



ETHNIC POLITICS AND DEVELOPMENT OF INFRASTRUCTURAL AND MANPOWER RESOURCES IN NIGERIA

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Abstract

This study is on Ethnic Politics: Implications for Educational Development in Nigeria. The study adopted the correlational research design. The population of the study consisted of individuals between the ages of 20 to 60 who are eligible to participate in the electoral process, elderly people who are above 60 years across five major occupation including civil service, politics, Non-Governmental Organizations, Civil Societies and the academia. This population was drawn from selected organizations like churches, religious places, hospitals and institutions of higher learning. A sample of 900 respondents drawn across south-south zone of Nigeria was used for the study. The researcher relied on multi-stage sampling procedure in the process of drawing these respondents. The researcher used two instruments for the study. Namely "Ethnic Politics Questionnaire (EPQ) as well as the Educational Development Indicators Scale (EDIS). The validity of both instruments was determined by experts vetting while the reliability of both instruments was determined using Cronbach Alpha method with reliability indices obtained for "Ethnic Politics Questionnaire" (EPQ) revealed a reliability index of 0.71 and 0.82 for Educational Development Indicators Scale (EDIS). Simple regression and ANCOVA was used to analyze the data and the findings revealed that ethnic politics is related significantly with educational infrastructural development ($p=0.02<0.05$), manpower recruitment ($p=0.042<.05$) as well as manpower training ($p=0.023<0.05$). Based on the finding, it was recommended among others that the National Orientation Agency should be more effective in educating the masses and the would-be politicians on the need to practice true democracy.

Keywords: Ethnic Politics, Infrastructural Development and Manpower Resources

Introduction

From a historical perspective, the term development describes social change that occurs over extended periods of time due to inevitable processes. For instance, it is widely believed that both communism and capitalism are inevitable outcomes of progress. In terms of action, development is a deliberate action to change things for the better, as with providing aid to alleviate hunger. In terms of vision, development is used to describe how desirable a society or a region is, possibly regarding what it can become. All of these are definitions of development, but when it comes to distinguishing between nations that are more developed than others, or when describing some other international aspect, usually more meaning is implied in the word. Development is a country's progress in economic and social sectors (e.g., living standards, quality of life). According to Idakwo & Sani (2015) noted that the pride of any government is the attainment of a higher value level of development in such a way that its citizens would derive a natural attachment to governance. Development refers to a change process geared at improving or making better, the life and environment of man. Development involves the creation of opportunities for the realization of human potentialities. To the United Nations (1986), development is a comprehensive economic, social, cultural, and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the basis of their active, free and meaningful participation in development and in

the fair distribution of benefits resulting therefrom. In its strong sense, development means using the productive resources of society to improve the living conditions of the poorest people (Peet & Hartwick, 1999). In essence, development involves improvement in the totality of the individual in his/her economic, political, psychological, social, and cultural relations, among others. The ultimate purpose of development, therefore, is a sustainable positive change in the quality of life of citizens who inhabit a certain social space, usually a nation-state (Ajaebili, 2013).

Obviously, one cannot talk about development without talking about education. Education is the source of progression. It is also the way to our destiny as accomplishments are developed when individuals have enough knowledge, capacities, and an appropriate approach. It is a process of accumulating advanced techniques that can be used by several people to transform society's old standards. Education is a path to the enduring measure that changes an individual's reasoning and ability to achieve a particular objective. It allows individuals to look at their considerations and contemplations and empowers them to dwell extraordinarily. To deal with issues and do creativity, we first need to gain the ability for certain limits. We require developed learning and experience to come out dynamically innovative. So education is the key to success. It develops the ability to make moves and manage issues individually. Moreover, it gives the capacity to have a perspective and a look at life from a different point of view. Education is a consistent cycle that secures positive changes in human life and lead. We can similarly describe it as "a pattern of getting information through examination. Education is attained as a necessity for life. People's distinguished state of mind and lifestyle comes with educational, mental, physical, moral, and social development. Duration of course is identified as formal, informal or non-formal. In every nation, it is certain that there should be development and this cuts across all aspect including education.

