

Relationships between Institutional Development and Sustainable-Economic Development in Nigeria; Issues, Challenges and Way Forward

IYANUOLUWA SAMUEL ADELAKUN

Federal University, Oye-Ekiti, Nigeria

Abstract. Education system over decades has been a producer of sophisticated weapons that kept on igniting the fire lamp of the economy and national development of any country. The system has liberated human from crude ways of life to an advanced one. Therefore the place of education in the socio-economic development of any country cannot be overlooked. An educated man is an expensive machine that has successfully passes through the stages of unknown to known, and he is now able to solve rising problems in his day to day activities with the influence of past experiences. In the like of this, institutions where the educated man is been produced is to be properly managed with all necessary things put in place in order to ensure there is development in the sector and the development should be able to enhance the socio-economic development of a country. This paper reveals the concepts of institutional development, challenges and impacts on the sustainable development of the economy of Nigeria.

Keywords: Institution, Institutional Development, Sustainable Development, Sustainable-Economic Development.....

1. Introduction

Over the years, economists have recognized that the output per capita in any society is relatively related to the amount of human capital, physical capital, and technology that the workers alongside firms in such society (Country) have access to. Economic growth of any country is related to the ability of a country to increase her human, capital, physical capital and improve her technology.

Over the past two decades, the concept of Institutional Development has become increasingly

important in relation to development projects. More and more development organizations talk about and address issues like institutional development, institutional strengthening, institutional capacity building, and organizational development. Though using different words, it all boils down to an increased concentration on the organizational set-up of projects and other related development activities. Institutions have been major supporting instruments in aiding sustainable development of the world at large. In fact the economy relies dependently on the output of the educational sector to move ahead. Therefore efforts are usually been made by various governments and concerned individuals all over the world to ensure institutions are developed to meet the rising demand from the society. Institutional development is a result of the push from the economy trend of the society which is the immediate benefactor of the outputs of decision taken to aid the institutions' developmental trend. Every organization and schools experience changes at a point in time; the fact is the resources (human, material and financial) can never remain constant for a longer period of time; there will always be changes in their activities toward the running of the organization (school). A change in the activities of the school as a system will surely make a change in the economy of the country.

The institution which is an entity on its own can't be stagnant; it must surely develop positively or regress. The rate of development in the school is dictated by the tune the school managers, governments' policy, and concerned individuals sets in the school, the school manager is responsible for the changes that occur within the school, ministries of education both state and federal are accountable for the policy implementation in schools. So the development and expansion of the school is determined by the exhibited leadership style and

policies being implemented. This paper focuses on the concepts of institution development, and the expansion, challenges and the implications on the sustainable economy of Nigeria.

2. The Concepts of Institution

Institutions are guides with laid down precepts in ensuring an individual is molded to a useful and acceptable member of the society. Institutions are of various strata with their peculiarities that are set out to organize human life towards the achievement of foreseen relevance to life. Institutions are not static, but dynamic in nature with respect to the trend of evolution of the world. Institutions are important organizations that are influential in the community. The school and other related sectors of the educational system are saddled with the responsibilities of preparing a child with necessities to ensure such child is relevant to the dynamic nature of the society. Educational institutions are guided by policies and laws to take necessary precautions in ensuring the expected goals of the system are achieved. In Microsoft Encarta® 2009 institution is defined as important organization: a large organization that is influential in the community, e.g. a college, hospital, or bank. Etc.

According to Samuel P. Huntington (1968), institutions are "stable, valued, recurring patterns of behavior". Additionally, institutions are mechanisms which preside over the behavior of individuals or group within a given community; moreover, institutions are characterized with a social purpose, transforming individuals and intentions by mediating the rules that govern living behavior. According to Geoffrey M. Hodgson (1978), institutions are "integrated systems of rules that structure social interactions". He claimed that it is misleading to say that an institution is a form of behavior.

3. Types of Institution

The term "institution" commonly applies to both informal institutions such as customs, or behavioral pattern and ways of life of a society or community, and formal institutions are created by entities such as the government and public services. Others are primary institutions are institutions such as the family that are broad enough to encompass other institutions. Formal institutions are clearly set out by a relevant authority and informal institutions are generally unwritten societal rules, norms, and traditions. Primary institutions are institutions that envelope many other institutions, both formal and

informal (e.g. the family, government, the economy, schools, education agencies and outlets, and religion).

