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INSTITUTIONAL LEADERSHIP PRACTICES IN SITUATIONS AND THE USE OF ALTERNATIVES IN POLICY ANALYSIS IN NIGERIAN TEACHER EDUCATION SYSTEMS

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ABSTRACT

This article evaluated institutional leadership practices of situations and the use of alternatives in policy analysis in Nigerian teacher education systems. Policy analysis is important in teacher education systems. To this end, descriptive and correlational design was adopted. Quantitatively the design collected data from 210 respondents through a 30-item structured questionnaire that was validated by experts in measurement and evaluation. Cronbach alpha reliability estimate was used to test the reliability of the questionnaire based on sections. This research found that the consequences of lack of leadership use of situations and alternatives in policy analysis in teacher education systems from an African perspective are huge. The study recommended that valuable and dedicated changes in the ways policy analysis processes are handled in Nigerian teacher education systems will go a long way in policy analysis and policy-making issues.

Keywords: Leadership, Leaders, Policy Analysis, Situations, Alternatives, Measures, Use, Determination, Impacts, Teacher Education, Teacher education systems, Evaluation, Sustainable Development, Problems, African Perspective, Nigeria.

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INTRODUCTION

Granted that there are real issues relating to the weight of planning teacher education processes, the need to be able to plan to advance clarity about the planning processes is broad mainly because the planning of teacher education processes is always to be translated into practice. For planning to take place, strategic analysis, strategic formulation, strategic implementation, and strategic control are all imperative to the successful planning of teacher education systems. This means that outlines of situations and alternatives are drawn up and sequentially prescribed and chosen. Plans are designated as efficient/effective if the situations and alternatives considered are put into practice to meet the stated intentions for which the plans are intended. An effective plan is one in which the desired objectives have been achieved.

The essence of planning in education is for teacher education systems to be both efficient and effective. Planning is for internal changes in the school as it utilizes the educational resources available and implements the stated policies. Thus, good planning through effective policy implementation provides the groundwork for all educational success. Planning is the process of outlining the actions that are necessary to achieve the goals of education (Ololube, 2017a).

Through excellent policy, educational administrators and planners determine how education is run and how the activities of the education systems will meet the need of individuals and society. Therefore, educational policies are succinct and deliberate endeavors, through organized and continuous processes to identify the diverse elements and aspects of teacher education systems globally. Effective policies determine the present situation and intentions of educational leaders toward their citizenry. A well and properly articulated education policy gives rise to a well-planned teacher education system. The policy actions we make to attain the desired aims and objectives of education determine the road to excellent teacher education systems. Note: In the context of this study, we shall adopt the definition of Walker (2000), where he holds that public policy analysis is a rational, systematic approach to making policy choices in the public sector.

The National Policy on Education (FRN, 2014) section 1, sub-section 5 stipulates that Nigeria's philosophy on education is articulated through its national objectives. Nigeria has five main national objectives as provided and accepted as the necessary foundation for the National Policy on Education. They include the building of:

- A free and democratic society;
- A just and egalitarian society;
- A united strong and self-reliant nation;
- A great and dynamic economy;
- A land of bright and full opportunities for all citizens (FRN, 2014, p. 2).

Sub-section 6 states that the goals of education in Nigeria include the sustainable development of the individual into a morally sound, patriotic, and effective citizen; total integration of the individual into the immediate community, the Nigerian society, and the world; provision of equal access to quality educational opportunities for all citizens at all levels of education, within and outside the formal school system; the inculcation of national consciousness, values, and national unity; and the sustainable development of appropriate skills, mental, physical and social abilities and competencies to empower individuals to live in and contribute positively to the society.

Sub-section 7 highlights the specific goals of education in Nigeria including—ensuring and sustaining unfettered access and equity to education for the total sustainable development of the individual; ensuring the quality of education delivery at all levels; promoting functional education for skill acquisition, job creation, and poverty reduction; ensure periodic review, effectiveness, and relevance of the curriculum at all levels to meet the needs of society and the world of work; collaborate with sustainable development partners, the private sector, Non-Governmental Organizations, and local communities to support and fund education; and promote information and communication technology capability at all levels. All the laudable efforts by the federal government towards achieving the objectives and goals of education as stated have not yielded the desired results since Nigeria’s independence. Researchers (Etuk et al., 2012; Fabunmi, 2005; Ololube et al., 2009) proved that Nigeria is yet to attain the objectives and goals of its National Policy on Education (NPE). Realizing that the success of any teacher education system is dependent on a proper planning framework; effective policy analysis, formulation, implementation, and control; efficient administration, and adequate funding (Ololube, 2016) gives a basis for this study.

Historical Perspectives of Policy Analysis

To be able to understand situations and alternatives in policy analysis processes, it is essential to mirror the historical perspectives of policy analysis to advance a holistic understanding of it. It was broadly recognized by social scientists that social problems required public policy decisions. Therefore, the need for specific skills was viewed as essential for policy analysis processes and effective evaluation service delivery mainly in government-owned institutions (Pillay, 2011).

A lucid historical perspective of policy analysis has its origin in operations research in the late 1940s and early 1950s, through systems analysis that began in the late 1950s and early 1960s to policy analysis problem-oriented works for governments carried out at the RAND Corporation and other applied research organizations in the 1960s and 1970s (Miser et al., 2000).

In the 1960s, economists developed several cost-benefit analysis theories aimed as an approach to problem-solving. Related academic fields provided further inputs that expanded various perspectives, which addressed social problems through the systems approach (Pillay, 2011).

Pillay (2011) further revealed that during the 50s and 60s, policy analysis followed an expansive approach. It included a political focus by social scientists, based on the Keynesian Economic Model. This approach incorporated socio-political and prevailing historical models, which remained the dominant classical approach before the 60s. To the social scientist as a whole, the policy analysis process needed to include measurable indicators, in particular in policy implementation, at a time when it is glaring that there is a nonexistence of noticeable outcomes.

Furthermore, policy analysis originates from a long tradition of evaluating/assessing the happenings of government. It involved the analyses that are distinguished by the concerns to identify the linkages between variables that represent causes and sources about their effects of social circumstances, or the outcomes and impacts to be expected from policy options and specifics (Sharkansky, 1995).

The historical origin of educational policy analysis in Nigeria is traced to the 1914 amalgamation of the Lagos Colony, Southern, and Northern protectorates by the British colonies now called Nigeria marked the origin of Nigerian education policy analysis. The colonial masters

and/or administrators used indirect rule policy to govern the state now known as Nigeria. The indirect rule system was an administrative system, introduced by Sir Lord Lugard (the British colonial master) in Nigeria. It was a system of government that the colonial power adapted to recognize the existing native and/or traditional administrative structure, and used such for the administration of the colonies (Nigeria). According to Fabunmi (2005), the indirect rule policy recognized Islamic education in the Northern Protectorate; and restricted the Christian missionaries from spreading both Christianity and Western education to the region. This accounted for the crack in the level of educational development in the North and the South. Consequently, this had and is still having a lot of implications in the planning of education in Nigeria. Some of the situations are several education policies like the quota admission system, the fixing of the JAMB cut-off mark at 120 in the 2017/2018 academic session for legibility for admission into Nigerian Universities, the educationally disadvantaged and less disadvantaged bill to bridge the gap between the North-South level of educational development.

BACKGROUND

In Nigeria, rapid changes are taking place concerning how policies are analyzed, formulated, implemented, and controlled because the future is not certain. Policymakers in Nigeria are also faced with numerous policy alternatives from which they will choose. Multiple challenges and far-reaching difficult situations are yet to be anticipated and predicted. Education policymakers in Nigeria perceive and value different policy situations and alternatives differently, and they do not have sufficient competency and responsibility to develop and implement policies that have the best chance to contribute and institutionalize excellence in Nigerian teacher education systems. As a result, policymaking seems not to understand the intricacies of advancing better and rational education policies that will propel Nigerian teacher education systems to be competitive globally.