Development in education means the following of new directions, the latest methods, and the analytical power. People stay connected through dealings and apply their educational skills to professional matters. It is the source to bring revolutionary changes and make difference between good and bad. Development in education opens door to modernity and allows people to think critically. According to Sunday (2019), the history of Nigeria runs parallel to the history of Nigerian education, because of the realization by the early nationalists that the country could not develop without a proper grounding in a national education system that can guarantee the production of the desired high quality workforce without which national development is impossible. As stated by most policy reviewers, it is not surprising that the early nationalists were also educator missionaries, and journalists.

Again, Adagbabiri & Okolie (2019) stated that subsequently, political instability, abject poverty, acute youth unemployment, heightened crime rate, poor health prospects, and widespread malnourishment have been the main features of Nigeria's political economy. One of the major explanations for the failure of all development programmes in Nigeria has been the absence of democracy and intermittent military intervention in politics (Ogundiya, 2010). Faulty development policies pursued since independence have left the people pauperized and decimated. Also, failure to play by the rules of the game of party politics brings the country close to the state of nature. This is manifested in increasing poverty, diseases, youth unemployment, poor medical care, poor housing facilities, lack of potable water, epileptic power supply, lack of access to power and resources by minority groups and their exclusion from policy making (Egharevba & Chiazor, 2013). Meanwhile, it is not an overstatement to contend that the return of the country to electoral democracy in 1999

has not made a significant impact on the economic and social well-being of the people or in the overall development indices. To this end, it could be that the type of politics played in Nigeria could contribute to the development of underdevelopment of education and one of these major political scales is ethnic politics.

Assad (2007) states that there are various factors that may work against national development. To him, while some of these factors are natural and as a result of environmental forces, others on the other and are created through political ideation and abnormality. One such may include ethnic politics. Adegbami and Uche (2015) observed that ethnic politics had been in existence since the colonial days in Nigeria. According to Ako-Nai (2008) ethnic politics and rivalry could be linked to colonial imperialists who adopted the method of divide and rule to govern. Then ethnic groups were played against one another for economic gain from the British imperialists. To this end, Ako-Nai (2008) argued that the initial politics of separation by the British imperialists is the bedrock of continued conflict among the major ethnic groups in Nigeria even after independence. Chogugudza (2008) in his work *Ethnicity Main Cause of Instability, Civil Conflict and Poverty in Africa*, observes that some of the colonial officers planted ethnic rivalries amongst indigenous populations by employing a strategy of 'divide and rule' in the various colonized places. The divide-and-rule strategy adopted generated mutual suspicions among different ethnic groups in many African nations a situation which persists even till now. Many political leaders across Africa used ethnicity to their advantage. They make use of ethnicity in establishing themselves perpetually in power and dealt decisively with perceived political opponents. Chogugudza (2008) notes that ethnicity continues to threaten the stability of South Africa, he cited the recent unseating of President Thabo Mbeki by his deputy Jacob Zuma from the leadership of the African National Congress (ANC), the strongest political party in South Africa to have been influenced by ethnicity. In Sudan, the Darfur political crisis is traceable to ethnicity, Northern Sudan over the years has been dominating the political activities of Sudan and has maltreated severely the ethnic groups of Southern Sudan as they (the ethnic groups of South Sudan) continue to groan under the oppressive rule of the ethnic groups of Sudan Northern extractions.

Infrastructure is defined as the basic physical systems of a business, region, or nation and often involves the production of public goods or production processes. Examples of infrastructure include transportation systems, communication networks, sewage, water, and school systems. Investments in infrastructure tend to be costly and capital-intensive, but vital to a region's economic development and prosperity. Projects related to infrastructure improvements may be funded publicly, privately, or through public-private partnerships. The term infrastructure first appeared in the late 1880s, derived from French, with *infra-* meaning below and *structure* meaning building. Infrastructure can mean the foundation upon which the structure of an economy is built. Infrastructure includes a variety of systems and structures where physical components are required such as the electrical grid across a city, state, or country. While the facilities, equipment, or similar physical assets like bridges and roads are essential to an economy, infrastructure also enables citizens to participate in the social and economic community and provides them with necessities such as food and water. It is a fact that having schools in good conditions is decisive for students to achieve the expected academic results.