Formal Institutions

Informal Institutions

Examples of institutions include:

Family: This is the first medium through which a child learns the behavior and way of life of the society he or she belongs. Family is a group define by sex relationship, sufficient precise and enduring to provide for the proclamation and upbringing of children. The influence of the home on the life of every individual cannot be overemphasized. Whatever a child becomes in life is a product of the family /home he originates from. During the formative years, children need to be given proper upbringing in order to grow up to become good and useful citizen of their country and for them to be useful and acceptable members of the society. Generally until the child attain the proper age for schooling and goes to school, he is expected to spend most of his time growing up with the parents and other members of the family. After marriage, he is expected to be separated from his family by starting his own family in which he uses learnt lessons from his originated family to run his own. Therefore family is a random process which no one can break from throughout life history. The child's physical strength and physic is determined to an extent by the family he originates from; a child whom in his family male child is usually huge and tall is likely to be a tall and giant being when he grows up and such child could be used for sport related activities by the society he belongs. E.g. such child could be a player of the national basketball team, and by so doing he is useful to the society. The family helps most in promoting the doctrines and ways of life of the society by teaching a child right within the setting of the home ensuring the child is aware of the expected ways of life and how best he can relate in the society he belongs.

The best avenue for a child to be inculcated with the moral education and ethics is the family/home. For example an ideal Yoruba home will train up a male child to always prostrate for elders and a female child to kneel down as a sign of respect while greeting. This will make such child to be useful and acceptable member of the Yoruba society. An ideal family as well helps a child to be vocationally trained and how best to engage his hands in ensuring the basic ways of his living is taken care of. E.g. a child is trained at home how to do some domestic task while growing up which will help such child to stand on his own, doing those things for the benefits of his life and

mankind as well. Some families are known for blacksmithing, wood carving, calabash carving, dyeing and the likes; a child who grows up in such families is expected to be trained with such vocation and to be able to make use of the acquired knowledge to further better his life and the society at large. The family is the center and beginning of the child's life. The family teaches children cultural values, norms, beliefs and attitudes about themselves and others. Children learn endlessly from their immediate environment. Children also become aware of their socio class at a very early age and assign different values to each class accordingly. A child's life is a plain sheet of paper in which the environments inscribe on.

Peer Groups: is a social group whose members have common interests, social positions and age. Children can escape thorough supervision and learn to form relationships on their own. The influence of the peer group is highly effective during adolescence though peer groups have a short term effect unlike the family which has long term influence. Peer groups feed a child on the way he should behave; these attitudes are product of combined force from the members of the group who originates from different family and societal backgrounds. This is why a child should be disconnected from any peer group that is sensed to be having a negative effect on the child's upbringing.

Religion: The religious bodies specifically the two major ones (Christianity and Muslim) contribute towards the socialization of a child because it involves moral teachings and social development of a child. One from of the religion or the other is a basic feature of any society. In Nigeria for example: three religions are dominant in practice (Christianity, Muslim and Traditional Worshippers). The child at one stage or the other comes across at least one out of the religions organizations which in turn do have influence on the social life of a child. Every religion teaches morality and peace. The religious organization instigate the more the teachings have already acquired from their families and other social institutions. Religious education is imbibed through persuasions which may be in form of teaching or sermon. Some religion is like an ethnic or cultural category, making it less likely for the individuals to break from religious affiliations and be more socialized in this setting. Parental religious participation is the most influential part of religious socialization.

Language: each society is unique with its own language and culture in which a child grows to take to. A child learns to behave in accordance with the

languages used in their lives. Separate languages at home and in peer groups usually create a clash in the comprehension of a specific language for a child.