We recognize that uncertainties proliferate, lack of accurate data, inexperienced personnel and shortage of it, inadequate finance, corruption among policymakers (Ololube, 2016), issue of favoritism and nepotism, lack of character (Ololube, 2017b) of simply identifying the key policy issues is a difficult task and one does not have the luxury of ignoring certain issues because they are too messy or intractable (Walker, 2000). Nonetheless, without proper policy analysis, important policy options are based on intuitions and conjectures. Since independence in 1960, Nigerian education policy analysts have not developed a known policy framework to examine education policy concerns aimed at reducing the uncertainties in education and their implications for improved education policymaking. It is important to note that balances among education policy options and alternative policies are essential to support in the policymaking procedure (Tantivess & Walt, 2008).

Undoubtedly, global education in general plays a weighty role in the advancement of economic, political, social, cultural, and technological development of any country (Ololube, 2017b). To attain this weighty role for Nigeria, agencies, institutions, and policymakers (e.g., Ministry of Education, National University Commission, Vice Chancellors, Rectors, Provosts, Deans, Directors, Heads of Department, Principals, Headteachers, etc.) with good character are expected to make policies and direct the affairs of education.

The crisis among Nigerian educational leaders and those of most sub-Saharan African countries are even becoming more terrifying, because to an excessive level, educational leaders are expected to determine the direction, safety, and prosperity of institutional cultures and

change by ensuring that excellent policies are made (Asaju et al., 2014). Leadership is therefore key to policy analysis, formulation, implementation, and control. A properly instituted policy moves for excellent educational improvement, growth, and transformation (Soludo, 2013). Irrespective of the situation a nation's teacher education system or societies find themselves in, they did not inadvertently find themselves there, their leaders muddled them to where they are. Research has shown that (Ololube et al., 2016) nothing materializes without the role of leadership, and the character of such leadership defines the extent to which they achieve success (Munroe, 2014).

Let us address a pertinent question—why are Nigerian leaders and indeed most sub-Saharan African leaders (policymakers) deficient in making the right policies for our teacher education system to thrive? The answer to this question is that majority of the Nigerian leaders are poorly trained in values, morals, principles, and ethics) of making good policies. Emphasis is placed on 'Man-know-Man', the Nigerian way of doing things. That is to say, who do you know upstairs that can make things move in your direction? Many educational leaders do not have the personality to ensure that real policies are made. Rather, tribal sentiments, selfishness, and ethnic affiliation play a significant role in defining how policies are made. Leadership qualities, such as 'know-it-all', educational qualification, experience and knowledge of policy analysis, competence, skills, and willingness to do the right thing play a prominent role in Nigerian educational policy analysis.

Nigeria has education leaders, but what they lack is a vision for policy analysis, formulation, implementation, and control. The character of educational leaders in Nigeria in a combination of the values, morals, principles, and ethics attached to policy analysis provides the basis for the present educational circumstance Nigeria finds itself.

Purpose of the Study

This paper reported the findings of research studies and what was already known and what is yet to be known about leadership use of situations and use of alternatives in policy analysis in general and evidence from Nigerian teacher education systems in particular. Researchers (e.g., Asaju et al., 2014; Ololube, 2013, 2017a, 2017b; Ololube et al., 2016; Fabunmi, 2005) have posited some factors responsible for sluggish processes of policy analysis in Nigerian teacher education systems, but none has advanced it from the angle of leadership use of situations and alternatives in policy analysis in Nigerian teacher education systems.

Searches of the Internet, hard copies of journals, and textbooks revealed that nothing or extremely very little has been classified about the theme of this paper in Nigeria, and several issues are yet to be acknowledged about the theme of this paper in developing countries in particular. Researchers focus more on themes of education policy analysis such as policies and problems of implementation in Nigeria (Okoroma, 2006), policy in the colonial era to the post-independence (Imam, 2012), early childhood policy implementation (Obiweluzor, 2015), educational policy formulation (Fabunmi, 2005), UBE policy (Etuk et al., 2012), and secondary school policies (Abdullahi, 2007) or other policy issues. The keenness to write this paper evolved from the desire to examine issues surrounding the role of policy analysis in Nigerian teacher education systems. The most important focus of the work is on leadership (values, morals, principles, and ethics), and the use of situations and alternatives in policy analysis in line with the Nigerian philosophy of education.

Unlike other papers on policy analysis (e.g., Etuk et al., 2012; Fabunmi, 2005; Okoroma, 2006), the unique characteristic of this paper is its ability to capture the role of educational leadership in policy analysis. Universally, educational institutions have leaders, but what they lack are leaders that have respectable character and vision to initiate the right kind of policies that will propel the Nigerian teacher education system to a greater height. Therefore, this paper benefits education leaders, planners, administrators, and stakeholders, including the Ministry of Education. Specifically, this study is aimed to:

- Determine the role of the character of leadership/policymakers on policy analysis in the Nigerian teacher education system;
- Determine the role of the use of situations on policy analysis in the Nigerian teacher education system;
- Determine the role of the use of alternative policy in the Nigerian teacher education system;
- Determine how Nigeria has achieved its national policy education objectives; and
- Determine the problems militating against Nigeria's achievement of her national policy on education.

Research Questions

To answer, direct, and guide this research in line with its purpose, five research questions were raised:

- What is the role of the character of leadership/policymakers on policy in the Nigerian teacher education system?
- How does the role of the use of situations in policy analysis influence the Nigerian teacher education system?
- What is the use of alternative policy analysis in the Nigerian teacher education system?
- At what point has Nigeria achieved its national policy on education?
- What are the problems militating against Nigeria's achievement of her national policy on education?

Hypotheses

The following hypotheses further guided the study:

- The character of leadership/policymakers is not significantly related to the quality of policy in the Nigerian teacher education system.
- The lack of use of situations in policy analysis is not significantly related to the quality of policies in the Nigerian teacher education system.
- The lack of the use of alternative policy analysis options is not significantly related to the quality of policies in the Nigerian teacher education system.
- Nigerian educational achievement is not significantly related to her national policy on education.

- The problems militating against Nigeria's achievement of her national policy on education are not significantly related to the quality of the Nigerian teacher education system.

LITERATURE REVIEW

Leadership and Policy Analysis

An effective educational leader must have a step-by-step and hybrid approach to policy analysis, which is determined to be rational and critical to the purpose for which the policy is directed at. Policy analysis is always iterative and always considers values, assumptions, and possible maneuvering into account. Therefore, leaders must remain steadfastly linked to a practical methodology (Alexander, 2013). Leaders as policy analysts and decision-makers bring their values into the picture when policies or decisive decisions are to be made. Effective leadership is based on values (Ololube, 2017a). Leadership that is based on values, also called values-based leadership (VBL) implies an abundance of different meanings; BVL is fundamentally distinct as leading by example, it means doing the right thing for the right motives without surrendering core principles (Ololube, 2017b). BVL exercises influence to make a difference by aligning decisions and actions with consciously chosen values (Mohammed, 2013). In the context of this study, values are a morally neutral term that chastely indicates an inclination to choose between alternative situations (e.g., upright or evil) (Ololube, 2017b). To Anzene (2014), values, therefore, are deep-rooted beliefs that influence actions and worthwhile behaviors of educational leaders to engage in profitable policies that will advance the system. Therefore, educational leaders who choose bad (evil) instead of good (upright) values pay exceptionally for it.

