

Also the attitudinal aspect requires that the knowledge acquired must not be inert in two ways. Firstly, it must transform the individual's outlook. Secondly, it must improve some form of knowledge on the part of the individual who acquired the knowledge (Peters 1966:31). This attitudinal transformation can be regarded as representing "Good" in education which implies increase in human knowledge, consciousness and understanding. These goods, Babarinde (2000) regards as "cognitive goods" which must be demonstrated so that they will not be inert in him. Peters argues that we should refrain from calling anyone educated until he shows proof that what he claims to know and understand affects his ways of looking at things.

Corroborating Peters criterion Randall as cited by Ekpu (2010:10) demands

...the leader must know, must know that he knows and must be able to make it abundantly clear to those about him that he knows.

The 1999 Nigeria constitution provides in section 131, four qualifications for the office of president

- He must be a citizen of Nigeria by birth
- He must attain the age of 40 years
- He must be a member of a political party and sponsored by that political party.
- He must be educated up to at least school certificate level or its equivalent.

The first three qualifications should not bother us here. No first school certificate holder today can be made a managing director of a bank or a manager of a high grade restaurant in Nigeria. Is it not an irony that we should have school certificate as the qualification for the most important office in the land at a time of great complexity in world affairs? If our entry qualification is this low, how can we expect a high level of achievement from the occupant since higher education is part of the preparation for higher office quarried Ekpu (2010).

Indeed, that Nigerian leaders are too inexperienced and could be dismissed as starry-eyed novices will not leave anyone in doubt. The best instrument for the good training and discipline of the mind is education which is important not only for all shades of occupation but most importantly for those who aspire to leadership positions. In the process intellectual comprehension and spiritual depth which are elements of mental discipline are developed. Plato calls them philosopher-kings-men whose thought and insight are so profound that they help to chart a pathway for society; men who have read widely and understand the workings of business; men who appreciate the critical role that fidelity plays in powering business to the top and indeed facilitating their plunge to the bottom; men who possess the intellectual wherewithal to manage corporation on tips imperative to accelerated performance in the market place. These men will overwhelm clients with the potency of their thoughts and ideas that drive superior market place performance. Agitated by the low level of education of Nigerian leaders level Esiemokhai (2011:10) has recommended:

a good relevant education preferably in the fields of law, economics, sociology and political science should frame the synthesis for grasping the complex phenomenon which statecraft actually represents.

The possession of such knowledge will reduce the incidences of tutoring, mentoring and nurturing political leaders who should have gone through the brain purification process earlier in life. In most successful countries, it is the outside people not businessmen that assist government to firm up policies. Azaiki (2008) has noted that in the United States for instance, 5, 100 think tanks support the government and look at government policies, polish and return them to government. This process enhances governance. But in Nigeria it is the contractors that think for government due largely to lack of knowledge and understanding of the workings of the system. When government does not have structures that can enhance or give it capacity support, it will have problems as we have always had in Nigeria. The attraction of education system is in its initiation of worthwhile activities of which Nigeria has remained largely dissonant to that principle. No wonder raw power has remained the cultural model of leadership in Nigeria (get the power before you know what to do with it)

Cognitive Criterion

Here Peters has distinguished narrowness or specialization from wholeness or broad understanding as in an arm of knowledge. Educated man should appreciate the interrelatedness of various fields of knowledge. According to Peters, an individual who acquires competence in some limited area may not qualify to be described as educated because in the case of a scientist:

...the man could have a very limited conception of what he is doing. He could work away at science without seeing its connection with much else, its place in a coherent pattern of life: for him it is an activity which is cognitively adrift (1966:31)

Peters would be guarding against the tendency for individual becoming too restricted in what they know as such narrow interest makes them to become like hermits without seeing the relationship between what they know or engage in to related ones (Enoh 2002).