Mass Media: Mass media is the medium of communicating to large number of people at the same time through the use of radio, television, journals, and newspapers. etc. e.g. documentary programs which is educative and in the process it educates on various species and behaviors of animals are been shown. They are the means for delivering impersonal communications directed to a vast audience. The term media is from Latin meaning, "Middle/Hub", suggesting that the media's function is to connect people. Also educative programs including quiz, debate, talk discussion, deliberations and some specific topics are been given. In doing this information is been sent from one end to the other. Mass media is known as a process or means by which information is disseminated to the public. Information is sent to the receiver(s) directly. There is entertainment. There is propaganda and persuasion. All these are similar to socialization in that a change in behavior or belief is usually desired by the creator of the message. The media can be used to teach norms and values. Mass media has vast effects on the attitudes and behavior of a child.

Economic systems, Legal systems, Penal systems and many more are also examples of institutions in which aids the learning process of a child.

Summarily the term institution can be use in the following sectors:

- Educational Institutions: schools (pre-school, primary/elementary, secondary, and post-secondary/higher education and post graduate colleges)
- Research community: academia, universities and research institutes.
- Hospitals and other health care institutions, Psychiatric hospitals.
- Military or paramilitary forces
- Industry: businesses, including corporations, factory, capitalism, division of labour, social class, industrial sociology
- Civil society or NGOs who are charitable organizations; advocacy groups; political parties; think tanks; virtual communities.
- Financial Institutions: banks and other related financial outlets

4. Development of the Institutional Theory of Organizations

There has been a divided stage between old and a new institutionalism. The old institutionalism paid

attention more on organizations and how they become institutionalized. Defending older treatments of institutions and organizations (and organizations as institutions), Abbott (1991) pointed out the relevance of change and processes; two dimensions that fell short in the new institutionalism and its focus on homogeneity and stability. Also, Selznick (1996) expressed concerns about such a quick differentiation. He was anxious that such feuds would promote an adverse pre occupation with polarities and polemics (1996: 276) instead of studying actual social policies, their implementation, and their challenges. Finally, Stinchcombe (1997) stressed that the new institutionalism underestimated the willingness of people to accept institutions for what they are or not: The guts of institutions is that somebody somewhere really cares to hold an organization to the standards and is often paid to do that (1997: 18).

Hirsch and Lounsbury (1997) pleaded for reconciliation. They opposed the determinism of overtly structural approaches. A unified institutional theory, they said, would provide a more accurate picture of organizational actions and structures. Consequently, organizational change has become a major issue. Puzzled by radical organizational change, Greenwood and Hinings (1996) observed that the new institutionalism, with its focus on legitimacy and field-wide homogeneity, failed to take change into account. Specifically, the theory did not explain why some organizations would adopt radical change in spite of institutional pressure. The authors opened institutional analysis to issues of power, commitments, and interests within the organization. Since then, the analytical interest of the institutional theory of organizations has shifted from a focus on stable structures toward individual and organizational strategies and influences. DiMaggio (1988) coined the idea of “institutional entrepreneurs” to identify those individuals who set out to change and disrupt institutionalized beliefs. Oliver (1991) linked the institutional theory of organizations to strategic management to account for variations in organizational responses to institutional demands. And on a more settled tone, Powell (1991) proposed looking more closely at dynamics of institutional compliance to find out how enacting institutionalized beliefs in fact contributes to the evolution of these beliefs.

Consequently, research has considered the dynamics of institutional emergence and the process of institutional change (Dacin et al. 2002). For example, Covaleski and Dirsmith (1988) observed how a university adopted budgetary practices that were

deemed appropriate and how actors contributed to modifying them using a subsequent period of decline. Elsbach and Sutton (1992) showed how decoupling legitimate structures from illegitimate activities facilitated the work of spokespersons. Similarly, Hargadon and Douglas (2011) showed how Edison overcame institutional rigidity stemming from the gas industry by adapting his electric bulb to the older gas lamps, both in terms of design and of performance. Battilana (2014) wondered how actors manage to produce change when they see opportunities and found an explanation in the individuals’ social position. Finally, Greenwood and Suddaby (2016) asked similar questions and observed the introduction of the multidisciplinary practice as a new organizational form among professional business services companies. They demonstrated how centrality in field explained exposure to dissonances and opportunities for change. *Extracted from Olivier Berthod, (2016).*

5. Institutional Theory of School as an Organization

According to Scott (2013), institutional theory of organizations puts institutions at the heart of the analysis of organizations’ design and conduct. From this point of view, organizations are local institutions of wider institutions. Institution is understood as taken for granted beliefs, rules, and norms, shape the creation and spreading of organizational forms, design features, and practices. Complying with institutionalized prescriptions is considered a means for gaining legitimacy, decreases uncertainty, and increases intelligibility of organization’s actions and activities. The school is considered as an organization in this context.