Morals and principles guiding policy analysis, including ethical considerations, play a significant role in policy analysis. Morals in the character of educational leaders are undeniably a huge challenge globally and in Nigeria in particular. The deficiency of highly skilled, competent, effective, and focused leaders that are capable of making policies that will turn around the misfortunes of the Nigerian teacher education system since independence from its colonial master (Britain), has been indescribably indefinable (Ololube, 2017b) and it is only when things are put in proper perspective that the leaders will seriously do the needful in terms of adequate and good moral conducts (Nweke & Nwoye, 2016). The qualities of policies made in Nigeria have been a topic of the great debate because of the prevailing moral dilemma Nigerian education leaders face (Omonijo et al., 2014). To this end, Nigerian education leaders must begin to improve on their moral capital and deploy good moral assets in such a manner that will ensure honest national rebirth. Moral values are communicated in leadership actions, especially in situations troubled with difficult moral choices. Leaders of good moral character are directed and guided not only by selfish interests but by what is best for the nation (Bangari & Prasad, 2012).

The principles of educational leaders determine their character and the character of such leaders determines the type of policies made. Relationship theorists and transformational theorists hold the opinion that there is a connection between leaders, their decisions, and policies. They trust that leadership is the process by which leaders make policies that will be able to connect increased motivation (Amanchukwu et al., 2015; Ololube, 2013). According to Carroll (2003), principled educational leaders focus on making policies that, will improve performance. Principled leaders have high ethical and moral standards. A leader who is principled or honest refers to different aspects of a leader's character. It describes the positive and worthy

characteristics of a leader, such as uprightness, sincerity, truthfulness, and straightforwardness. Honesty is an essential characteristic of a leader. It brings about legitimacy, credibility, and the ability to cultivate the trust and confidence of subordinates (Moorman & Grover, 2009).

Ethics in the character of a leader is the moral principles that govern behavior or the “do’s and don’ts” in policy analysis. Ethics deals with what is good or bad in management. Concerns have grown over the years by researchers in the field of education or institutional ethics of cases of unethical practices by leaders/policymakers. Educational leaders engage in decisions or make policies that have resulted in a lack of trust and the collapse of the entire educational program (Bello, 2012). Bornstein (2009) stated that good leaders inspire people around them to greater heights, effectively manage their responsibilities, and most importantly, exemplify model of the highest standards of ethical behavior through effective policies. Bornstein considers ethical activities as the first principle of good leadership.

How to Use Situations in Policy Analysis

A situation is a policy analysis tool that describes a possible set of future conditions (Moniz, n.d). According to Momiz (n.d), the most useful situations for policy decision-makers are those that demonstrate the conditions of important variables over time.

Leaders/policymakers are frequently faced with strategic decisions in an uncertain future. These outcomes always depend on a variety of difficult-to-predict factors beyond their control. Decision-making under conditions of deep uncertainty is a consequence, as such, situation planning was developed as a technique to epitomize and deal with deep uncertainties (Volkery & Ribeiro, 2009). The development of situations is included in most projects and is part of the policy analysis and formulation process. The goals included in a situation are normally represented in several measures. Accordingly, the measures have to be set up before situations can be chosen (Hanzl et al., 2003).

In addition, Hanzl et al. (2003) considered situations as a useful tool to show and predict the future results of alternative developments. According to them, usually appraisals are made depending on the data available for future projections. Trends following a situation and the future developments of such circumstances must be included to give way for comparisons. Out of the many possibilities, some situations are chosen so that the characteristics of possible future developments will evolve and must be seen as clear to the policymakers in the policy formulation process. Indeed situations are also referred to as alternatives that are addressed in this situation (Kosow & Gaßner, 2008). Judging between different situations helps to predict and fix objectives for the future. According to the UNEP (2002, p. 320), “Situations are descriptions of journeys to possible futures. They reflect different assumptions about how current trends will unfold, how critical uncertainties will play out, and what new factors will come into play”. Thus, situations are set of summaries or directions for sequences of future actions (Moniz, n.d).

Using situations means that certain steps have to be made before the result can be found. Figure 1 is a flow chart developed by Hanzl et al. (2003, p. 22) on the steps to follow in applying the situation technique.

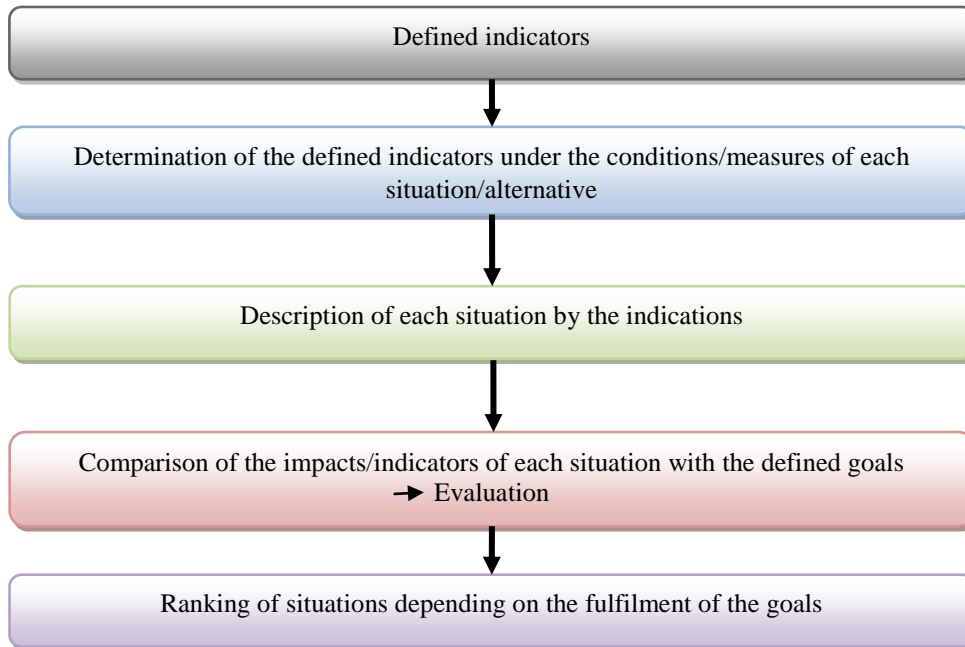


Figure 1: Situations and Alternatives—determination and evaluation of the impacts

Alternatives and Steps in Policy Analysis

Some set of logical steps is involved in the policy analysis process. Walker (2000, pp. 14-15) has provided subsets of steps that this study will adapt in the explanation of this section of the paper. However, the steps had facts but there is usually feedback among the steps. The steps are summarized in Figure 1 as concisely described below.

Step 1: Identification of the Problem. The first step arrays the boundaries for what follows next. This step involves the identification of what is involved. That is, it identifies the people who will be affected by the policy decision, discovers the major operative factors, and deciding on the initial approach.

Step 2: Identifying the Objectives of the New Policy. Remember that a policy is a set of actions taken to solve a problem. Policymakers have certain objectives that if met, would solve the identified problem. At this stage, the policymakers determine the policy objectives.

Step 3: Decides on Criteria with which to Evaluate Alternative Policies. This step involves identifying the significance of a policy that will be estimated that is directly related to the set objectives. It also includes identifying the negative benefits that would be produced by a policy and how they are to be estimated.

Step 4: Select the Alternative Policies to be Evaluated. This step postulates the policies whose consequences are to be estimated. Policymakers are expected to include as many policies that stand and have the chance of being valuable. The current policy should be included as the foundation to determine how much of an improvement can be expected from the other alternatives.

