

REBRANDING NIGERIA EDUCATIONAL SYSTEMS: PROFESSIONAL VIEWS AND
PERCEPTION OF ACADEMICS FROM A NIGERIA UNIVERSITY
OTEYOLA T. A., Ph. D & ALAO K. A., Ph. D

REBRANDING NIGERIA EDUCATIONAL SYSTEMS: PROFESSIONAL VIEWS AND PERCEPTION OF ACADEMICS FROM A NIGERIA UNIVERSITY

OTHEYOLA T. A., Ph. D & ALAO K. A., Ph.D

Abstract

Nigeria educational system particularly higher education was perceived by many as not meeting up to expectation. High level of insecurity, poor political consciousness, poor economic growth and over dependency on crude oil and other social ills that have permeated the polity in Nigeria are arguably traceable to poor educational system in the country since no nation can grow beyond her level of education. It is also said that ignorance breeds poverty, diseases and crime. There are arguments that may account for urgent need for complete over hauling or rebranding of the educational system. The quest to investigate the perceptions of academics as well as the views of professionals on rebranding the educational systems necessitated this study. The study adopted descriptive survey design. The population of the study consisted all the lecturers at Obafemi Awolowo University, Ile-Ife, Nigeria. Eighty-four lecturers selected through cluster sampling participated in the study. A self-developed questionnaire (RNESQ) was used for data gathering. The content validity ratio = 1 and Cronbach alpha $r = 0.85$ were obtained for the validity and reliability respectively. Analysis of data showed that the perception of the lecturers on rebranding the educational system is high (mean = 12.54; 86.17%). Also, that there is no interaction effect between sex and cadre on the lecturers' perception of rebranding Nigeria educational system ($F_{(4,74)} = 0.53$; $p = 0.72$; partial $\eta^2 = 0.03$). The study concluded that the lecturers perceived that Nigeria educational system should be rebranded with sex and cadre having no significant influence on their perceptions.

Keywords: Academics, Cadre, Perception, Rebranding, Sex

Introduction:

Education is the bedrock of development for any nation. No nation as it is often said can grow beyond her level of education. The webometric ranking of universities around the globe pointed to the fact that universities from developed economics ranked very higher than their

counterparts in developing economy. Universities from United States of America, United Kingdom and Canada have consistently ranked among the best twenty universities in the world (webometric ranking 2023, webometric ranking, 2022, webometric ranking 2021, and webometric ranking 2020). This account for why many Nigeria youths are seeking greener pastures in all these nations.

A crazy shift to foreign countries by Nigerians to acquire quality education can be observed. Universities in countries such as Ghana, South Africa, the United States of America, United Kingdom, Canada, Japan and Malaysia to mention a few are found preferred to those in Nigeria because of the quality of the workability of the education system for solving social problems in such societies (Dienye & Morrison, 2011). Dienye and Morrison argued further that the challenges of higher education in Nigeria is further compounded by the drastic drift of qualified instructors to other countries due to poor conditions of service.

Education is one of the major key instruments of human and economic transformation in all nations of the world. But this fundamental role of education according to Chukwurah and Atah (2019) seems to be eluding Nigeria in the face of intractable challenges in the sector. The battered image of Nigeria's educational system also has continued to destructively affect the nation's economic growth and development (Abdullahi, Abdullahi, & Bello, 2012). Achieving the objectives of education as stated in the National Policy on Education (FRN, 2013) as become elusive. Nigeria appears going south when evaluated in all the indices of development. This has been attributed to lack of functional education in Nigeria.

Chukwurah and Attah (2019) stated that tertiary institutions in Nigerian today cannot comfortably continue to lay claims to being central to the nation's ability to connect with the new

international knowledge system and adopt, adapt and further develop the new technologies needed in the wider society. There is a great disconnect between education and prosperity among the populace. This account for the slogan that “education na scam” among many of the school age children in the country.

