



Implications of Innovative Educational Development in the Third World (The Nigeria Example)

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ABSTRACT

The study observed the implications of innovative educational development in the third world countries (the Nigeria Example). Education is the best bedrock of any nation with successes as nation's prosperity is created, not inherited. In this process, public finance and educational development have become more and more closely related. Because the early spread of education was patchy, there are today wide disparities among different areas in the proportion of children attending school in Nigeria with poor financing of education compare to some third countries, hence the implication is definitely poor output. The study further takes into consideration some realities in Nigeria educational development; factors that influence innovative education development in Nigeria; nature and challenges of implication of innovative education development in Nigeria; a critical analysis; budgetary allocation to innovative education in Nigeria and universal basic education, objectives and assessment as innovation in Nigeria education system. It was concluded that since the country faced with challenges that can only be met if it creative, well-educated citizens who, whatever their walk of live; have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Still on the positive hand, it was recommended that the government of Nigeria should allocate at least 26% of its federal allocation to education, as against the token been disbursed to the sector; also, the federal government of Nigeria could constitute a special committee to ensure that the allocations made to education and research & development is optimally utilized. This committee is to be deployed all over schools across all levels in Nigeria to discover creative minds, and to nurture them for national consumption; the government is enjoined to develop a science, technology and innovation policy that are coherent with the national policy on development. In achieving this, the government of the country should ensure that persons, irrespective of their social and economic statuses, in the country are given equal opportunities in all ramifications and regular view of school curricula by the government, private sector and the community (Public-Private Community Partnership) should be encouraged to ensure a fit for-purpose curriculum for the emerging economy of Nigeria. This triangulated partnership will help strike a balance between practical's and theories in the education sector.

Keywords: educational development, Public-Private Community Partnership

INTRODUCTION

The word innovation follows an observation of a vacuum or dissatisfaction in the life of any nation. On the one hand there will be no serious need for innovation when all is well. On other hand, innovation is goal directed (e.g, what exists, what change is required for what purpose and what is expected as outcome.) therefore there are challenges in trying to bring about innovations as must as there are challenges in implementing an innovation too. Nigeria educational s what exists, what change is

required for what purpose and what is expected as outcome) therefore there are challenges in trying to bring about innovations as much as there are challenges in implementing an innovation too. Nigeria educational system was properly birthed in 1960 following the independence. The first innovation therefore was to establish what was called Nigerian education system. Igberadja (2014) said that what was not clear then was what do Nigerians need as different from what the British government wants Nigerians to be to them, where do Nigerians need to be 25, 50 or 100 years after the independence; what are our peculiarities; do Nigerians though as one nation have one focus; do all Nigerians foresee the future in the same way e.g do we all ask the questions like what if oil well dries up, what type of education do we want our children to acquire, Spartan type? We do not all have to be philosophers but until we continue to ask questions and get to a point where we cannot provide answers, we may not begin to think.

The problem with Nigeria, may be thinking and thinking correctly, timely and without bias. At the moment, many illiterates who have ceased power by hook or crook think for us and one wonders, if there is anyone who could give what he/she does not have. Surely, Nigeria is on the match always but to where? Today we have satellite that cannot tell us the hide-outs of Insurgents, in some states in Nigeria, In the northern Nigeria, when oil bunkers plan and execute the plans and so on in the event we have had changes in our education system, 7-5-4, 6-3-3-4 and currently 9-3-4 (Dimnwobi Ekesiobi & Mgbemena (2015). The question remains, what changes have these innovations brought about? One of the paradoxes of our time is that although the Nigerian economy is potentially rich, the unemployment situation is still very critical, no wonder we are regarded after (poverty capital of the world).

Over the years, significant attention has been given to the knowledge-intensive side of national activities at the global level (Dimnwobi et al., 2015). This is because societies are increasingly operating under turbulent conditions that call for creative innovations as an important resource for survival, and long-term success. The foregoing argument coincides with the statement of Porter cited in Ebhota (2014), who argued that "National Prosperity is created, not inherited". This aptly conveys that the necessity of creativeness and innovativeness for organizational and national competitiveness. As a result, nations are beginning to invest in education, research and development (R&D) and other training and development programmes in order to tap the inherent potentials embedded in its population and environment. It is, therefore, clear from the foregoing, that education and research are dual activities that unveil the path through which a nation that wants to survive within the global space should follow. Hence, it is safe to say that education and research are processes that allow a nation to unearth its creative and innovative potentials of its human resources needed for societal progress (Naude & Nagler, 2015).