Step 5: Analyze each Alternative. Policy analysis determines the consequences that are likely to follow if the alternative is implemented; the consequences are measured concerning the criteria chosen in Step 3. This step usually involves using a model or models of the system. This step is typically performed in several possible future situations.

Step 6: **Compare the Alternatives in Terms of Projected Costs and Effects.** In this step, policymakers examine the estimated costs and effects for each of the situations. They make tradeoffs among the situations and choose a preferred alternative. If none of the alternatives scrutinized are good enough to be implemented the policymakers are expected to return to Step 4.

Step 7: **Implement the Chosen Alternative.** This step involves obtaining acceptance of the new procedures, that is implementing the chosen options and training people to use them to perform other tasks to position the policy into use and effect.

Step 8: **Monitor and Evaluate the Results.** In this step, the policymakers keep the ball rolling by necessarily making sure that the chosen policy is accomplishing its intended objectives. If the chosen policy is not meeting up with the intended objectives, the policy may have to be modified or a new round of analysis performed.

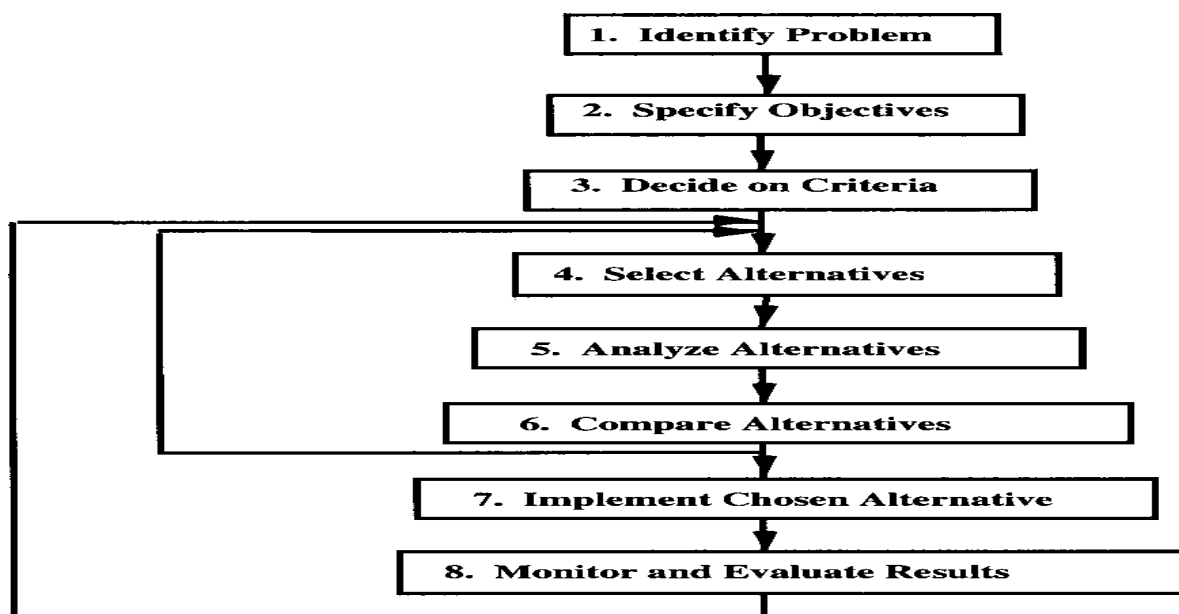


Figure 2: Steps in a Policy Analysis. Source: Walker (2000, p. 14)

METHODS

Research Design

This study's research design is a descriptive and correlational approach. The choice of this design is a result of the purpose of the study, which is to report whether leadership use of situations and alternatives in policy analysis determines the quality of Nigerian teacher education systems (see Figure 3). First, the author of this study evaluated the role of leadership/policymakers in the policy analysis of the Nigerian teacher education system. Second, it highlights the role of the use of situations in policy analysis in the Nigerian teacher education system. Third, the role of the use of alternative policy in Nigerian teacher education systems. Fourth, the extent to which Nigeria has achieved its national policy education objectives, and fifth, the problems militating against Nigeria's achievement of her national policy on education. To report the descriptive part of this study, this paper reviewed the literature on the relationship

between leadership use of situations and alternatives in policy analysis in Nigerian teacher education systems.

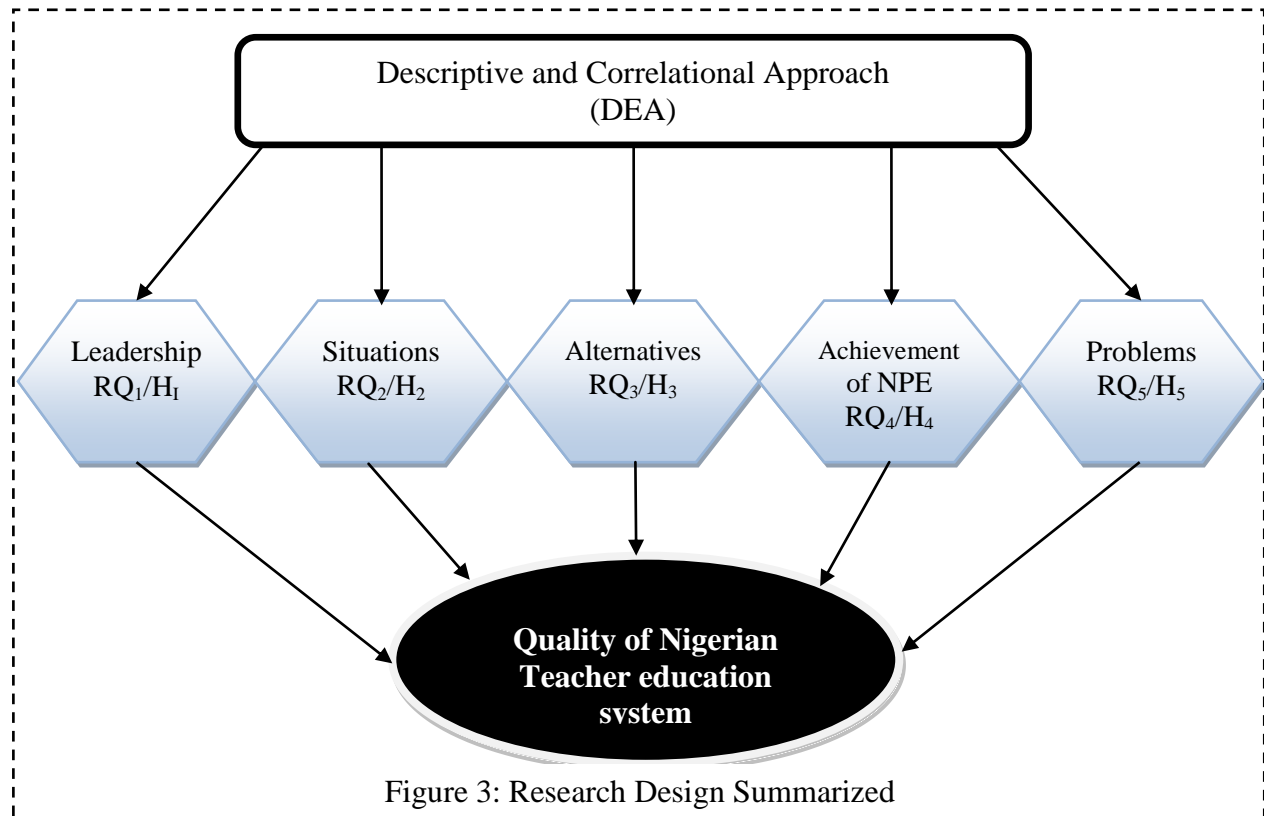


Figure 3: Research Design Summarized

Sample and Procedure

The study sample consisted of academic/teaching staff of six educational institutions in Rivers State of Nigeria. The academic staff are lecturers and teaching staff in selected secondary schools. Two universities, 1 polytechnic, 1 College of Education, and two secondary schools constituted the data for this study was collected. The empirical part of this paper included the collection of data from 210 respondents through a structured questionnaire. Data were analyzed using the statistical package for the social sciences (SPSS) version 23. Initially, 225 questionnaires were spread amongst the staff of the selected educational institutions (universities, polytechnic, College of Education, secondary schools), 25 questionnaires were excluded from the ones used because the respondents did not answer some of the questions. Data for this study were collected between October 2020—January 2021 through the help of three research assistants. A manageable sample size of 200 was used in conducting the analysis.