5.1 Institutional and Organizational Development

This is the creation or reinforcement of a network of organizations to effectively generate, allocate and use human, material and financial resources to attain specific objectives on a sustainable basis (Lounsbury M, 2011). The network may consist of several organizations and their interrelations working together to attain one or more specific objectives. Institutional development is not limited to institutions only. It aims at an improved (and more durable/sustainable) embedding of development interventions in the environment in which both organizations and institutions play a role. Institutional development relates to the enhancement of the capacity of national education, individual and private organizations to perform their key functions effectively, efficiently and sustainably; reason been

that they are the user of the products which is the output of the educational system. This requires clear, stable remits for the schools being provided by government and other private stakeholders; these remits being enshrined in appropriate legislation or regulation; and appropriate mechanisms for dealing with short-comings in fulfilling the remits (due to individual or organizational failure). Putting these elements in place requires agreement between a wide range of stakeholders, in both the public and private sectors, and is a serious task.

6. A Checklist for School Managers on Institutional Development and Expansion towards Economic Development

Because the development and the expansion of the school is determined by the nature of the school manager, school managers and leaders need to give a strong focus to the following six issues if they are to develop their institutions and organizations towards a sustainable economy. Some key elements to consider are provided below:

6.1 Offer Relevant Training Courses

Organize educational training courses for personnel such as teachers and administrative officers of schools in order to reflect the reality of professional practice with key input from practicing professionals. Inter-School Visitation Supervision: invite staffs from other schools to participate in your school's training courses and vice versa to assist in the spread of information and in building relationships towards a sustainable development.

Provide training courses which includes relevant examples.

6.2 Make Clear Definitions of Roles/Responsibilities of Each Level and Officers

Ensure personnel in all levels understand the school's goals and objectives and their roles and responsibilities in the achievement of the stated goals and objectives.

Ask yourself does the division of responsibilities enable effective delivery of educational functions?

Have a clear understanding of the task-functions of personnel at different sectors such as public, private, academics, and school administration systems.

Ensure the allocation of roles is clear and it objective supports the effective operation of the school and subjected to review overtime.

6.3 Practice a Transparent Leadership Style to Encourage Teamwork in the school

The school administrator should understand the extent of the end-to-end processes involved in the

system and appreciate the benefits that can be delivered by those involved in the entire process working together effectively.

Welcome ideas and recommendations from members of staffs, practice a democratic leadership style, seek the opinion of the subordinates, unanimously agree with the subordinates on issues (collective decision making), reach out to everyone, ensure the needs of the subordinate are met, delegates tasks.

6.4 Establish a Clear Organizational Culture that Supports a Cooperative Approach

Ensure your words and your actions consistently support the need for collaborative working in your institution goals and objectives and with other relevant institutions.

Ensure your school's targets include elements that can support societal life and in the society to develop your school in return.

Measure the staffs performance with reference to the overall success of the school administration system

The successes you report internally and externally should be related to the need to deliver overall goals of the system.

6.5 Ensure that Individuals and Organizations has a sufficient Voice in the Decision and Policies' Making on Issues on Educational Sector and all Voices is Clearly Heard

- Your school should have strong and effective link with policy makers
- Ask yourself if these links give you a voice that is heard in the policy development process?
- The links should sufficiently be formalized to survive changes
- Is the policy development and maintenance process able to recognize operational realities to fullest?
- Ensure the voices of all stakeholders and concerned educational personnel in your area are heard
- Be willing to allow professionals play a key role in shaping policy development of the school.

6.6 Have Legal Backups that Enables You to Use Modern Techniques in the Administration of Your School

- Do things in line with the rules and laws guide the education sector and the country at large
- Make realistic laws and ensure it is legally backed up.
- Understand you are answerable to all your decisions as the school manager; therefore

you should do everything in a way not to go against the law.

