

Social transformation issues and management of educational goals achievement in Nigeria

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Abstract

This study investigated social transformation issues and management educational goals achievement in Nigeria. The purpose of this study is to examine the relationship between implementation of education policy, parental involvement in education, appropriate education budgetary allocation and achievement of educational goals in Nigeria. To achieve this, three hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed questionnaire titled 'Social Transformation and Management of Educational Goals Achievement Questionnaire' (STMEGAQ) was used to collect information for the study. The population of this study comprised all 6472 teachers in public junior secondary schools in Kwara State. The sample of 364 teachers was selected with the use of Research Advisor (2006) table of determine sample size of a known population. The data collected were analysed using Pearson product moment correlation coefficient statistic. The result revealed that there was positive and significant relationship between effective implementation of education policy, parental involvement in education, appropriate education budgetary allocation and achievement of educational goals in Nigeria. It was recommended that government should ensure effective implementation of education policy. Appropriate involvement of parents in the running of education as well as rise up to the expectation of UNESCO benchmark of 26% funding of education toward achieving educational goals in Nigeria

Keywords: Educational goals, education policy, Nigeria, parental involvement, social transformation

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1. Introduction

Social transformation has been regarded as the key phenomenon in achieving educational goals and objectives. Education needs to be a helpful force in building rapid and continuous changing of peaceful communities and society. Education can be seen as an act of imparting knowledge, skill, values and attitude from one generation to another to produce a harmonious state or country. Education is a way of modifying the behaviour of individual as well as making individuals partake in the deeds of society in order contributes positively to the growth of the society (Pavlova, 2015).

Education has been identified as a genuine instrument for economic, social, cultural and political development. Any nation that neglects its effective implementation does so at its danger. In Nigeria, both the federal and the state governments have legitimate and constitutional roles to play on educational matters. To reduce conflicts and achieve the desired educational goals. Parental involvement and effective budgeting are necessary in educational enterprise of the country. Due to the fact that education has been recognized as a very big industry. It will be difficult for both federal and State ministries of education alone to administer and fashion the education policies of a country like Nigeria that needs education to reach her developmental destination.

Several studies have been carried out on transformation and education. Maura (2009) investigated managing educational transformation in the globalized world: A Deweyan perspective. Nkobi (2014) conducted managing educational change: A critique of the top down primary school management development project in Botswana. Rashika and Sylika (2016) investigated creating social change: The ultimate goal of education for sustainability. Basha (2017) embarked on role of education in social change. Baharak, Ramli, Aminuddin, & Soaib (2017) investigated relationship between transformational leadership and overall school effectiveness in primary schools. Stratified random sampling was used to select 490 teachers in 72 primary schools. The data collected were analysed using descriptive statistic and Pearson product moment correlation. The results show that there were significant between organizational citizenship behaviour dimensions and overall school effectiveness. Septi, Nila and Muhammad (2018) conducted influence of transformational leadership on teachers' performance toward achievement of educational goals. The sample of 193 teachers was selected and data collection technique was questionnaire. Data collected were analysed using correlation and multiple regression analysis technique. The results revealed that transformational leadership has a positive effect on teachers' performance toward achieving educational goals and objectives. These scholars left a lot of gap in that they did not use implementation of education policy, parental involvement in education and education budgetary allocation as an indicator to measure social transformation in achieving educational goals. Another noticeable gap that warranted this study is that the locale or area of study of this study differs considerably from earlier studies. This study on social transformation issues and management of educational goals achievement in Nigeria therefore endeavour to fill these gaps yet to be covered.

1.1. Purpose of the study

The following objectives have been formulated to achieve the aim:

- 1) To examine the relationship between implementation of education policy and management of educational goals achievement in Kwara State.
- 2) To determine the relationship between parental involvement in education and management of educational goals achievement in Kwara State.

- 3) To identify the relationship between education budgetary allocation and management of educational goals achievement in Kwara State.

1.2. Research questions

The following research question was raised and answered in addressing the aims of this study:

- (1) Does effective implementation of education policy bring about the management of educational goals achievement in Kwara State?
- (2) Does parental involvement in education improve effective management of educational goals achievement in Kwara State?
- (3) Does appropriate education budgetary allocation enhance effective management of educational goals achievement in Kwara State?