Measurement Instrument

The survey instrument used in the gathering of data was a self-structured questionnaire titled Institutional Leadership Practices in Situations and the Use of Alternatives in Policy Analysis in Nigerian Teacher Education Systems (ILPSUAPANTES) was directed at reporting whether leadership use of situations and alternatives in policy analysis determines the quality of Nigerian

teacher education systems. No existing survey instrument was used because, after several searches of the internet, it showed that none relates to the theme of this study. The instrument consisted of a total number of 30 items which were stated to answer the research questions and hypotheses. The items on the survey used a 4-point Likert scale ranging from 1 = totally disagree (TD), 2 = disagree (D), 3 = agree (A), and 4=totally agree (TA).

Section one of the instrument deals with the issues of respondents' demographic variables such as age, gender, institution, and academic qualification. Section two includes information on the possible variables that may influence the role of leadership/policymakers on policy analysis in the Nigerian teacher education system (five items), and the power of the use of situations and alternatives in policy analysis in the Nigerian teacher education system (five items). The section investigates how Nigeria has achieved its national policy education objectives and goals (eight items). It further consisted of the problems militating against Nigeria's achievement of her national policy on education (five items). The section examined staff opinions of how leadership/policymakers use situations and alternatives to determine the quality of the Nigerian teacher education system (seven items). See table 1 for detail.

Table 1: Information on the Possible Variables that may influence policy analysis

S/N	Leadership/Policymakers and Policy Analysis in Education System
1.	Leader's value influences policy analysis of the Nigerian teacher education system.
2.	Leader's moral influence policy analysis of Nigerian teacher education system.
3.	Leader's principles influence policy analysis of the Nigerian teacher education system.
4.	Leaders' ethical values influence policy analysis of the Nigerian teacher education system.
5.	A leader's character in general influences the policy of the Nigerian teacher education system.
	Use of Situations/Policy Analysis in Nigerian Teacher education system
6.	Leaders/policymakers in Nigeria's teacher education system do not define policy indicators.
7.	Leaders/policymakers in Nigeria's teacher education system do not determine and define indicators under the conditions/measure each situation and alternative.
8.	Leaders/policymakers in Nigeria's teacher education system do not describe situations by their indicators.
9.	Leaders/policymakers in Nigeria's teacher education system do not involve in the comparison of the impacts/indicators of each situation with the defined goals→ Evaluation.
10.	Leaders/policymakers in Nigeria's teacher education system do not rank situations depending on the fulfillment of the goals.
	Use of Alternative Policy/Policy Analysis in Nigerian Teacher education system
11.	Leaders/policymakers in Nigeria's teacher education system do not properly identify problems before actions are taken.
12.	Leaders/policymakers in Nigeria's teacher education system do not properly specify objectives before decisions are taken.
13.	Leaders/policymakers in Nigeria's teacher education system do not properly specify objectives before deciding on the criteria.
14.	Leaders/policymakers in Nigeria's teacher education system do not properly decide on the criteria before selecting alternatives.
15.	Leaders/policymakers in Nigeria's teacher education system do not select alternatives properly before analyzing such alternatives.
16.	Leaders/policymakers in Nigeria's teacher education system do not properly analyze alternatives before comparing alternatives.
17.	Leaders/policymakers in Nigeria's teacher education system do not compare alternatives properly before implementing the chosen alternatives.
18.	Leaders/policymakers in Nigeria's teacher education system after implementing chosen alternatives do not monitor and evaluate results (outcome).
	Nigeria's Achievement of its National Policy Education Objectives
19.	Nigeria through her national policy on education has not achieved a free and democratic society
20.	Nigeria through her national policy on education has not achieved a just and egalitarian society a united

strong and self-reliant nation

21. Nigeria through her national policy on education has not achieved a united strong and self-reliant nation
22. Nigeria through her national policy on education has not achieved a great and dynamic economy
23. Nigeria through her national policy on education has not achieved a land of bright and full opportunities for all citizens

Problems in Achieving Nigeria's National Policy on Education

24. The lack of accurate data is a major problem that prevents Nigeria from achieving its national policy on education.
 25. Inexperienced personnel and shortage of it are major problems that prevent Nigeria from achieving her national policy on education.
 26. Inadequate finance is a major problem that prevents Nigeria from achieving its national policy on education.
 27. Corruption among leaders/policymakers is a major problem that prevents Nigeria from achieving its national policy on education.
 28. Issues of favoritism and nepotism are major problems that prevent Nigeria from achieving her national policy on education.
 29. The absence of good character in leadership/policymakers is a major problem that prevents Nigeria from achieving her national policy on education.
 30. The astronomical increase in the student population is a major problem that prevents Nigeria from achieving her national policy on education.
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Validity and Reliability of Instrument

The validity and reliability of the questionnaire used were measured in two ways. First, the questionnaire was validated by experts in measurement and evaluation from the Ignatius Ajuru University of Education, Port Harcourt, Nigeria. Second, the instrument was administered to 27 persons outside the sample used in this study. For reliability: first the reliability of the items in the questionnaire, which comprised variables of leadership, situations, alternatives, achievement and problems of policy analysis, and the quality of the Nigerian teacher education system. Second, the internal consistency of the questionnaire was examined by calculating Cronbach alpha, which provided a reliability estimate for group variables of .788 for leadership/policymakers and policy analysis in the education system; .802 for use of situations in policy analysis in Nigerian teacher education system; .789 for use of alternative policy in policy analysis in Nigerian teacher education system; .818 for Nigeria achievement of its national policy education objectives and .834 for problems in achieving Nigeria's national policy on education. In itself, the questionnaire was affirmed to be reliable.

Table 2: Reliability Statistics

Cronbach's Alpha	Number of Items
.788	5
.802	5
.789	8
.818	5
.834	7

Data Analysis Method

The statistical analyses used in this study were done through the use of a statistical package for the social sciences (SPSS) version 23. Descriptive statistics (mean and cross-tabulation) were

performed. Regression analysis was used to determine the relationship between variables, and Cronbach’s α reliability analysis was used to measure the reliability of the questionnaire.

The mean scores were used to determine the acceptance or rejection of the rating items. To make decisions from the results obtained, the mean responses were computed based on the 4-point Likert scale of the questionnaire, thus, $1+2+3+4 = 10$. $10 \div 4 = 2.5$. From the above computation, any mean score that is equal to and more than 2.5 indicates that the null hypothesis is rejected, while the mean scores that are less than 2.5 will be accepted. Thus, the regression analysis was set at $p. < 0.05$ significance level.