Records of available data on the unemployment situation reveal that unemployment (particularly urban) is growing alarmingly. There is a rising wave of crime particularly fraud and armed robbery. Migration to the urban centres tends to be on the increase and angry/hungry applicants soliciting for jobs often besiege employers of labour. Hence, evidence of open unemployment is an urban phenomenon heavily concentrated among teens and early twenties. Naude & Nagler (2015) further retaliated that the problems of mass unemployment is not new any longer as it has been with us in varying degrees for some decades, in fact, increasing population explosion in formal education and economic recession of the last few years have raised the situation to a critical level, which can no longer be ignored without disastrous consequences.

Akbar & Haitham (2014) in their views, perhaps tracing the journey from the past to the present and beyond may give an opening to what we may consider as innovation in the presence of realities. If the previous education systems were actually innovation they ought to have nosed into the future so as to meet our expectations. Expectations have hinged majorly on the policies and implementation strategies, particularly the instrument of evaluation. At independence the curricular reforms of the 1980s and the ones of the present decade are changes aimed at providing core curriculum subjects and optional curriculum or elective subjects, for guaranteeing all round education for learners, and to bring some degree of diversity into curriculum development (Bumein & Mbachu, 2014). This paper assumes

that our expectations of the Nigerian education system should be a reflection of what we want the nation, the individual and the learning institutions to be which are reflected in the school curricula.

Some Realities in Nigeria Educational Development

Contemporary philosophical realism is the belief that our reality, or an aspect of it, is ontologically independent of our conceptual schemes, linguistic practices, beliefs, etc. Realism may be spoken of with respect to other minds, the past, the future, universals, mathematical entities (such as natural numbers), moral categories, the material world, and thought. Realism can also be promoted in an unqualified sense, in which case it asserts the mind-independent existence of a visible world, as opposed to idealism, skepticism and solipsism (Emmanuel 2012). Philosophers who profess realism state that truth consists in the mind's correspondence to reality Emmanuel (2012) said that the realists tend to believe that whatever we believe now is only an approximation of reality and that every new observation brings us closer to understanding reality, in it Kantian Sense, realism is contrasted with idealism. The worry of the paper is whether we are sure that what we consider as realities today may remain so in future in this country? Granted the changes come, We know of some country that examined the realities of their need, projected into the future of upward of fifty years and today they are there.

In shaping the system of modern formal education to meet the demands of the future, Callaway & Musone cited in Wodi & Dokubo (2012) that the government of Nigeria had to deal with the conditions that have evolved through a unique historical experience. The first schools were founded over a hundred years ago by Christian missionaries. Both Nigeria and European; these seconds are organized locally and were self-supporting. As education facilities spread, the government of the day gradually took a greater share in the responsibilities of financing and &t administration; and at some point regional governments direct large educational enterprises. In this process, public finance and educational development have become more and more closely related. Because the early spread of education was patchy, there are today wide disparities among different areas in the proportions of children attending school.

In some parts of Northern Nigeria. Where Moslem communities had their own system of Quoranic education and did not welcome Christian missionaries, the creation of schools along western line got a slow start; and although in recent years leader in Northern Nigeria have become increasingly of providing more facilities for modern education in these areas, the historical circumstances of a century cannot easily be compensated. Besides regional inequalities, there are also marked imbalance in the distribution of facilities within each region; there are areas remote from road and rail where the percentage of children in primary schools is far less than that for the region as a whole (Callaway & Musone cited in Wodi & Dokubo, 2012).

Other inequalities are found in the lower number of girls than boys attending school in many areas and or rural children compared with those in towns and cities except in Anambra State and other neighboring States. Oluwadare (2015), reaffirmed that at the opposite extreme are areas where parents early discerned the possible benefits, and a dynamic tradition grew up through pushing family members to the highest levels of education and thus to positions of enhanced responsibility on the national or regional scene to promote educational development.

Today that is reflective in the number of children studying and working abroad, in expanding educational facilities, governments was faced with a conflict in the use of resources; whether to promote primary schooling in areas which have been relatively neglected (and where demands may still be strong) or whether to place more emphasis on building up technical and other kinds of higher education for higher-levels skill; in other words, whether to provide greater equality of opportunity or to press for efficiency in meeting more closely determined manpower needs. In areas where facilities are available, some children may not be able to take advantage of primary schooling because of inability to pay school fees due to increasing rate of poverty (Callaway & Musone cited in Wod & Dokubo, 2012).