1.3. Research hypotheses

The following hypotheses were expressed to guide the conduct of this study:

- (1) There is no significant relationship between effective implementation of education policy and management of educational goals achievement in Kwara State.
- (2) There is no significant relationship between parental involvement in education and management of educational goals achievement in Kwara State.
- (3) There is no significant relationship between appropriate education budgetary allocation and management of educational goals achievement in Kwara State.

2. Literature Review

2.1. Social transformation issues

Transformation of any society depends on the coming generation and it is possible only if the youth is truly educated. Transformation refers to the improvement of a school by creating an enabling environment for providing better teaching and learning so as to realize the stated educational goals and objectives (Lomas, 2007). Base on this study; social transformation in education implies a fundamental change in education over a period of time through effective implementation of education policy, appropriate education budgetary allocation as well as parental involvement in education. To address the challenges faced by educational system, social transformation can transform attitudes, values, skills and behaviour pattern to realize educational goals.

National Policy on Education (2013) stipulated the 9-3-4 system of education which replaced the previous 6-3-3-4 system. This new system was intended to reflect the fact that Nigeria educational system consists of 9 years basic school, 3 years of senior secondary schools and 4 years of tertiary education. Policy is an established course of action reflecting the general goals and procedures directed toward the achievement of some intended purpose. Policy is often presented as a specification of principles and actions, usually as a writing statement which is designed to bring about desired goals. The National Policy on Education (2013) defined educational policy as the intent statement of government of using education as an instrument for achieving national objectives. The main objective of the 9-3-4 system of education is to diversify educational service to be more technical and vocationally oriented in basic education while the senior secondary school curriculum is more academic. Nigeria has five main national objectives that serve as bedrock for National Policy on

Education as to be a free and democratic society; a just and egalitarian society; a united strong and self-reliant nation; a great and dynamic economy and a land of bright and full opportunities for all citizens (FRN, 2013, p. 1)

Parental involvement in children’s learning serves as learning motivator by improving children knowledge skills toward the realization of educational objectives. This means parents play a very crucial role in modelling their children’s behaviour and attitude positively toward education. It is the responsibility of parents to help the children from their early childhood to observe and understand their own way of life because only parents can recognize the psychological processes of children. However, in today’s social parents have little time to spend with their children. They are always concerned about their own means of livelihood. Hence, education should be managed in such a way to enlighten parents to know the aims and characteristics of right kind of education. McNeal (2014) concluded that some form of parental involvement in school activities, specifically on child discussion has effects on student attitudes, behaviours and achievement of educational goals. Shah and Anwar (2014) posited that parent’s involvement in education plays an important and positive role in the academic achievement in the life of children. Because the supervision of children’s attitudes and behaviour from the very early life bring out a great effect on the achievement of children education.

Budget is a fiscal proposal stated in quantitative term used to control government funds for a stated period of time, commonly a year (Salawu, 2005). From the observation of Nigeria annual budgetary allocation, it shows that government has not been budgeting enough funds for the development of education. United Nations Educational, Scientific and Cultural Organisation (UNESCO) recommended at least 26% of national budget of every country ought to be dedicated to education. Education budgetary allocation must be given priority by any serious government but unfortunately in Nigeria, the budgetary allocation to education has always been <11% of the overall budget.

Table 1 shows the trend of the budgetary allocation of federal government and their respective percentage spent on education in the last 9 years

Table 1. Budget allocation of federal government of Nigeria and percentage allocated to education

Year	Budget allocation	Budgetary allocation to education	% of budget voted to education
2010	4,400,000,000,000	293,427,655,563	7.19
2011	4,700,000,000,000	393,810,171,775	9.32
2012	4,900,000,000,000	468,385,037,983	9.86
2013	4,990,000,000,000	499,761,707,838	10.15
2014	4,960,000,000,000	494,783,130,261	10.54
2015	4,410,000,000,000	484,263,784,651	10.78
2016	6,060,000,000,000	480,278,214,639	7.92
2017	7,400,000,000,000	550,597,184,148	7.40
2018	8,060,000,000,000	605,800,080,038	7.04

