: A sociological analysis. *American Journal of Contemporary Research*, 2(7), 179-183.
- Fadokun, J.B. (2005). Educational assessment and quality assurance implication for principal instructional, leadership roles. paper presented at the 31st Annual conference of international Association for Educational Assessment (4-9 September), Abuja.
- Federal Government of Nigeria (FRN, 2004). *National policy on education (4th edition)*. Lagos: Nigeria NERCD.
- Jimoh, B.O. (2009). Examination malpractice in secondary schools in Nigeria: *European, Journal of Educational Studies*, 1(3), 101-108.
- Kolawole, C.O.O (2011). Ensuring National Development in Nigeria in the 21st century: Imperative for security and quality assurance. *Journal of the National Association for Science, Humanities and Education Research*, 9(2), 8-16.

- Lawal, T. & Oluwatoyin, A. (2011). National development in Nigeria: Issues, challenges and prospects, *Journal of Public Administration and policy research*, 3(9), 237-241: www.academicjournals.org/jpapr;D01:105897/IPAR11.012.
- Makoju, G.A,E, Nwangwu, I.G, Abolade, J. & Newton, P. (2004). *Towards improved quality assurance system for Nigeria Schools*. Federal Ministry of Education Abuja.
- Nnorom, O.E. & Gaius-Oke, H. (2013). Quality assurance in office technology and management polytechnics in Nigeria. *Association of Business Educators of Nigeria*, 3(1), 45-49.
- Ogba, F.N. & Igu, N.C.N. (2014). Realizing quality education in Nigeria. The need to revitalize secondary education, *Journal of Educational Research*, 2(3), 57-64.
- Ogbonnaya, N.O. (2009). *Fundamental of education finance*. Onitsha. CAP International Publishers Ltd.
- Oguejiofor, C.A. & Ezeabasili, A.C.C. (2014). Imperative of vocational education and sustainable development in Nigeria. *An international multidisciplinary Journal*, 8(1), 32-47.
- Ogunsaju, S. (2006). Nature and purpose of educational management. In D.O. Durosaro & S. Ogunsaju (Eds.), *The craft of educational management* (29-36). Ibadan; Regiriason Book Publishers.
- Okebukola, P. (2005). *The state of university education in Nigeria*. National universities commission (NUC) Abuja.
- Okebukola, P.A (2013) The role of quality assurance at the foundation level of education in Gumi(ed.) *state of the world report on quality assurance in higher education*, Barcelona.
- Okoro, J. (2015). Strategies for enhancing quality assurance in business education in Nigeria Universities. *Journal of Education and practice*, 6(12), 202-208.
- Oyinola, O. A. (2011). *Corruption Eradication in Nigeria: An Appraisal*. Library Philosophy and Practice.
- UN Conference on trade and development (UNCTAD) (2016). World investment Report 2016. *Investor Nationality: Policy Challenges*. Geneva.
- UN United Nations (UN, 2015). *Transforming our world: The 2030 Agenda for sustainable Development*. UN, New York.
- UNESCO (2016). *Education for people and planet: creating sustainable futures for all*. New Global Education monitoring report series. UNESCO, Paris.
- UNESCO (2017B). *Education for Sustainable Development Goals Learning Objectives. The Global Education 2030 Agenda*. UNESCO, Paris.
- Uzochukwu, M. O. (2013). *Challenges in Nigeria and solutions on how to resolve them*, Published by Hubpages Inc., California, United States.
- Vanguard (2005). *Rising exams malpractices*. Vanguard Comment, 12th October
- Wals, A. (2009). *Review of contexts and Structures for Education for Sustainable Development: Learning for a Sustainable World*. UNDESD 2005-2014. UNESCO, Paris, France.