Is not only schools, but in higher educational institutions as well, infrastructure development is an important aspect that needs to be taken into account. Furthermore, it would lead to an increase in the enrolment of students as well. The availability of infrastructural facilities has a considerable

impact upon the school environmental conditions. These facilities are also regarded as one of the important indicators of ensuring a conducive and favourable learning environment for the students. The various types of infrastructural facilities according to Kapur (2019) in schools include school buildings, provision of clean drinking water, provision of restrooms, classrooms, playground facilities, as well as technological facilities.

Manpower is the total number of people who can work to get something done. How quickly you clean your house after a big party will depend on how much manpower you've got. The term manpower can mean "labor force," "workforce," "workers," or simply "people," and despite the man, it applies to both men and women. Employees are the most important asset for a business. They serve to create or promote an organization's culture, and they significantly affect the success of a business. In challenging economic times, the cost of hiring inefficient personnel may prove to be detrimental to the profitability of an organization. An effective and thorough manpower-recruiting process requires an employer to carefully choose the most talented employees who will positively benefit the organization or business.

According to Mabele (2018), the quality of education teachers provide is the most significant factor in schools while assessing student academic success. Schools should manage the primary teacher recruitment process properly so that teachers who are deserving are only selected. Elementary teachers prepare daily lesson plans, lead class discussions, administer and grade tests, assign and review homework, and conduct individual student assessments. For primary teacher recruitment, teachers are required to have a bachelor's degree and teacher training such as a PGCE, PGCE, or Master of Education. Some faculties prefer a bachelor's degree in education. Teacher recruitment is the process of providing a sufficient number of qualified candidates. Primary teacher recruitment is the process of selecting only high-quality staff from a pool of candidates. The purpose of the school's recruitment is to attract a good set of candidates. An effective teacher recruitment process must be designed to attract the right candidates and prevent unsuitable ones.

Students need to have Qualified Teacher Status to teach in most public schools. They must have a university degree or equivalent to pass the QTS. Studying for a degree doesn't necessarily mean spending three years in college. The two most important qualifications to become a teacher are a bachelor's degree and a supplementary teaching certificate. A certificate is a requirement for anyone looking to teach K12 students in a public school. The process of recruitment of primary teachers includes first identifying how many vacancies there are, then analyzing job requirements, reviewing resumes, screening, and selecting suitable candidates. Manpower requirement approach to educational planning gained widespread use in the 1960s and 1970s to project the manpower needs of the newly independent African countries after long period of European domination, oppression and exploitation. There was enthusiasm among these countries to develop indigenous manpower to develop their own economies. Based on this approach education systems are designed to respond to the quantity of manpower and skills required by each sector of the country's economy. The education system output is intended to meet future manpower needs. Abbott states that manpower creates wide gaps and imbalances in the output pattern of the education sector; putting to doubt its viability as an approach to planning an effective education system (John, 2005). He however agrees that manpower gives stakeholders in the education sector a useful guidance on how to keep labour force educational qualifications balanced to alleviate future crises.

Training is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired. While development deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organisational hierarchy (Nwachukwu, 1988). Training is “the process of behavioural modification or moulding of workers in order to integrate organisational needs with their characteristics”. Training may be defined as an organised and coordinated development of knowledge skills and situation to perform a certain task within an organisational setting. Kayode (2008), manpower Training and Development is the key to achieving organisational goal. However, many organisations today, have either neglected or haphazardly implement it. The role and importance of human resources in the long term viability of any organisation whether profit or non-profit oriented cannot be over emphasised. Even do, other resources, such as financial, information, and other materials are also essential, human resources remains virtually boundless in the potential impact of the organisation. Thus, manpower is the basis of all resources. It is the indispensable means of converting other resources to mankind’s use and benefit, and therefore, the pivot in every human institution. Manpower is also fundamental in deciding how much a nation accomplishes. As Kuznet (1950) has rightly observed that the major capital stock of an industrially advanced country is not its physical equipment; it is the body of knowledge amassed from tested findings and discoveries of empirical science, and the capacity and training of its population to use this knowledge.