RESULTS

Table 3: Frequency and percentage analysis of respondents’ demographic variables

Demographic Variable		Frequencies (N)	Percentages (%)
Age	25-35 years	21	10.0
	36-45 years	28	13.3
	46-55 years	112	53.3
	56-65 years	49	23.3
Gender	Male	112	53.3
	Female	98	46.7
Institutions	Universities	84	40.0
	Polytechnic	63	30.0
	College of Education	14	6.7
	Secondary Schools	49	23.3
Qualifications	PhD	91	43.3
	Master's	63	30.0
	Bachelor's Degree	56	26.7

Research Question One: Leadership and Policy Analysis in Nigerian Education System

Research question one states “What is the role of leadership/policymakers on policy in the Nigerian teacher education system?” this research question aims to evaluate the role of leadership on policy analysis in the Nigerian teacher education system. Responses on items 1-5 (see Table 4) were used in answering this research question. The cross-tabulation and mean analysis revealed that the respondents agree that leadership and policymakers' values, morals, principles, ethical values, and character determine policy analysis in the education system.

Research Question Two: The Use of Situations in Policy Analysis

Research question two states “How does the role of the use of situations in policy analysis influence the Nigerian teacher education system?” this research question aims to evaluate the role of leadership in the use of situations in policy analysis in the Nigerian teacher education system. Responses on items 6-10 (see Table 5) were used in answering this research question. Data were tallied along agree and disagree, and the analysis using Cross tabulation and mean showed that over 96% of the respondents agree that Nigerian leaders and policymakers do not use situations during policy analysis in her teacher education system.

Research Question Three: Use of Alternative Policy in Policy Analysis

Research question three states “What is the use of alternative policy analysis on the Nigerian teacher education system?” this research question aims to determine the extent leadership/policymakers use alternatives in policy analysis of the Nigerian teacher education system. Responses on items 11-18 (see Table 6) were used in answering this research question. The items were tallied along agree and disagree and the data depicts that leaders and policymakers do not use alternative policy in policy analysis for the administration of the Nigerian teacher education system. The evidence is in the obtained means and cross-tabulation analysis conducted.

Table 4: Respondents answer to items on leadership/policymakers and policy analysis in education system

S/N	Leadership/Policymakers and Policy Analysis in Education System	TD	D	A	TA	Mean	Remark
1.	Leader’s value influences policy analysis of the Nigerian teacher education system.	-	-	35 (16.7%)	175 (83.3%)	3.8333	Agree
2.	Leader’s moral influence policy analysis of Nigerian teacher education system.	-	-	56 (26.7%)	154 (73.3%)	3.7333	Agree
3.	Leader’s principles influence policy analysis of the Nigerian teacher education system.	-	7 (3.3%)	105 (50.0%)	98 (46.7%)	3.4333	Agree
4.	Leaders’ ethical values influence policy analysis of the Nigerian teacher education system.	-	-	84 (40.0%)	126 (60.0%)	3.6000	Agree
5.	A leader’s character in general influences the policy of the Nigerian teacher education system.	-	-	77 (36.7%)	133 (63.3%)	3.6333	Agree

Table 5: Respondents answer to items on the use of situations/policy analysis in Nigerian teacher education system

S/N	Use of Situations/Policy Analysis in Nigerian Teacher education system	TD	D	A	TA	Mean	Remark
6.	Leaders/policymakers in Nigeria's teacher education system do not define policy indicators.	-	7 (3.3%)	105 (50.0%)	98 (46.7%)	3.4333	Agree
7.	Leaders/policymakers in Nigeria's teacher education system do not determine and define indicators under the conditions/measure each situation and alternative.	-	7 (3.3%)	133 (63.3%)	70 (33.3%)	3.3000	Agree
8.	Leaders/policymakers in Nigeria's teacher education system do not describe situations by their indicators.	-	7 (3.3%)	84 (40.0%)	119 (56.7%)	3.5333	Agree
9.	Leaders/policymakers in Nigeria's teacher education system do not involve in the comparison of the impacts/indicators of each situation with the defined goals (Evaluation).	-	7 (3.3%)	105 (50.0%)	98 (46.7%)	3.4323	Agree
10.	Leaders/policymakers in Nigeria's teacher education system do not rank situations depending on the fulfillment of the goals.	-	14 (6.7%)	112 (53.3%)	84 (40.0%)	3.3123	Agree

Table 6: Respondents answer to items on the use of alternative policy/policy analysis in Nigerian teacher education system

S/N	Use of Alternative Policy/ Policy Analysis in Nigerian Teacher education system	TD	D	A	TA	Mean	Remark
11.	Leaders/policymakers in Nigeria's teacher education system do not properly identify problems before actions are taken.	-	21 (10.0%)	84 (40.0%)	105 (50.0%)	3.4000	Agree
12.	Leaders/policymakers in Nigeria's teacher education system do not properly specify objectives before decisions are taken.	-	-	126 (60.0%)	84 (40.0%)	3.4071	Agree
13.	Leaders/policymakers in Nigeria's teacher education system do not properly specify objectives before deciding on the criteria.	7 (3.3%)	56 (26.7%)	126 (60.0%)	21 (10.0%)	2.7667	Agree
14.	Leaders/policymakers in Nigeria's teacher education system do not properly decide on the criteria before selecting alternatives.	7 (3.3%)	77 (36.7%)	91 (43.3%)	35 (16.7%)	2.7333	Agree
15.	Leaders/policymakers in Nigeria's teacher education system do not select alternatives properly before analyzing such alternatives.	-	77 (36.7%)	91 (43.3%)	42 (20.0%)	2.8333	Agree
16.	Leaders/policymakers in Nigeria's teacher education system do not properly analyze alternatives before comparing alternatives.	35 (16.7%)	35 (16.7%)	63 (30.0%)	77 (36.7%)	2.6668	Agree
17.	Leaders/policymakers in Nigeria's teacher education system do not compare alternatives properly before implementing the chosen alternatives.	35 (16.7%)	7 (3.3%)	77 (36.7%)	91 (43.3%)	2.8667	Agree
18.	Leaders/policymakers in Nigeria's teacher education system after implementing chosen alternatives do not monitor and evaluate results (outcome).	-	21 (10.0%)	91 (43.3%)	98 (46.7%)	3.3667	Agree

Research Question Four: Nigeria's Achievement of her National Policy on Education

Research question four states "To what extent has Nigeria achieved its national policy on education?" this research question aims to evaluate whether Nigeria through her National policy on education has achieved educational development. Responses on items 19-23 (see Table 7) were used in answering this research question. Data were matched laterally on agree and disagree and the results (over 80%) revealed that Nigeria has not achieved her national policy on education objectives in the areas of a free and democratic society; a united strong and self-reliant nation; a great and dynamic economy; and a land of bright and full opportunities for all citizens. These are visible in the mean and cross-tabulation scores.

Table 7: Respondents answer to items on whether Nigeria has achieved of her national policy on education objectives

S/N	Nigeria Achievement of its National Policy Education Objectives	TD	D	A	TA	Mean	Remark
19.	Nigeria through her national policy on education has not achieved a free and democratic society	14 (6.7%)	49 (23.3%)	112 (53.3%)	35 (16.7%)	2.8000	Agree
20.	Nigeria through her national policy on education has not achieved a just and egalitarian society a united strong and self-reliant nation	49 (23.3%)	14 (6.7%)	126 (60.0%)	21 (10.0%)	2.7333	Agree
21.	Nigeria through her national policy on education has not achieved a united strong and self-reliant nation	- -	- -	98 (46.7%)	112 (53.3%)	3.5332	Agree
22.	Nigeria through her national policy on education has not achieved a great and dynamic economy	- -	- -	91 (43.3%)	119 (56.7%)	3.5667	Agree
23.	Nigeria through her national policy on education has not achieved a land of bright and full opportunities for all citizens	7 (3.3%)	7 (3.3%)	126 (60.0%)	70 (33.3%)	3.2334	Agree

Research Question Five: Problems in Achieving Nigeria's National Policy on Education

Research question five states “What are the problems militating against Nigeria's achievement of her national policy on education?” this research question aims to appraise the problems militating against leadership and policymakers from achieving the national policy on education. Responses on items 24-30 (see Table 8) were used in answering this research question. After tallying the data along agree and disagree, the cross-tabulation and mean analysis conducted revealed that over 85% of the respondents agree that Nigeria is unable to achieve her national policy on education objectives because of several problems such as lack of accurate data; inexperienced personnel and shortage of it; inadequate finance; corruption among leaders and policymakers; the issue of favoritism and nepotism; absence of good character in leaders and policymakers and astronomical increase in the population.