Source: Federal ministry of budget and national planning

The observation that can be made regarding the data analysis in Table 1 is that expenditure on education in Nigeria does not reflect changes in real terms. The percentage of budget vested on education during the period under review (2010–2018) reduced far below 26% for example, in 2010 was 7.19%. This rose to 9.32% in 2011 and 9.86% in 2012, while it also increased to 10.15% in 2013, 10.54% in 2014 and 10.78% in 2015. However, percentage voted to education reduced to mere 7.92%

in 2016, 7.40% in 2017 and 7.04% in 2018. The amount budgeted for education in 2018 was very high but the percentage (7.04%) was very low due to the high increment in overall budget.

Meanwhile, it quietly shows that the overall budgetary allocation of federal government for education declined to the extent that the amount truly budgeted for education was far below the 26% of UNESCO benchmark allocation for education. Therefore, the realization of educational goals and objectives may be difficult if education is not appropriately financed, which in turn lead to poor provision of teaching and learning facilities.

2.2. Management of educational goals achievement

Education has been described as the veritable instruction for the development of any nation in terms of both human resources and technological development. Any educational system would normally have a set of goals which must be attached if it was to be seen as successful. Education system had a great influence for the development and advancement of the society and overall improvement of the students. It helped the students to develop self-efficacy, self-control, derived motivation for preservation of knowledge and culture, social awareness as well as personality. In general, educational goals are statement that describes the competences, attributes and skills that students should possess on completion of a program or course. Achievement of educational goals in this study refers to student self-efficacy, self-control as well as motivation.

Efforts have been made to develop education in Nigeria since independence in 1960. Various policies in the interest of achieving educational goals have been formulated. Unfortunately, these efforts have not produced the desired effects. The state of education in Nigeria is still deplorable that some resourceful Nigerians prefer to send their children to America, European, Canada and Japan to mention but few due to inadequate provision of education facilities, corruption and poor budgetary allocation to education among others. These and many other related issues prompted the researcher to investigate social transformation and achievement of educational goals in Nigeria.

2.3. Theoretical Framework

Social transformation lead to change in thought which in turn modify the attitude and behaviour pattern of individual in society. Social transformation is a change in the way and manner of individual that bring about social progress (Rashika & Sylika, 2006). Social transformation can respond to education problems in a variety of ways: By changing parental practices, modifying teaching methods to improve education, devise effective way of funding education and implementation of education policy that assist in resolving difficulties in education (Maura, 2009). The framework for this study was developed to determine the relationship between social transformation and achievement of educational goals. It is developed based on the transformational leadership theory postulated by Burns (1978) that transformational leader causes change in individuals and social system by creating cherished and helpful change in the followers with the aim of developing them to become a leader. According to Burns, transforming leadership is a process in which leader and followers help each other to advance to a higher level of morale and motivation. Burns based his theory on four elements as follows: (i) Individualized consideration – the leader give empathy and support, keeps communication open and listens to the follower’s concerns and needs, (ii) Intellectual stimulation – the degree to which leader encourage creativity in their follower, (iii) Inspirational motivation – the degree to which leader inspires and appeals the follower so that followers will be willing to invest more effort in their task and (iv) Idealized influence – the degree to which leader win the trust and respect of their

followers through their action. Based on the theoretical framework and literature review, conceptual framework for current study is developed, as shown in Figure 1:

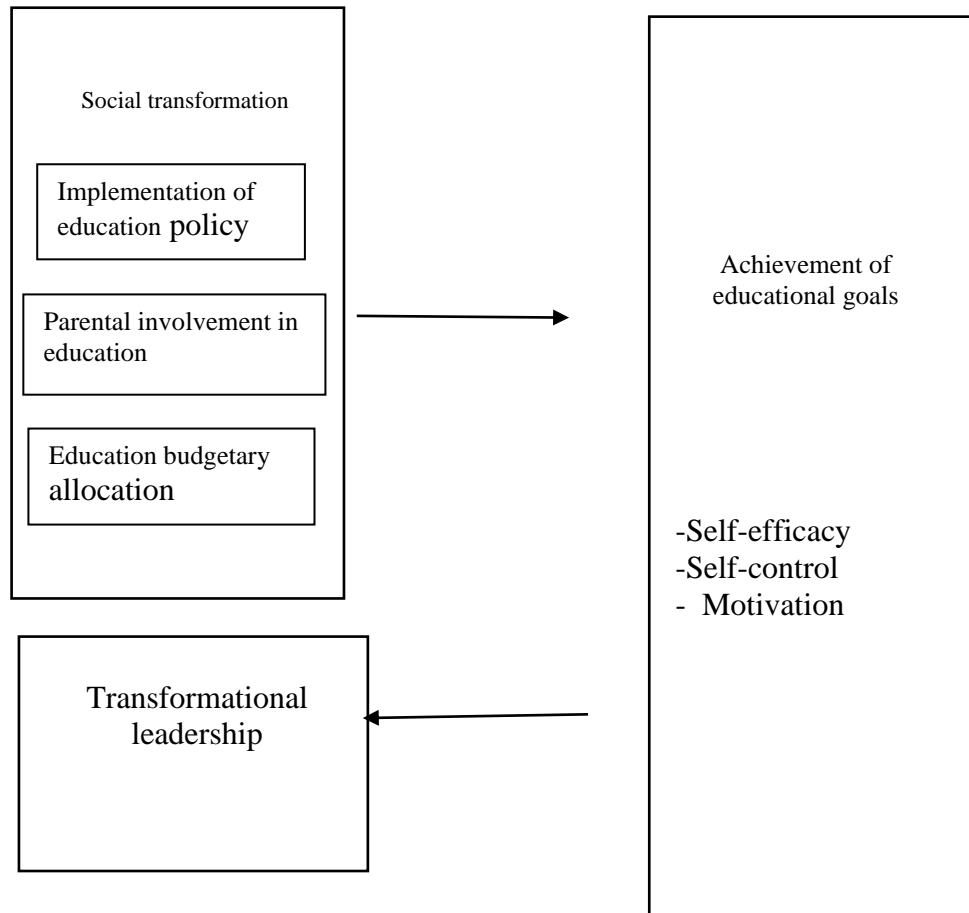


Figure 1. Model of transformation leadership (Burns, 1978)

This theory can be applicable in the school setting in that government needs to make society better by the development of its citizens. The population must be motivated by the provision of increment in budget allocation to education to provide adequate and appropriate education facilities so as to encourage citizens contribute their quota toward the achievement of educational goals in terms of self-efficacy, self-control and motivation. Furthermore, intellectual stimulation of students can be achieved through effective implementation of education policy to facilitate effective creativity toward achieving the stated educational goals and objectives. In addition, appropriate involvement of parents in coordinating school activities serves as a motivation for students to perform better as well as making government win the trust and respect of its citizen (transformational leader) which in turn leads to the achievement of educational goals.

This study made use of transformational leadership theory in that it focuses on different way of leading which is required for changing environment. Transformational leadership theory helps the society to gain confidence and encouragement needed to adapt to any change.

3. Methodology

3.1. Research design

The research method of this study was quantitative which allowed the researcher to collect data through a set of survey questionnaire. Research design is the most crucial part in conducting research because it describes the research flow and involves the process of questionnaire selection, data collection and analysis (Choy, 2014). Descriptive statistical analysis was used to explain responses of respondents on the variables used in this study. Inferential statistical analysis of Pearson Product Moment Correlation statistical analysis was utilized to test the hypotheses.

3.2. Population and sampling

Population of this study consisted of 6472 teachers in public junior secondary schools in Kwara State as at the time 2016. The sample of 364 teachers was selected with the of Research Advisor (2006) table of determining sample size of known population. Stratified random sampling technique was used to select teachers from sample school to ensure all categories of teachers are given equal chance of being selected.