In the words of Onah (2003), what sets most successful organisations apart is how to manage their human resources. Kayode (2008) noted that in recent time, the overwhelming and pervasive roles of manpower resources in the organisation seem to have been compromised to the extent of misplacing its role in the achievement of organisational objectives. Many organisations paid little or no attention to issues of training and development of adequate manpower for the achievement of organisational goal or objectives. Trained and well-developed manpower is the essential ingredient for efficiency and effectiveness in any organisation. An untrained staff constitutes a nuisance to his organisation. The aim of staff development is to enable the employee to reach the top or achieve his best in his position of employment. Such position could be attained through action, observation, study reflection, experiment and initiation (Onah, 2003). Staff development should be seen as any learning activity which is directed to further needs rather than present needs. It is concerned more with career growth than immediate performance. The focus of staff development tends to be in the organisations future staff requirements and on the growth needs of individuals in the workplace (Cole, 2002).

Osokoya (2007), in a study to determine the effects of video-taped instruction on achievement in English discovered that there was significant difference between the mean scores of students taught English with video-taped instructional packages and those taught with the conventional method. Poor academic achievement in English language could be attributed to many factors among which teachers utilization and instructional materials strategy itself was considered as important factor. This implies that the understanding and mastery of English concepts might not be fully achieved without the use of instructional materials. Bassey (2002) opined that English is resource intensive, and in a period of economic recession, it may be very difficult to find some of the electronic gadgets and equipment for the teaching of oral English language in schools. In an appraisal of the utilization of instructional materials in the education of migrant fishermen’s children in River state of Nigeria Ogbondah, (2008), reported shortage of instructional materials in the schools. He noted that there was significant relationship between availability and adequate utilization of instructional materials

and effective implementation of migrant fishermen's children education programme in River State of Nigeria.

Aim and Objectives of the Study

The aim of the study is to investigate ethnic politics and development of infrastructural and manpower resources in Nigeria;

- i. Determine the relationship between ethnic politics and educational infrastructural development in Nigeria.
- ii. Find out the relationship between ethnic politics and academic manpower recruitment in Nigeria.
- iii. Ascertain the relationship between ethnic politics and academic manpower training in Nigeria.

Research Questions

The following research questions guided the study.

- i. To what extent does ethnic politics relate with educational infrastructural development in Nigeria?
- ii. What is the extent of relationship between ethnic politics and academic manpower recruitment in Nigeria?
- iii. What is the extent of relationship between ethnic politics and academic manpower training in Nigeria?

Hypotheses

The following hypotheses guided the study;

- i. There is no significant relationship between ethnic politics and educational infrastructural development in Nigeria.
- ii. Ethnic politics has no significant relationship with academic manpower recruitment in Nigeria.
- iii. Ethnic politics has no significant relationship with academic manpower training in Nigeria.

Methodology

The study adopted correlational research design. The population of the study consisted of individuals between the ages of 20 to 60 who are eligible to participate in the electoral process drawn across five major sectors including civil service, politics, Non-Governmental Organizations, Civil Societies and academia. This population was drawn from selected organizations like churches, religious places, hospitals and institutions of higher learning. As at the time of the study, due to the infinite nature of population, no standard data is documented. However, Nwankwo (2016) maintained that where the population is infinite, a researcher can have an estimated population. The researcher estimated the population of these category of persons to be about 500,000 within the area. A sample of 900 respondents drawn across south-south zone of Nigeria was used for the study. The researcher relied on multi-stage sampling procedure in the process of drawing these respondents. First, the researcher adopted the purposive sampling technique to focus on states within the south-south region of Nigeria. After this, the researcher used simple random sampling by balloting to draw two LGA's from each of the state. This was done by writing all the names of the LGAs in the six states in piece of paper and folding them. From here the researcher handpicked two which revealed the names of the two LGAs in the state, giving it a total of 12 LGAs.

In view of the above, the researcher used purposive sampling technique to restrict sampling to only urban areas in these LGAs. At stage three, the accidental sampling technique were employed by the researcher. Here, the researcher visited churches, religious organizations and other organized institutions distributing the questionnaire to only eligible persons. These eligibilities were able to read and respond independently to the items in the instruments. The eligibility also included their area of work which includes civil service, politics, Non-Governmental Organizations, Civil Societies, and academia as stated above. The researcher finally used non-proportionate sampling to draw 15 respondents from each of the profession. This gave a total of 75 respondents from the five selected profession and 900 respondents across the 12 Local Government Areas from the six states that make up the south-south states of Nigeria.