- Your school should have written laws to be stated clearly to the staffs, parents and students at the point of entry.

7. A Checklist for Government on Institutional Development and Expansion towards Economic Development

Government is expected to make available all needed resources for the sustainable development of the educational system. Human, capital and physical resources are to be put in place by the government. There should be thorough supervision and periodic inspection should be carried out by the by the concerned personnel in the ministries of education. Educational Policies should be made in line with the changing nature of the society in order for the educational system to be effective and efficient in upholding the development of the economy of the country. There should be adequate finance of institutions by the government to the system; facilities needed in various units are to be provided accordingly. Experts are to be employed in various units of the educational sector as required without any political influence which can jeopardize the efforts of the government in ensuring high standard of the educational system to meet the rising demands of the economy.

Government should on a periodic time ask questions relating to the above to ensure they have not failed in been supportive to the development of institutions as aid to a sustainable economy of Nigeria.

8. A Checklist for Parents and Community on Institutional Development and Expansion towards Economic Development

The community and the parents are two inseparable categories of people when it comes to the input and output of the school towards the development of the world at large. The parents and the community should be actively involved in the activities of the school; they should seek to understand the curriculum goals and objectives of the educational system, the school cannot exist in isolation, it belongs to a community and there should be adequate interaction between the school and the components of the community. Adedokun, (2016) stated that for the achievement of effective and efficient standards of education and sustainable development in Nigeria, there should be room for community and private sector's participation in the schools. Similarly

Adedokun, 2019 said "School-community relationship is a driving force behind quality assurance practice, aimed at improving the quality of school management, learning environment, curriculum delivery and students' learning outcomes involving meaningful, close, strong and goal-oriented partnership between the school authority and other relevant stakeholders such as Parent-Teachers Association (PTA), Old Students Association, Non-government organisations, Communities, Ministries(both state and federal), Board of Governor, Individuals and other social institutions". Since the relationship between the school and the community is a supportive link towards institutional development and economic development, there is need to always ensure there is continuous, strong and effective relationship between the school and society, especially the immediate community. Parents are expected to make a time to time check on the progress of their children in school towards the sustainable development of the educational sector. Parents and guidance should ensure expected bills are paid in due time. The security of the school facilities is the responsibilities of the community the school belongs.

The aspects of donations of facilities and sponsorships such as scholarships in the school from individuals or groups in the community cannot be overlooked while trying to explain the contributions of the community towards institutional development. This is done through various channels such as prize giving day, annual inter-house sports, and even invitation of philanthropists for the awards in which supports and donations are given in return. So the school should ensure continuous invitation of the members of the public in school activities and the community should be willing to respond positively to the invitation.

9. Institutions and Sustainable National Development in Nigeria

Development is meaningful when it is sustainable. Looking at the original meaning of the word development, it refers to a process we can observe as something happening naturally. Development is a term that was initially used by biologist as a name for the process that for example turns an egg to a chicken or a seed tomato to tomato plant. Development is the efforts put collectively by individuals or group to improve the well-being of the society. Development is a purposeful process initiated by man in order to improve the well-being of mankind. National Development refers to the growth, changes and improvements occurring in a given economy, with

the aim of promoting the quality of life among the populace. A nation is developed when is able to meet the needs of the present generations and also the needs of the future. When the development in the present can be perfectly forecasted to the future needs, we say such development is sustainable. Sustainable development is when what you have said about development is going and does not stop, also considered the ongoing and does not stop future. But Nigeria of today is not even meeting the needs of the present and it's likely there is no future. Therefore Nigeria is underdeveloped.

According to Nwadiani (2000), Development tends to address all these questions:

- What is happening to employment?
- What is happening to literacy and illiteracy?
- What is happening to health?
- How is the GNP of the people?
- What is the standard of living of the people?
- What is the security state?

Note: When all of these are in the right place and positions, then sustainable development has occurred.

The overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision making process. The present development is also capable of taking care of the future needs. While doing this there is a wide range of activities by forecasting the future through the present trend of development. The major concern here is the substitutability of capital. There are several types of capital: social, natural, and man-made. Institutions (Schools) are basically meant to take care of the current need of the society, putting the future into consideration. When the development in a school cannot take care of the future needs, the development is not sustainable in nature. Every child in school is equipped to become a useful and acceptable member of the society. The impact of the school on a child should be a lasting one that will take care of the societal demands; wherever the child goes to in life, he should be able to transfer the knowledge he had encounter in the past to solve a current problem. Unfortunately over the years, Nigeria education system has been producing half-baked graduates who can hardly defend what they studied in school.

- A sustainable quality life entails:
- Bettering people's health and education opportunities.
- Giving everybody a particular change of participating in public life.
- Helping to ensure a clean environment

- Promoting intergenerational equity

Development is not beautiful infrastructures but it is when an individual is been educated and the education is translated into good attitudes that positively affect the community the individual belongs. Very many nations can-not sustain their nation on a strong note. Development is threatened by some factors such as environmental problems that envelopes pollution, oil spillage, environmental degradation and human exploitation without renewal.

The role of education in national development is evidential in many nations in the world. Nation that has used it proved it has worked for them. Education is able to produce knowledgeable and skilled individuals who are to push (drivers) to the national development. But this is not so in Nigeria, education as not been able to play the roles in national development.

Education contributes to national development in the following ways:

- Fostering permanent literacy;
- Developing programmes to achieve national objectives;
- Eliminating wasteful imbalances in the educational system;
- Checking unemployment in the economy;
- Judicious utilization of available resources.

The central aim of sustainable development is creation of sustainable improvement for all people in the quality of life.

Though in Nigeria, education is no more influencing the national development, many nations are moving ahead of Nigeria simply because we have abuse the so called education. An educated man is an expensive machine for the development of a nation. Average Nigerian student don't want to go to school because education has failed in Nigeria especially when millions of Nigerian graduates are been turn over to the labor market without available jobs. Couple with this is some of the graduates are suffering from **Diploma Diseases** who are unskilled graduates who can-not defend their certificates as a result of being products of a sick education system and negative effect of politics. Education in Nigeria is playing roles of underdevelopment and at the same time the role of sustainable development. Why is it so? Education in Nigeria is becoming sources of frustration because graduates are not well equipped to function in the current society. There is a disconnection in the development of Nigeria because education is no more giving what it's supposed to

give to the people. But one day Nigeria will rise again.

Underdevelopment is when there is existence of incidence of poverty (physical, economic, mental and financial). Ignorance, Diseases, Low life Expectancy, Mal-distribution/Unequal Distribution of National Income, Heavy Social Disorganization, Administrative Incompetence, Wastage in all Sector, Corruption, Insensitivity, Small minds who can't meet the current needs and not thinking of a future. Unfortunately Nigeria has virtually all the characteristics, a visible evidence could be seen in the northern part of the country where there is increase in birth rate among the uneducated poor who give birth without been able to take good care of their children, such children to become the public properties and liabilities on the strength of the nation's economy. Al-majiris have over the years been government properties and if they are not properly managed, they become antisocial instruments to the development of the country. Other evidences of underdevelopment are: Shortage of social amenities Corruption Tribalism Spiritual wickedness Low quality of life, Low standard of living, Poor health facilities, Low Gross National Product (GNP), High dependency ratio (foreign products dependent), Unemployment at high level. Nigeria as a whole has been facing the above mentioned evidences and it has caused a lot of setback in the developmental trend of the country.

10. Conclusion

The school viewed as institution in this context is a vital tool in the development of the economy of Nigeria. It is to be developed properly to gain the expected results. Institutional development relates to the enhancement of institutional structures and responsibilities, and the interaction with other entities, stakeholders, and clients, to meet the agreed remits. This requires adequate, suitable resourcing (in staffing, facilities and finance terms); a clear and appropriate institutional focus (to meet the agreed remit of the school); and suitable mechanisms to turn the focus into delivery in practice (these mechanisms including institutional structures, definition of individual roles, and instructions for completing the various activities in the school). The heart of a nation's development lies on the quality of education supplied in the state. The school itself cannot exist in isolation, it is part of a community, and the community either big or small in a nature belongs to a larger society that forms a country. So a wave in the trend of development of the school will surely have a vibration in the tune of sustainable development