3.3. Instrumentation

A self-constructed questionnaire titled ‘Social Transformation and Management of Educational Goals Achievement Questionnaire’ (STMEGAQ) was the instrument used for data collection. Altogether, there were 15 items in which the questionnaire is divided into two sections, namely sections A and B. Section A of the questionnaire centres on personal information of the respondents. Section B with 15 items focus on social transformation. This questionnaire was tested before it was finally distributed to the respondents. The teachers responded to the items on a 5-point Likert scale of strongly agree (5), agree (4), neutral (3), disagree (2) and strongly agree (1). The criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the respondents.

3.4. Validity and reliability

To ensure validity of the instrument, draft copies of the questionnaires were given to three experts in educational management and three experts in measurement and evaluation to look into the content of the instrument. Relevant amendments and modification were made based on their comments and recommendations. Furthermore, 20 corrected copies were further administered to teachers who are part of the samples to observe their understanding of the item’s wordings and instructions of the questions scales to identify any difficulty that may arise in filling the questionnaire. Therefore, some suggestion made was effected properly before sending out final copies.

Table 2. Reliability test for social transformation

Variables	Number of items	Cronbach’s Alpha	Decision
Education policy	5	0.82	All items reliable

Parental involvement	5	0.83	All items reliable
Education budgetary allocation	5	0.81	All items reliable

Instrument reliability was confirmed using Cronbach’s alpha; the instrument reliability index was 0.82. Reliability test revealed a high internal consistency for most of the variables. According to Sekaran and Bougie (2010), the Cronbach’s alpha value which is within 0.8–0.95 is considered as having a very good reliability. Therefore, the value for Cronbach’s alpha for this study indicated an acceptable internal consistency of the items in each scale. Hence, the instrument was reliable for the study. The result is presented in Table 2.

Table 3. Reliability test for management of educational goals achievement

Variables	Number of items	Cronbach’s alpha	Decision
Self-efficacy	5	0.80	All items reliable
Self-control	5	0.82	All items reliable
Motivation	5	0.86	All items reliable

Table 3 indicates that all the instruments for variable of achievement of educational goals have been determined. This variable comprises three main measurements which are self-efficacy, self-control and motivation to measure achievement of educational goals. For measurement 1 (self-efficacy), the value for Cronbach’s Alpha is 0.80 covering 5 number of items. Self-control as the second measurement of achievement of educational goals has 5 items with Cronbach’s alpha of 0.82 and 0.86 for measurement of motivation. Therefore, all the instrument items for achievement of educational goals used in this research are reliable for the respondents and inferential analysis.

3.5. Data collection process

Total 364 questionnaires were administered to 364 teachers in junior secondary schools in Kwara State. The researcher with the help of four research assistants administered the questionnaires to the teachers of the junior secondary schools on obtaining permission from the heads of the schools by sending a copy of letter for their permission. The participants were briefed on the objectives of the study. The researcher and research assistants waited for the participants to answer the questions and collected the answer scripts when they had responded to the question, the instruments were retrieved and scored. Appropriate administration of questionnaire was facilitated by the cooperation of colleagues and friends in the sample schools. This study emphasized the ethical issues in assuring anonymity and confidentiality of their responses as suggested by Stanley and Wise (2010).

3.6. Data analysis

The data collected were analysed using the Statistical Package for the Social Sciences (SPSS Version 21). The data were analysed using both descriptive analysis Mean and Standard deviation and Pearson Product Moment Correlation to achieve the hypotheses of this study. For the interpretation of 4-Likert point scale, the composite means for each item was merged into two levels, namely agreed and disagreed, whereby below 2.50 is interpreted as disagreed and above 2.50 is agreed. The data

were screened before analysis. Missing data were not a problem in this study. All hypotheses were tested at significance level of (0.5) to determine the acceptance and rejection of the hypotheses.

4. Findings

The result of the findings was discussed in this section.

4.1. Implementation of educational policy

This section consists of items that elicit feedback from the participants about their perception on implementation of educational policy.