There are wide differences in the incidence of who pays for education; in some areas payments are made directly by parents and in other areas indirectly through taxes, or through various combinations of fees and taxes; this burden of paying for education impinges with greater or lesser intensity depending on individual family incomes and ultimately on natural economic resource endowments. Lively debates on curriculum reform as innovative measures have gone on for decades in Nigeria. Oluwadare (2015), further established that the issues have to do with relations of school to community, of material being taught and its usefulness to the individual in his later service to society; the discussion is usually focused on the suitable proportions of different types of education-general and vocational, literary and scientific. Such attempts to adapt education more closely to the practical needs of the changing social and economic scene by shifts in subject-matter are related to the continuing effort to improve the quality of education of all types or simply the required innovations.

Again, through the country there are wide differences in quality or standards, particularly in the effectiveness of basic education. The rapid expansion of primary education in Western and Eastern Nigeria during the late fifties brought an inevitable fall in standards; alert to this, the governments concerned have placed much greater emphasis on the upgrading of teachers Adepoju & Fabiyi (2007), observed that in the end the teachers were only half baked and it was a problem itself. Nigeria noted in the past start a programme before thinking about the implications for the implementation. To the country, Vision 20:2020 seems to be a programme with a difference probably because it is a vision and not necessarily a programme but can the same be said of Universal Basic Education (UBE) programme that is currently on?

Though, aside from her immense mineral wealth which crude oil resources are currently the most prominent, Nigeria is also endowed with rich agricultural lands, with a population of over 180 million, by far the largest in Africa (World Bank, 2016). Regrettably, Nigeria is yet to provide for her people, a quality of life in education that is commensurate with the numerous resources at her disposal as 81.1% of the Nigerian Population is still poor.

Furthermore, Nigeria aspires to break into the league of the 20 leading economies in the world by the year 2020. The achievement of this goal is predicated on the extent at which the endowments of Nigeria in material and human resources are been harnessed for national consumption which most emanate from quality education. Despite these resources, Nigeria is not ranked among the 139 countries worldwide in the 2020 Global Creativity index (GCI) (Fan, Umaru & Vintsech, 2015).

Similarly, Fan et al, (2015) examined the Global Innovation Index (GII) which covers 141 economies around the world shows that Nigeria is ranked 128th. Nigeria, which is popularly referred to as the presumed 'Giant of Africa' rank below some African countries as South Africa, Tunisia, Botswana, Egypt, Ghana, Kenya, Senegal, Morocco, Mauritius and many others. Hence, while it is generally believed that the material and human resources of a country serves a good measure to the extent at which the later can reproduce as well as sustain itself through education and they could also constitute a paradox if their peculiarities are not well harnessed.

The academia, researchers and policy makers are yet to proffer lasting solutions to the Nigeria's development quagmire as embedded in her creativity and innovation challenges thought her education and research activities. This may be due to the fact that previous studies have either focused on the challenges of education as they affect national development. However, none of these studies were able to examine the implications of innovation education development in Nigeria respectively (World Bank, 2016).

Factors that Influence Innovation Education Development in Nigeria

- i. Political Influence on Education
- ii. Economic Factor
- iii. Cultural Influence on Education
- iv. Good teaching techniques
- v. Social Factor

- vi. Qualification of a teacher;
- vii. Environment Factor
- viii. The curriculum
- ix. Experience

Ige (2013), argued that Nigeria has rolled out workable innovative education system in the past and at present but the possibility of any of them preparing individuals that are innovative in their thinking and doing is still in doubt. This is because it is either that it is not domesticated, made realistic, not funded or poorly implemented. It is one thing to have an innovative education system; it is another things to have an innovative teacher that could lead the learners into achieving the goals.

However, there is an urgent need to review the science teacher training curriculum to reflect the demand for up-to-date thinking and performance of a modern teacher. One expects the secondary school teaching to focus on clarifications and explorations of natural phenomena. Learning by inquiry, experimentation and observation ought to be encouraged to help students, explore the natural and man made worlds. Researches and projects carried out by lecturers and students in Universities and other tertiary institutions should not be taken as mere academic exercise and fulfillment of requirements; something good come out of it (Ige, 2013).

Therefore accurate records and subsequent modifications should be ensured for all outstanding researches and projects by school authorities and supervising bodies. Jaja (2013), currently emphasized on entrepreneurial education is a welcome development in curricula innovation. At present the National University Commission (NUC), National Commission for Colleges of Education (NCCE) and the National Board for Technical Education (NBTE) have a job to do by ensuring that it is not just on paper but put into practice.