sound of the country. Therefore, all institutions and organization (schools) need to continuously develop and improve if they are to meet, and continue to meet, the needs of their customers (society) and stakeholders who are the user of the output of the educational system. Unfortunately Nigeria of today is not meeting the required standards and requirements for the education system to be able to contribute to the sustainable development of the economy of the country, why is this so? The country have survived a lot of mismanagement of powers and resources which by now another country must have totally collapse if it is exposed to such. Many funds meant for the development of the educational system are been diverted and mismanaged on periodic basis without serious questioning and sanctions. Democracy which could have been a channel for the masses to participate fully in government is not helping the matter because it is run indirectly as a military government; where the masses sees but could not talk nor fight for their right, they act as if they don't see because of danger they may be exposing themselves to. But we all hope that one day Nigeria will rise again.

A onetime giant of Africa is now seen as an ant nation that is been trampled upon by her counterparts who have become elephants by striving to ensure there is sustainable developments in their lands. A nation where the Academic Staffs of University Union (ASUU) will protest and go on strike without government doing anything to rescue the situation, but rather the National Assembly Members will in the middle of the crises order for a 2020 35million naira executive cars each. A country where there is lack of good teaching aids, the available ones are even outdated and obsolete facilities suggest that will require new financing models to escape this mess. The apparent shortage of fund available to the university system has been responsible for declining library, social and laboratory facilities in Nigerian universities in recent years. This in no small way makes the governance of the university system a huge task. It is crystal clear that government can no longer sustain the funding of higher education in Nigeria. On the other side, citizens view free education as one of the very few means of the resource redistribution function in an environment of pervasive income inequality. On the basis of the deteriorating corruption index of the country, citizens insists on the judicious application of scarce funds to better quality education otherwise frittered away by corrupt government practices. Unfortunately we are in a country where snakes and monkeys now have access to public funds that we humans in which they can make way with billions and no one will question

them; well maybe because they are animals. Even if there were to be purity in government and finance agencies in Nigeria, it would be impossible for government to exclusively fund education, in fact not in the phase of security challenges as a result of terrorist attacks and the little available fund in the treasury of the nation is use to ensure maximum protection of lives and property. Recently in the early months of 2020, the present administration led by President Muhammad Buhari in a move to attend to incessant demand of education, proposed in setting up more Federal Colleges of Education in different location in the country, but after this move, there arise the issue of where will the country get finance for the startup and smooth running of these colleges without borrowing from the external bodies now that the economy ship has hit an iceberg as a result of drop in the price of crude oil in the world market. These and many more have been hindrance to the development of the education sector and on the long run reducing the strength of the sustainable economy of Nigeria.

11. Recommendations

Since it has been established that every invested changes on the school (Institution) will surely have affect the trend of development of the economy, it is highly imperative to ensure the school an institution receive more attention from the government and the concern individuals or group; the government should make available adequate resources in human, facilities and capital to further aid the development of the educational sector which is the key instrument to the development of other sectors working towards the sustainable development of Nigeria. Parents in their own part are to ensure proper monitoring of the progress of their children in schools; they are to conduct regular visit to the school, they should pay expected dues, and do everything possible to support the lasting goals of education. The community are be actively involved in the activities of the school, supporting with good advice, contributing to the procurement and maintenance of facilities, providing adequate security for school, staffs, students and facilities in order to ensure the activities of the school towards a sustainable development of the nation is not bridged . The school managements are to welcome innovative ideas from members of the public towards the development of the educational sector since they are the end users of the products from the school.

The government and officers of both state and federal ministries of educations are advised to always take supervision and inspections of schools' activities as a

key factor to ensure there is smooth running of the system. Adequate sanctions should be levied against any staffs or students who violate the rules and regulations guiding the schools and the educational system at large. The achievement of the goals and objectives of national policy on education should be heartfelt burden to all. Relevant Job opportunities is to be provided by both the private and governments in order for the school leavers and graduates to have practice fields of what they have been taught in schools, alongside this, employers of labour should ensure the process of recruitment and employments are deprived of political influence of all kinds. Feedbacks should be sent to the schools concerning the progress of their products so as to ensure there is proper updates on how best they can develop and support the economy of the country through their curricular activities. The welfare of the staffs in schools and ministries of education should be the priority to the government and private employers; their dues and wages should be paid in expected time, compensation and awards should be given to the best performing staffs motivate them to do more. With this we all can smile as a nation when we are able to experience a development that can cater for the present needs of the economy and can still take care of the future through the education system.