Table 4. Mean and standard deviation for the implementation of education policy

S/N	Items	Mean	SD	Decision
1	Provision of binding guide on the actions of those implementing educational policy will bring about achievement of educational goals.	2.89	0.981	Agreed
2	Effective provision of guidance for properly directed and coordinated education policy will give room for the attainment of educational goals.	2.99	0.943	Agreed
3	Provision of adequate financial resources, information and competent staff in the formulation and implementation of education policy will help in achieving educational goals.	2.88	1.000	Agreed
4	Provision of political will for effective implementation of educational policy will facilitate the achievement of educational goals.	2.89	0.981	Agreed
5	Eradication of corruption that hindered the effective implementation of educational policy will enhance the realization educational goals.	2.90	0.990	Agree
	Grade mean	2.91	0.979	

Mean \geq 2.50 Agree, Mean $<$ 2.50 Disagree

Table 4 describes the mean and standard deviation for items on the implementation of education policy. The grand mean of implementation of education policy is high with the mean score of 2.91 and standard deviation of 0.979. The results of the analysis for each item on social transformation indicated that all the five items showed a higher mean than criterion mean value. The items are provision of binding guide on the actions of those implementing educational policy will bring about achievement of educational goals (M = 2.89, SD = 0.981), followed by effective provision of guidance for properly directed and coordinated education policy will give room for the attainment of educational goals (M = 2.99, SD = 0.943). In addition provision of adequate financial resources, information and competent staff in the formulation and implementation of education policy will help in achieving educational goals has (M = 2.88, SD = 1.000), provision of political will for effective implementation of educational policy will facilitate the achievement of educational goals (M = 2.89, SD = 0.981) and eradication of corruption that hindered the effective implementation of educational policy will enhance the realization educational goals (M = 2.90, SD = 0.990). All the five items of implementation of educational policy have mean values (2.91) which shows higher mean than the criterion mean of (2.50) that are interpreted as agreed. This indicates that most of the teachers agreed

effective implementation of education policy brings about effective management of educational goals achievement.

4.2. Parental involvement in education

This section consists of items that give feedback from the participants about their perception on parental involvement in education. Table 5 describes the mean and standard deviation for all the items in the parental involvement in education.

Table 5. Mean and standard deviation of items on parental involvement in education

S/N	Items	Mean	SD	Decision
6	Ensuring family-school communication will help in achieving educational goals.	2.93	0.984	Agreed
7	Allowing parents opinion on what is useful and effective in school help in achieving educational goals.	2.95	0.918	Agreed
8	Enabling parent needs in school development plans facilitate the achievement of educational goals.	2.97	0.952	Agreed
9	Maintaining of Parents Teachers Association to ensure open access and encourage varied activities help in realizing educational goals.	2.94	1.004	Agreed
10	Seeking of parents' comments and suggestion on the improvement of school enhance achievement of educational goals.	2.88	1.000	Agreed
	Grand mean	2.93	0.964	

Mean > 2.50 agree, Mean < 2.50 Disagree. Researcher survey

Table 5 shows that the grand mean of parental involvement in education is high with the mean score 2.93 and standard deviation 0.964. The results of the analysis for each item on parental involvement in education show that three out of five items show a higher mean than grand mean value. The items are *allowing parent opinion on what is useful and effective in school help in achieving educational goals* ($M = 2.95, SD = 0.918$), follow by *Enabling parent needs in school development plans facilitate the achievement of educational goals* ($M = 2.97, SD = 0.952$) and *maintaining of Parent Teacher Association to ensure open access and encourage varied activities help in realizing educational goals* ($M = 2.94, SD = 1.004$).

Meanwhile, the other two items – *ensuring family-school communication will help in achieving educational goals* ($M = 2.92, SD = 0.984$) and *seeking of parents comment and suggestion on the improvement of school enhance achievement of educational goals* ($M = 2.88, SD = 1.000$) show equal and lower mean to the grand mean of parental involvement in education. Therefore, all the five items of parental involvement in education have mean values (2.93) which show higher mean than the criterion mean of 2.50 that are interpreted as agreed. This indicates that participants agreed that parental involvement in education improve the management of educational goals achievement.

4.3. Education budgetary allocation

This section consists of items that give feedback from the participants about education budgetary allocation. Table 6 describes the mean and standard deviation for all items on education budgetary allocation.