Table 8: Respondents answer to items on the problems of achieving Nigeria's national policy on education

S/N	Problems in Achieving Nigeria's National Policy on Education	TD	D	A	TA	Mean	Remark
24.	The lack of accurate data is a major problem that prevents Nigeria from achieving its national policy on education.	- -	7 (3.3%)	147 (70.0%)	56 (26.7%)	3.2353	Agree
25.	Inexperienced personnel and shortage of it are major problems that prevent Nigeria from achieving her national policy on education.	7 (3.3%)	- -	91 (43.3%)	112 (53.3%)	3.4467	Agree
26.	Inadequate finance is a major problem that prevents Nigeria from achieving its national policy on education.	- -	21 (10.0%)	133 (63.3%)	56 (26.7%)	3.1627	Agree
27.	Corruption among leaders/policymakers is a major problem that prevents Nigeria	- -	7 (3.3%)	140 (66.7%)	63 (30.0%)	3.2336	Agree

	from achieving its national policy on education.						
28.	Issues of favoritism and nepotism are major problems that prevent Nigeria from achieving her national policy on education.	7 (3.3%)	- -	63 (30.0%)	140 (66.7%)	3.2567	Agree
29.	The absence of good character in leadership/policymakers is a major problem that prevents Nigeria from achieving her national policy on education.	- -	7 (3.3%)	111 (53.2%)	92 (43.4%)	3.3677	Agree
30.	The astronomical increase in the student population is a major problem that prevents Nigeria from achieving her national policy on education.	7 (3.3%)	21 (10.0%)	105 (50.0%)	77 (36.7)	3.2042	Agree

Hypotheses Testing

This study's hypotheses were framed in line with the questionnaire and they provided answers to the specific items in the questionnaire. The purpose of this study and its hypotheses directed the data analysis.

The model summary of the regression analysis carried out (see Table 9) showed significant relationships between variables of the quality of policy analysis in Nigeria's teacher education system and the variables of the character of leadership and policymakers (values, morals, principles, and ethical values); use of situations, use of alternatives; achievement of the national policy on education and problem influencing the achievement of Nigeria's national policy on education. This is reflected in the R of .509a, R square of .259, and an Adjusted R Square of .240 of all the variables entered. These figures account for the poor policies in Nigeria's education systems. The poor policies are a result of the character of leadership and policymakers (values, morals, principles, and ethical values); inadequate use of situations, insufficient use of policy alternatives; and the problems militating on the achievements of its national policy on education. However, several other variables might influence the poor quality of policy in Nigeria apart from the ones presented in this study.

The results of the ANOVA in the regression analysis are represented in the sum of the square. The regression is 41.100 and that of the residual is 117.800, with a degree of freedom of 5. The mean square for the regression is displayed as 8.220 and a residual of .577, with an F-value of 14.235 and a p-value of .000b. This implies that the character of institutional leaders and policymakers with regards to values, morals, principles, and ethical values; inadequate use of situations; insufficient use of policy alternatives; and the problems militating on the achievements of its national policy on education are some the reasons why Nigeria's national policy on education has not been achieved.

The assessed constant Coefficient analysis for the leadership and policy makers' policy analysis in Nigerian teacher education systems is significant. This goes to show that the character of institutional leaders and policymakers with regard to values, morals, principles, and ethical values is significant at $p < .000$ and a calculated t-value of -4.753.

Table 9: Regression analysis of the relationships between leadership/policy makers, situations, alternatives, achievement and problems, and policy analysis in Nigerian education systems

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.509 ^a	.259	.240	.75990		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.100	5	8.220	14.235	.000 ^b
	Residual	117.800	204	.577		
	Total	158.900	209			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	3.824	.702		5.447	.000
	Leadership and Policy Analysis	-.730	.154	-.313	-4.753	.000
	Use of Situations in PA	-.281	.156	-.143	-1.797	.044
	Use of Alternative Policy in PA	.286	.118	.184	2.425	.016
	Achievement of NPE	-.337	.126	-.190	-2.684	.008
	Problems of NPE	.869	.129	.481	6.755	.000

a. Dependent Variable: Policy analysis

b. Predictors: (Constant), leadership/policy makers, situations, alternatives, achievement and problems.

DISCUSSION

The result obtained in this study accounts for the poor quality of education policy in Nigeria. Thus, hypothesis 1 which states that “The character of leadership/policymakers are not significantly related to the quality of policy in Nigerian teacher education system” was rejected because there are significant relationships between leaders' and policymakers' values, morals, principles, and ethical values and the poor quality of policies in teacher education systems in Nigeria. This finding in this study is in line with that of Ololube (cf., 2017b) and Walker (cf., 2000). They asserted that the lack of character of simply identifying the key policy issues is a difficult task and one does not have the luxury of ignoring certain issues because they are too messy or intractable.

The lack of the use of situations in policy analysis has a relationship with the poor quality of policy in Nigerian systems education at a significant level of .044 and the study's calculated t-value of -1.797. What this signifies is that leaders and policymakers do not define indicators, determine indicators under each situation, describe each situation based on the indicators, compare the impact of each situation with the defined goals, and rank each of the situations depending on the fulfillment of the goals. As a result, hypothesis 2 which postulates that “the lack of the use of situations in policy analysis is not significantly related to the quality of policies in Nigerian teacher education system” was rejected because there are significant relationships between the lack of the use of situations and the quality of policy in Nigerian education systems.

The findings in this study agree with that of Volkery and Ribeiro (cf., 2009). They were of the view that leaders and policymakers are frequently faced with strategic decisions in an uncertain future. These outcomes always depend on a variety of difficult-to-predict factors beyond their control. The lack of the use of situations is part of the quality of policy analysis and formulation process. Therefore, the goals of including situations are normally represented in several measures. Accordingly, the measures have to be set up before situations can be chosen. Hanzl et al. (cf., 2003) consider situations as a useful tool to show and predict the future results of alternative developments.

The lack of the use of alternatives in policy analysis likewise accounts for the poor quality of policies in Nigerian education systems at a significance level of .016 and a calculated t-value of 2.425. Thus, hypothesis 3 which states that “the lack of the use of alternative policy analysis options is not significantly related to the quality of policies in Nigerian teacher education system” was rejected because there are significant relationships between the lack of the use of alternative policy analysis options and the quality of policies in Nigerian teacher education system. The result revealed that leaders and policymakers in Nigeria's teacher education system do not properly identify problems before actions are taken, specify objectives before decisions are taken, specify objectives before deciding on the criteria, properly decide on the criteria before selecting alternatives, analyzing such alternatives, comparing alternatives, implementing the chosen alternatives, and monitor and evaluate results. These findings agree with Walker's (cf., 2000) study on the logical steps involved in the policy analysis process. However, the steps had facts but there is usually feedback among the steps. Failure in the application of the steps of policy analysis results in the total catastrophe of a teacher education system.