Both entrepreneurial skills and ideas are necessary for our graduates to make them innovative in terms of generating job ideas and being creative themselves. The SI WES (Students Industrial Work Experience Scheme) ought to take longer time that it is currently. It should be further extended to pure sciences and technology related courses; Nigeria can decide to learn from history. If the implements of UBE programme could step down to study what has made Universal Primary Education (UPE) failed and many other educational programme in Nigeria, it could se the country on the right part for successful implementation of UBE (Adepoju & Fabiyi, 2007).

Nature and Challenges of Implications of Innovative Education Development in Nigeria: A Critical Analysis

A functional education system is the bedrock of any society. A mind expanded through educations sees new⁷ horizons and proffers solution to challenges we face as a people. Developed countries have recognized the role of functional education in their industrial and technological growth. In other words, education is the instrument 'par excellence' for bringing about national development. Such development can be seen in the positive roles education play in the socio-cultural, political, economic and human aspect of nation building (Ige, 2013).

The developed societies are so called because of their, imposing values and investment in the education of their citizenry. When appropriately implemented, therefore, education has the capability of boosting the welfare and productivity of the citizens. As a result, there is no gainsaying that education remains the key to sustainable development of any country. To Mehdi Pazhouhesh & Moshiri (2011) the Nigerian education environment is faced with many problems, some of which appear intractable and are like recurring decimals. Owing to this several authors have, over the years, identified the challenges of Education in Nigeria. However, according to Ezenyilimba (2015), these challenges were categorized into three.

- i. Political Challenges
- ii. Institutional Challenges and
- iii. Human Resources Challenges

Budgetary Allocation to Innovative Education Development in Nigeria

The problems of education in Nigeria can also be traced to the portion of the Federal Government Budget allocation to the education sector. In the year 2010, 6.4% was allocated and decreased to the lowest for the very first time in 2011 to 1.69%. Furthermore, it increased sharply to 10% in 2012 and decreased to 8.7% (Oseni, 2012). However, it increased to 10.7% in 2014 and decreased 9.4% in 2015. It is worrisome as the budgetary allocation to the education stood at 8%, 6%, 7%, 7% and 6% in 2016, 2017, 2018, 2019 and 2020 respectively.

The situation becomes more appealing when one is aware that the 80% of these allocations made to the educational sector goes into recurrent expenditure i.e salaries, allowances, emoluments, personnel welfare among others, to the detriment of infrastructural development and other capital intensive projects (Oseni, 2012) which could be an avenue to enhance the quality of education in the country. By so doing, quality knowledge and panacea of its implementation is passed through teachers to the student, and from other encyclopedia of knowledge such as the internet. This will enhance academic networks between students, which will afford them to compete with their colleagues all over the world. But the token being disbursed to the sector has undermined these achievements. It becomes worrisome as Nigerian graduates are becoming unemployable and are now rejected in favour of their few counterparts that schooled abroad in comparison with other African countries, it is clear that Nigeria needs to invest by improving its allocation to the education sector for instance, Ghana's spending on education over the years has been between 20% and 40% of its annual budget, in 2012, Ghana invested 36.7% in their education sector (UNESCO, 2008). This is above the UNESCO prescription of 26%. In 2015, Namibia invested about 30.9% of its national budget in education, likewise the Tunisian government who dedicated 33.2% of its national budget to the sector. In addition to this countries like Jamaica, Egypt, Botswana, Morocco, Kenya, South Africa and Mauritius allocated 20.1%, 27.9%, 21.7%, 28.5%, 16.5%, 19/2% and 19.0% of their total budget to education respectively (UNESCO 2008).

Obviously, countries like Ghana, Namibia, Morocco and Senegal have met and gone beyond the UNESCO 26% education allocation bench mark, it is most appalling that the most populated country, the biggest economy and the largest exporter of crude-oil in Africa (i.e. Nigeria) is yet to meet it. This may be linked to the reason Nigerians migrates to these countries to study due to the quality of education which is far better than that obtainable in Nigeria today (Akinyemi Ofem & Adebisi, 2012).