The researcher used two instruments for the study. Namely “Ethnic Politics Questionnaire (EPQ) as well as the Educational Development Indicators Scale (EDIS). The Ethnic Politics Questionnaire (EPQ) is an adapted instrument from the works of Sheldon (2001) which is designed like the 4-point Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The instrument contains two sections (A & B). In section A, demographic information including gender and socio-economic status as well as the occupational affiliation of the respondents are measured. In Section B, the instrument contains thirteen (13) items carefully drawn to scale the extent of ethnic politicking of the respondents. On the other hand, the Educational Development Indicators Scale (EDIS) is a researcher developed instrument to measure some indicators of educational development. The instrument is designed like the 4-point Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The instrument contains seven (7) sub-sections. From sub-section I-VII, the researcher generated items that measure the academic infrastructural development, academic manpower recruitment, academic manpower training, academic staff welfare, provision of instructional materials, provision of research grants as well as equal educational opportunities. The instrument contains thirty-five (35) items in all with fives items measuring each sub-section.

The validity of both instruments was determined by giving copies of the instrument to the researcher supervisors and two other experts in Measurement and Evaluation while the reliability of both instruments was determined using Cronbach Alpha method. The reliability indices obtained for Ethnic Politics Questionnaire was 0.81 while the “Educational Development Indicators Scale” (EDIS) revealed sub-sectional reliability indices of 0.71, 0.82, 0.69, 0.81, 0.68, 0.76 and 0.74. Simple regression, multiple regression as well as analysis of Covariance (ANCOVA) was used to analyze the data that was generated.

Results

Research Question One: To what extent does ethnic politics relates with educational infrastructural development in Nigeria?

Hypothesis One: There is no significant relationship between ethnic politics and educational infrastructural development in Nigeria.

Table 1: Simple Regression Analysis of Relationship Between Ethnic Politics and Educational Infrastructural Development in Nigeria.

<i>Model</i>	<i>+R</i>	<i>R Square</i>	<i>Adjusted R Square</i>			
	.076	.075	.005			
<i>Model</i>	<i>Sum of Sq.</i>	<i>Df</i>	<i>Mean Sq.</i>	<i>F</i>	<i>Sig.</i>	<i>Result</i>
Regression	152.205	1	152.205	5.230	.022	Significant
Residual	26133.177	898	29.102			
Total	26285.382	899				

The analysis in the table 1 shows that R is 0.76. The R square value is 0.006 while the adjusted R square is 0.005. From the R square value, it is seen that ethnic politics has a relationship of about 7.5% (0.075×100) with educational infrastructural development in Nigeria. Calculated F was 5.23 while sig value was 0.022. Hence, since sig ($p=0.022 < 0.05$) is less than 0.05 alpha, the null hypothesis is rejected and the alternate retained. This means that there is a significant relationship between ethnic politics and educational infrastructural development in Nigeria.

Research Question Two: What is the extent of relationship between ethnic politics and academic manpower recruitment in Nigeria?

Hypothesis Two: Ethnic politics has no significant relationship with academic manpower recruitment in Nigeria.

Table 2: Simple Regression Analysis of Relationship Between Ethnic Politics and Manpower Recruitment in Nigeria.

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>			
1	.186	.034	.035			
<i>Model</i>	<i>Sum of Sq.</i>	<i>Df</i>	<i>Mean Sq.</i>	<i>F</i>	<i>Sig.</i>	<i>Result</i>
Regression	160.169	1	160.169	9.166	.042	Significant
Residual	27840.147	898	31.002			

Table 2 shows that R is 0.186. The R square value is 0.034 while the adjusted R square is 0.035. From the R square value, it is seen that ethnic politics has a relationship of about 3.4% (0.034×100) with educational manpower recruitment in Nigeria. Calculated F was 9.16 while sig value was 0.042. Hence, since sig ($p=0.042 < 0.05$) is less than 0.05 alpha, the null hypothesis is rejected and the alternate retained. This means that there is a significant relationship between ethnic politics and manpower recruitment in Nigeria.

Research Question Three: What is the extent of relationship between ethnic politics and academic manpower training in Nigeria?

Hypothesis Three: Ethnic politics has no significant relationship with academic manpower training in Nigeria.