Nigerian educational achievement is significantly related to her national policy on education at a significance level of .008 and a calculated t-value of -2.684. Thus, hypothesis 4 which states that “Nigerian educational achievement is not significantly related to her national policy on education” was rejected because there are significant relationships between the poor quality of education and her national policy on education. This finding is in line with Okoroma's (cf., 2006) study on educational policies and problems of implementation in Nigeria. He held that Nigeria's unequal and poor educational achievement is especially a result of poor educational policy implementation for sustainable national development. Etuk et al. (cf., 2012), Fabunmi (cf., 2005) and Ololube et al. (cf., 2009) have proved that Nigeria is yet to attain the objectives and goals of her National Policy on Education.

The regression analysis further assessed if the problems militating against Nigeria's achievement of her National Policy on Education are not significantly related to the quality of the Nigerian teacher education system. The data revealed that the problems are significantly related at a significance level of .000 and a calculated t-value of 6.755. The study showed that inexperienced personnel and shortage of it, inadequate finance, corruption among leaders and policymakers, favoritism and nepotism, absence of good character in leadership and policymakers, and astronomical increase in the population are among the major factors affecting the achievement of Nigeria's national policy on education. These findings are in line with the studies of Okoroma (2006), Imam (2012), Obiweluzor (2015), Fabunmi (2005), Etuk et al. (2012), and Abdullahi (2007). They believed that lots of problems work against the achievement of Nigeria's national policy on education such as the lack of accurate data, inexperienced personnel and shortage of it, inadequate finance, corruption among leaders/policymakers, issue of favoritism and nepotism, absence of good character in leadership/policymakers, and the astronomical increase in the population.

CONCLUSION

This research has highlighted important findings regarding the consequences of leadership practice situations and the use of alternatives in policy analysis in the teacher education system from an African perspective. The study found that the character (values, morals, principles, and ethical values) of leadership and policymakers are significantly related to the quality of policy in

the Nigerian teacher education system; the lack of the use of situations and alternative policy analysis options are significantly related to the poor quality of policies in Nigerian teacher education system. Further investigation revealed that Nigerian poor educational achievement is significantly related to her national policy on education, and the problems militating against Nigeria's achievement of Nigeria's national policy on education is significantly related to the quality of Nigerian teacher education systems. Over 80% of the majority of the respondents are of the view that Nigeria's educational policy is weak and cannot propel sustainable national development because of inadequate implementation, and the absence of credible leaders and policymakers (Ololube et al., 2009).

The results of this study support the findings of previous studies (see Ololube, 2017b). According to Ololube et al. (2009), the need to effectively address the problems found through this investigation, which includes valuable and dedicated changes in the way policy processes are handled in Nigerian teacher education systems will go a long way in policy analysis and policymaking issues. Thus, positive and supportive leaders are encouraged to use situations and alternative policy options in their policy analysis agenda. That is to say, efforts must be made to improve education policy analysis.

This study concluded that one of the most common causes of ineffectiveness in policy analysis and policymaking is a lack of adherence to the use of situations, alternatives, and steps in policy analysis processes. A well-articulated policy is useless without effective implementation, monitoring, and control.

Effective policy analysis processes are in essence about ensuring that relevance and all aspects of teacher education systems are organized and well-coordinated to achieve the desired goals. To keep pace with global trends in policy analysis, educational leaders and policymakers must adopt and become proficient in the use of situations and alternative policy analysis processes to significantly change the speed and depth of Nigerian teacher education systems for improved knowledge for sustainable development and enhanced service delivery.

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Appendix 1

Questionnaire

Institutional Leadership Practices in Situations and the Use of Alternatives in Policy Analysis in Nigerian Teacher Education Systems (ILPSUAPANTES)

Section One

Respondents' demographic information

Age:

1. 25-35 years
2. 36-45 years
3. 46-55 years
4. 56-65 years

Gender:

1. Male
2. Female

Institution:

1. University
2. Polytechnic
3. College of Education
4. Secondary School

Academic qualification:

1. PhD degree
2. Master's degree
3. Bachelor's degree

Section Two**Possible variables that may or may not influence policy analysis**

The keys are:

- 1 = totally disagree (TD);
 2 = disagree (D);
 3 = agree (A); and
 4 = totally agree (TA).

S/N	Leadership/Polycymakers and Policy Analysis in Education System	TD	D	A	TA
1.	Leader's value influences policy analysis of the Nigerian teacher education system.				
2.	Leader's moral influence policy analysis of Nigerian teacher education system.				
3.	Leader's principles influence policy analysis of the Nigerian teacher education system.				
4.	Leaders' ethical values influence policy analysis of the Nigerian teacher education system.				
5.	A leader's character in general influences the policy of the Nigerian teacher education system.				
	Use of Scenarios/Policy Analysis in Nigerian Educational System	TD	D	A	TA
6.	Leaders/policymakers in Nigeria's teacher education system do not define policy indicators.				
7.	Leaders/policymakers in Nigeria's teacher education system do not determine and define indicators under the conditions/measure each situation and alternative.				
8.	Leaders/policymakers in Nigeria's teacher education system do not describe situations by their indicators.				
9.	Leaders/policymakers in Nigeria's teacher education system do not involve in the comparison of the impacts/indicators of each situation with the defined goals → Evaluation.				

10.	Leaders/policymakers in Nigeria's teacher education system do not rank situations depending on the fulfillment of the goals.				
	Use of Alternative Policy/ Policy Analysis in Nigerian Educational System	TD	D	A	TA
11.	Leaders/policymakers in Nigeria's teacher education system do not properly identify problems before actions are taken.				
12.	Leaders/policymakers in Nigeria's teacher education system do not properly specify objectives before decisions are taken.				
13.	Leaders/policymakers in Nigeria's teacher education system do not properly specify objectives before deciding on the criteria.				
14.	Leaders/policymakers in Nigeria's teacher education system do not properly decide on the criteria before selecting alternatives.				
15.	Leaders/policymakers in Nigeria's teacher education system do not select alternatives properly before analyzing such alternatives.				
16.	Leaders/policymakers in Nigeria's teacher education system do not properly analyze alternatives before comparing alternatives.				
17.	Leaders/policymakers in Nigeria's teacher education system do not compare alternatives properly before implementing the chosen alternatives.				
18.	Leaders/policymakers in Nigeria's teacher education system after implementing chosen alternatives do not monitor and evaluate results (outcome).				
	Nigeria Achievement of its National Policy Education Objectives	TD	D	A	TA
19.	Nigeria through her national policy on education has not achieved a free and democratic society				
20.	Nigeria through her national policy on education has not achieved a just and egalitarian society a united strong and self-reliant nation				
21.	Nigeria through her national policy on education has not achieved a united strong and self-reliant nation				
22.	Nigeria through her national policy on education has not achieved a great and dynamic economy				
23.	Nigeria through her national policy on education has not achieved a land of bright and full opportunities for all citizens				
	Problems in Achieving Nigeria's National Policy on Education	TD	D	A	TA
24.	The lack of accurate data is a major problem that prevents Nigeria from achieving its national policy on education.				
25.	Inexperienced personnel and shortage of it are major problems that prevent Nigeria from achieving her national policy on education.				
26.	Inadequate finance is a major problem that prevents Nigeria from achieving its national policy on education.				
27.	Corruption among leaders/policymakers is a major problem that prevents Nigeria from achieving its national policy on education.				
28.	Issues of favoritism and nepotism are major problems that prevent Nigeria from achieving her national policy on education.				
29.	The absence of good character in leadership/policymakers is a major problem that prevents Nigeria from achieving her national policy on education.				
30.	The astronomical increase in the student population is a major problem that prevents Nigeria from achieving her national policy on education.				

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Thank You