Table 6. Mean and standard deviation of items on education budgetary allocation

S/N	Items	Mean	SD	Decision
11	Adequate budgetary allocation to education will bring about achievement of educational goals	2.84	.958	Agreed
12	Adequate provision and maintenance of school building and furniture every year with money budget for such work help in realizing educational goals.	2.92	.943	Agreed
13	Adequate provision of fund for the procurement of instructional facilities for the school every year will give room for the achievement of educational goals.	2.92	.738	Agreed
14	Adequate provision of funds for staff development to improve teachers' competency facilitate the achievement of educational goals.	2.78	1.039	Agreed
15	Adequate provision of fund for maintenance of science and vocational equipment every year will help in achieving educational goals.	2.91	.981	Agreed
	Grand Mean	2.87	0.932	

Mean > 2.50 Agree, Mean < 2.50 Disagree. Researcher survey

Table 6 shows that grand mean of education budgetary allocation is high with a mean score of 2.87 and standard deviation of 0.932. This indicates that teachers perceive the appropriate funding of education as an effective way of achieving educational goals. The results of the analysis for each item on education budgetary allocation show that three out of five items show a higher mean than grand mean value. The items are *adequate provision and maintenance of school building and furniture every year with money budget for such work help in realizing educational goals* ($M = 2.92, SD = 0.943$), follow by *adequate provision of fund for the procurement of instructional facilities for the school every year will give room for the achievement of educational goals* ($M = 2.92, SD = 0.738$) and *adequate provision of fund for maintenance of science and vocational equipment every year will help in achieving educational goals* ($M = 2.94, SD = 1.004$).

Meanwhile, the other two items – *adequate budgetary allocation to education will bring about achievement of educational goals* ($M = 2.84, SD = 0.958$) and *adequate provision of fund for staff development to improve teacher competency facilitate the achievement of educational goals* ($M = 2.78, SD = 1.039$) show equal and lower mean to the grand mean of parental involvement in education. Therefore, all the five items of parental involvement in education have mean values (2.87) which show higher mean than the criterion mean of 2.50 that are interpreted as agreed. Therefore, teachers agreed with the view that appropriate budgetary allocation to education improves the realization of educational goals and objectives.

Hypotheses testing

The analysis method applied in this study was the use of Pearson Product Moment Correlation statistical analysis to test the hypotheses.

4.4. H₀₁: There is no significant relationship between effective implementation of education policy and achievement of educational goals in Kwara State.

Table 7. Implementation of education policy and achievement of educational goals

Variable	n	\bar{x}	SD	Df	Cal-r	p-value	Decision
Education policy	364	12.43	3.993	727	0.92	0.00	Rejected
Achievement of educational goals	364	2.91	0.979				

Table 7 shows that calculated r-value = 0.92 and p = 0.000 are level of significance. This shows that there is positive and significant relationship between effective implementation of education policy and achievement educational goals. Therefore, the hypothesis which states that there is no significant relationship between effective implementation of education policy and management of educational goals achievement is rejected.

4.5. H₀₂: There is no significant relationship between parental involvement in education and achievement of educational goals in Kwara State.

Table 8. Parental involvement and achievement of educational goals

Variable	n	\bar{x}	SD	Df	Cal-r	p-value	Decision
Parental involvement	364	11.95	3.395	727	0.90	0.00	Rejected
Achievement of educational goals	364	2.93	0.964				

Table 8 shows that calculated r-value = 0.90 and p = 0.000 are level of significance. This shows that there is positive and significant relationship between parental involvement in education and achievement of educational goals. Therefore, the hypothesis which states that there is no significant relationship between parental involvement in education and management of educational goals achievement is rejected.

4.6. H₀₃: There is no significant relationship between appropriate education budgetary allocation and achievement of educational goals in Kwara State.

Table 9. Education budgetary allocation and achievement of educational goals

Variable	N	\bar{x}	SD	Df	Cal-r	p-value	Decision
Education budgetary allocation	364	11.74	3.777	727	0.92	0.00	Rejected
Achievement of educational goals	364	2.87	0.932				

Table 9 indicates that calculated r-value = 0.92 and p = 0.000 are level of significance. This shows that there is positive and significant relationship between appropriate education budgetary allocation

and achievement of educational goals. Therefore, the hypothesis which states that there is no significant relationship between appropriate education budgetary allocation and management of educational goals achievement is rejected.