Table 3: Simple Regression Analysis of Relationship Between Ethnic Politics and Academic Manpower Training in Nigeria

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>			
1	.305	.092	.081			
<i>Model</i>	<i>Sum of Sq.</i>	<i>Df</i>	<i>Mean Sq.</i>	<i>F</i>	<i>Sig.</i>	<i>Result</i>
Regression	.585	1	.585	10.020	.023	Significant
Residual	26807.864	898	29.853			
Total	26808.449	899				

Table 3 shows that R is 0.305. The R square value is 0.092 while the adjusted R square is 0.081. From the R square value, it is seen that ethnic politics has a relationship of about 9.2% (0.092×100) with academic manpower training in Nigeria. Calculated F was 10.02 while sig value was 0.023. Hence, since sig ($p=0.023 < 0.05$) is less than 0.05 alpha, the null hypothesis is rejected and the alternate retained. This means that ethnic politics has a significant relationship with academic manpower training in Nigeria.

Discussion of Findings

For research findings one, it is revealed that there is significant relationship between ethnic politics and educational infrastructural development. This finding specifically noted that politics of ethnicity do hamper the development of infrastructures and educational sector. As discussed above, politicians who get into power with ethnic sentiment may be committed more in developing infrastructure development regionally. In other word, they may be less committed in the development of educational infrastructure in areas in which they show no interest or are not of the same ethnic group. The finding of the study is not surprising to the researcher because as quoted earlier, political will for infrastructural development is a characteristic of true democracy and not ethnic bigotry or politics of ethnicity. The findings of Walters et' al (2022) further showed the negative implication of ethnic politics in infrastructural development of communities in Nigeria.

For research finding two, it is revealed that there is significant relationship between ethnic politics and manpower recruitment in Nigeria. This finding means that government who play politics of ethnicity may seem to being unfair in terms of manpower recruitment. In other words, manpower recruitment in the educational sector will be highly hampered when there is politics of ethnicity. The reason is simple. It could be that politicians who got into power through ethnic politics may tend to favour or recruit more of individuals from their ethnic groups or regions to the detriment of those who are not from the region and vice-versa. It could also be that government of ethnicity may be biased showing less willpower to recruit individuals as a result of getting power through ethnicity and not with the overall interest of the masses. The finding of the study is equally expected by the researcher because ethnic politics has always shown favoritism and nepotism in the process of recruitment. The findings of Remenyi et' al (2016) further supports the current study.

From research findings three, it is revealed that ethnic politics has a significant relationship with academic manpower training meaning that individuals or government who play ethnic politics maybe influenced in the extent, level and the willpower which they send academic staff for training and vice-versa. The reason could be that politics of ethnicity may cloud the conscience of the politicians who are in power who are supposed to work for the total development of the workers in the educational sector. Hence, the findings of the study is not surprising to the researcher as the

study earlier reported by Osmanovic (2001) further review significant effect of ethnicity and manpower development in the civil service.

Conclusion

It is widely observed that true democracy is elusive in the political landscape of Nigeria. While some may practice total dictatorship, others practice politics of egocentrism and bitterness. In all, these all anchor on politics of ethnicity where politicians practice politics based on ethnic lines and sentiment. Politics of ethnicity has for a long time bedeviled the physical development of Nigeria as a nation including the development of education in particular as it is widely believed that educational development in any nation amount to the social economic development of such nations. The disadvantage of ethnic politics in Educational development is enormous, this ranges from limiting equal educational opportunities for citizens, limited disbursement of research Grant and provision of instructional materials, limiting the engagement of manpower recruitment and training as well as limiting the provision of infrastructural development in general. This to a greater extent has made the nation to be less competitive educationally compared to other nations. However, a careful check on this and proper re-examination, adjustment and modification in the political landscape in Nigeria will go a long way in advancing educational development in Nigeria.

Recommendations

Based on the findings, it is recommended that;

- i. Government should prioritize the development of infrastructures in education in schools and if possible should include infrastructural development as part of recurrent expenditure in the national budget especially those of the public schools as this will force educational stakeholders to demand for the educational infrastructural Grant.
- ii. The entire recruitment process in the educational sector should be handled holistically and in an unbiased manner devoid of any politics or sentiment.
- iii. The educational stakeholders should take manpower training as part of their core duties and not to hand it over to the government.

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