References

- Abbott A. (1991) An Old Institutionalists reads the new institutionalism. *Content Socio* 1 21(6):754–756
- Adelakun (2019). School-Community Relationship: A Channel to Reenergize Secondary School Development in Nigeria. *Fuoye Journal of Education*. Vol 2. No 1, Oye Ekiti: Eksu Publishing House
- Adelakun (2016). Investigation into School-Community Relationship and School Development in Osun State. Unpublished Masters Project, University of Benin, Benin City.
- Battilana J (2006) Agency and Institutions: The Enabling Role of individuals' Social Positions. *Organization* 13(5):653–676
- Battilna J, Lee M (2014) Advancing Research on Hybrid Organizing – Insights from the Study of Social Enterprise. *Acad Manag Ann* 8:397–441 4
- Covaleski M, Dirsmith M (1988). An Institutional Perspective on the Rise, Social Transformation, and fall of a University Budget Category. *Adm Sci Q* 33(4):562–587
- Dacin T, Goodstein J, Scott W (2002) Institutional theory and Institutional Change:

- Introduction to the Special Research Forum. *Acad Manag J* 45(1):45–57
- DiMaggio P (1988) Interest and agency in institutional theory. In: Zucker L (ed) *Institutional Patterns and Organizations: Culture and Environment*. Ballinger, Cambridge, pp 3–22
- Elsbach K, Sutton R (1992) Acquiring Organizational Legitimacy through Illegitimate Actions: A Marriage of Institutional and Impression Management theories. *Acad Manag J* 35(4):699–738
- Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved.
- Hargadon A, Douglas Y (2011). When Innovations meet Institutions: Edison and the Design of the Electric Light. *Adm Sci Q* 46:476–501
- Hirsch P, Lounsbury M (1997) Ending the Family Quarrel – Towards a Reconciliation of “Old” and “New” Institutionalisms. *Am Behav Sci* 40(4): 406–418
- Huntington, Samuel P. (1968) *Political Order in Changing Societies* Yale University Press [ISBN 978-0-300-11620-5](https://doi.org/10.1215/00141801-1968-001)
- Lounsbury M (2011) Institutional Complexity and Organizational Responses. *Acad Manag Ann* 5:317–371
- Nwadiani, M (2000). *Economic Dimension of Educational Planning in Nigeria: Theory and Practice*. Benin-City: Monose Amalgamates.
- Suddaby R (eds) (2016) *The SAGE Handbook of Organizational Institutionalism*. Thousand Oaks, Sage, Los Angeles, pp 1–46
- Oliver C (1991) Strategic Responses to Institutional Processes. *Acad Manag Rev* 16:145–179
- Olivier Berthod (2016); *Institutional Theory of Organizations*. Berlin, Germany Springer International Publishing
- Powell W (1991) Expanding the Scope of Institutional Analysis. In: Powell W, Di Maggio P (eds) *The New Institutionalism in Organizational Analysis*. University of Chicago Press, Chicago, pp 183–203
- Scott W (1991) Unpacking Institutional Arguments. In: Powell W, Di Maggio P (eds) *The New Institutionalism in Organizational Analysis*. University of Chicago Press, Chicago, pp 164–182
- Scott.W. (2013) *Institutions and Organizations: Ideas, Interests, Identities*. Sage, Thousand Oaks
- Selznick P (1996) Institutionalism “Old” and “New”. *Adm Sci Q* 41:270–277
- Stinchcombe A (1997) On the Virtues of the Old Institutionalism. *Annu Rev Sociol* 23(1):1–18
- TACS (2019), *Institutional Development and Organizational Strengthening (ID/OS): Concepts & Framework*. www.tacso.org.