5. Discussion And Conclusion

The result of findings in Table 4 shows that effective implementation of education policy is necessary for the achievement of educational goals. Effective implementation of education policy will bring about the realization of educational goals by providing guidance for proper coordination of educational policy, provision of adequate resources, information and competent staff in the formulation and implementation of educational policy as well as government provision of political will for effective implementation of educational policy. The result of hypothesis one revealed that there is positive and significant relationship between effective implementation of education policy and management of educational goals achievement in Nigeria. This finding agreed with Muraina (2010) that educational policy is directed toward increasing the quality of life.

The findings in Table 5 show that parental involvement in education improve the achievement of educational goals by developing two-way family-school communication, allowing parents ideas on what is helpful in school, maintaining of PTA to ensure open access as well as seeking parents comment and suggestion for enhancing educational goals. The result of hypothesis two analysis revealed that there is positive and significant relationship between parental involvement in education and management of educational goals achievement in Nigeria. This finding agreed with Zhan (2006) that parental involvement is an important parameter for increasing children's educational aspirations. This finding conforms to Mji and Mkgato (2006) who asserted that parent have advantage of modelling their children behaviour positively toward education.

The result of question three analysis and findings in Table 6 shows that appropriate education budgetary allocation is necessary to enhance the achievement of educational goals by making adequate provision and maintenance infrastructure and instructional facilities, provision of staff development programme as well as provision and maintenance of science and vocational education equipment every year. Result from hypothesis three showed that there is positive and significant relationship between appropriate education budgetary allocation and management of educational goals achievement in Nigeria. This finding agreed with Central Bank of Nigeria (2000) that poor financial investment has been the problem of Nigeria education system and budget allocation has been very low compared to other sectors of the economy. This finding conforms to Salawu (2005) that education sector in Nigeria still facing the problem of inadequate funding with regard to the benchmark advocated by UNESCO that all member countries are supposed to channel at least 26% of their annual budget to education. This finding also agreed with Ogunbenle and Edogiawerie (2006) that inadequate funding hinders growth in the education sector. This finding concurred with Udoh (2008) that making qualitative education available to all citizens is right and can only be achieved if it is appropriately funding.

This paper focused on social transformation as a panacea for turning education stumbling blocks into a road of success in Nigeria. This paper discussed dimensions of social transformation needed in achieving educational goals in Nigeria. Most importantly, poor education budgetary allocation has terribly deterred the growth of education sector that result in poor provision of teaching and learning facilities and thus resort to provision of poor products. Inadequate parental involvement in education has damages to education sector because most parents are concerned about their own means of livelihood, neglect the fact that parent is generally considered as an avenue for promoting academic performance of children. The finding of this study shows that implementation of education policy, parental involvement in education and

appropriate education budgetary allocation are the keyways of realizing educational goals in terms of students' self-efficacy, self-control and motivation in Nigeria.

Further researchers can enlarge the scope of this study using other variables different from effective implantation of education policy, parental involvement in education and appropriate education budgetary allocation as indices of social transformation. This study can also be carried out in other counties.

6. Implications and Recommendations

The findings of this study would be of benefit to various stakeholders in education such as government, parents, policy makers and researchers among others. This study will be useful to government to be more effective in the implementation of educational policy and provision of appropriate budgetary allocation to education so as to boost the realization of educational goals and objectives. The findings will also be useful to parent to rise to their responsibility of involving in their children education to improve academic performance and behaviour of students toward the achievement of educational goals. In addition, this study will be of benefit to researchers as it will serve as reference guide for further research. To achieve success in education sector:

Government should ensure effective implementation of education policy by providing guidance and political will, eradication of corruption that hinders the effective implementation of education policy. Furthermore, government should ensure appropriate involvement of parents in the running of education so as to motivate children to learning activities and promote internalization of social and achievement of educational goals. Furthermore, government should also rise up to the expectation of UNESCO benchmark of 26% funding of education to finance education appropriately toward achieving the stated goals and objectives in Nigeria.

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