Universal Basic Education, Objectives and Assessment as Innovation in Nigeria Education System

No nation can aspire to greatness without adopting education as instrument per excellence for bringing about national development. Adeoti, Odekunle & Adeyinka (2010), posited that this was why there has been a lot of emphasis, particularly in recent times on all citizens of the world to have access to basic education. It is also in recognition of the importance of education that the international communities and government all over the world have stressed the need for citizens to have access to education. Universal Basic Education received global welcome after the World Conference of Education for all (WCEFA) held in Jomtien, Thailand in early 1990, Article 1 of the conference states that every child, youth and adult shall be able to benefit from educational opportunities designed. Nigeria was a signatory to this declaration (Feamster, 2013).

The declaration re-affirmed at the world summit for children in the same year 1990. The re-affirmation of basic education states that all children should have jullaw free access to basic education by the year 2000 (Ebhota, 2014). Nigeria also participated in the event held in Ouagadougou 1992 in a bid to achieve education goals, the Dakar World Education forum which was held in 2002 in which Nigeria was in attendance; was a follow-up to the World Conference on Education for all (WCEFA) of 1990. In the Dakar Forum, a new set of goals was set to be attained by the year 2015.

It was also in the event held in Dakar framework for Action .in 2002 that re-affirmation of the basic learning needs of all by insisting on access to nine years of schooling and complete free and compulsory primary education of -good quality was made (Osakwe & Moussa, 2017).

Similarly, the Millennium Declaration, has two of the eight goals devoted to education. They are goals 2 (to achieve universal primary education) and goal 3 (to promote gender equality and empower women). Nigeria in her bid to reduce illiteracy was not left out in this global concern for Basic Education. According to Amzat & Omololu (2012), Nigeria became a signatory to the following major international and inter- African covenants for the generalization of basic education.

The Jomtien 1990 Declaration and framework for Action.

- i. The New Delhi 1992 Declaration requiring the 1-9 countries (the nine countries of the world with much consideration of illiterate .adults) to reduce the incidence of illiteracy drastically within the shortest possible time span. The Amman Re-affirmation of 1995 confirming every ones commitment to the Jomtien Declaration.
- ii. The Durban 1998 statement of commitment by which African states re-affirmed their commitment to making the Nations basic education a reality.
- iii. The OAU Decade of education in Africa 1997-2006 also reaffirms Africans commitment to the generalization of basic education.

These are all global innovative educational develop that some third world countries have adopted but still Nigeria seems not to be learning from positive educational innovations that makes development to be at ease.

CONCLUSION

It was discovered, among other thing, that education and research activities in the country are bedeviled with certain challenge. On one hand, the problem of education in Nigeria include inadequate funding, negative perception of the people on vocational education, political, institutions, and human resources challenges, to mention but few. On other hand, the research are faced with problems such as low number of researchers in the country, poor investment on research & development, the challenge of adoption of research findings, infrastructure-related challenges, policy-related challenges, and attitude-related challenges, and incoherence between STI policies and other development policies.

The country faces a number of challenges that can "only be met if it has creative, well-educated citizens who. Whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenge facing them. Hence, there is need for structural transformation through the contribution of education and research that are crucial for achieving development and that promoting technological innovation is necessary to address both challenge of low structural transformation and inclusive development of Nigeria.

RECOMMENDATIONS

The section below highlighted some recommendations that can be adopted for this purpose

1. The government should allocate at least 26% of its federal allocation to education, as against the token been disbursed to the sector. Also, the Nigeria government should invest at least 1% of GDP on research & development activities, this would set the pace at which factors such as creativity and innovation lens on.
2. Also, the federal government of Nigeria could constitute a special committee to ensure that the allocations made to education and research & development is optimally utilized. This committee is to be deployed all over schools across all levels in Nigeria to discover creative minds, and to nurture them for national consumption.
3. The government is enjoined to develop a Science, Technology, and Innovation policy that are coherent with the national policy on development. In achieving this, the

- government of the country should ensure that person, irrespective of their social and economic statuses, in the country are given equal opportunities in all ramifications.
4. Regular review of school curricula by the government, private sector and the government (Public-Private-Community Partnership) should be encouraged to ensure a fit-for-purpose curriculum for the emerging economy of Nigeria. This triangulated partnership will help strike balance between practical's and theories in the education sector.
 5. Well motivated teaching staffs are to be adequately supplied to schools at all levels and appraises on their job. This will identify knowledge gap, with the aim of breaching it for national consumption through knowledge passed to their pupils/ students.
 6. Research findings made in the country should be accessible by all and sundry. In achieving this all tertiary institutions of Nigeria should have a section in their respective libraries which should compromise of the research findings made by students at all levels.

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