Abdullahi et al (2021) associated the increase in the scope of poverty and the lack of requisite capacity building skills for self-actualization among the citizens to the numerous problems of education in Nigeria. The methodology of teachings, inadequate infrastructures, lack of effective and functional laboratories, brain drain are some of the challenges of tertiary education in Nigeria. The classrooms were found inadequate and non-conducive for learning, teachers to students' ratio were found extremely low, laboratories were found ill-equipped while residential buildings were found dilapidated (NEEDS Assessment, 2012). The situation today is not better than what it was even ten years after the assessment was carried out.

Shaaba (2010) stated that in rebranding Nigeria, it is important that classroom teachers be creative about the subjects they are teaching in such a way that learners should be encouraged to apply their knowledge to practically solve societal problems. This is pointing to the fact that salvaging Nigeria from her precarious situation require a rebrand educational system. In the light of this, the curriculum of the country should be geared towards solving her societal problems.

Perception is a major factor in acceptance and adoption of innovation. No matter how laudable an innovation or project may sound, the perception of the end users on its usefulness, ease of use and relative advantage determine to greater extent the success or otherwise of such innovations. It is therefore expedient that the perception of the academia on rebranding educational systems in Nigeria be determined because the success or otherwise of the innovations depends on it. The study conducted by Makokha, Odera, Maritim, Okalebo, and Iruria (1999) showed that farmers' perceptions of

the technology-specific attributes associated with use of the new technologies significantly influence adoption decisions and also that the social status of the farmers was not significant in explaining their adoption behaviour. This study therefore is seeking among others to determine if the same variations in attributes of respondents will be applicable among the lecturers in the University.

Statement of the Problem:

Nigeria educational system particularly higher education was perceived by many as not meeting up to expectation. High level of insecurity, poor political consciousness, poor economic growth and over dependency on crude oil and other social ills that have permeated the polity in Nigeria are arguably traceable to the poor educational system in the country since no nation can grow beyond her level of education. It is also said that ignorance breeds poverty, diseases and crime. There are arguments that may account for urgent need for complete overhauling or rebranding of the educational system. The quest to investigate the perceptions of academics as well as the views of professionals on rebranding the Nigeria educational systems necessitated this study.

Objectives:

The objectives of the study are to:

- (i) investigate the perception of the university lecturers on rebranding Nigeria educational systems; and
- (ii) determine the interaction effects of sex and cadre on the lecturers' perception of rebranding Nigeria educational systems

Research Question:

How do the lecturers perceive rebranding of Nigeria educational system?

Hypothesis:

H₀: there is no significant interaction effects between sex and cadre on the lecturers' perception of rebranding Nigeria educational system.

Methodology:

The study adopted descriptive survey research design. The population of the study consisted all the lecturers at Obafemi Awolowo University, Ile

Ife, Nigeria. Eighty - four lecturers participated in the study. The lecturers were selected across all the thirteen faculties in the university using cluster sampling technique. The respondents include 47 (59.5%) males and 32 (40.5%) females. Sixty-nine (85.2%) had doctoral degree has the highest academic qualifications while 12 (14.8%) had other qualifications such as Masters and Professional qualifications. Twenty-one (26.9%) were in Professorial cadre, 28 (35.9%) were senior lecturers, 15 (19.2%) were Lecturer I, 7 (9.0%) were Lecturer II and 7 (9.0%) were Assistant Lecturers. Rebranding Nigeria Educational systems Questionnaire (RNESQ) which was a self-developed questionnaire was used for data gathering. The instrument is a 4-point Likert scale of strongly agree, agree, disagree and strongly disagree. The instrument had 4 sub-scales. The sub-scales are rebranding in the areas of administration; funding; curriculum and contents; recruitment, promotion and reward systems as well as infrastructural development. Section A of the instrument is demographic. Section B with 38 items elicited information on the lecturers' perception of rebranding Nigeria educational system on the four subscales. 12 items on the scale gathered information on rebranding the method of university administration; 4 items gather information on rebranding; 9 items were on curriculum and content; 8 items elicited information on recruitment, promotion and reward systems while 5 items gathered information on infrastructural development. The validity of the instrument was determined by presenting the questionnaire for scrutiny to three lecturers in the Department of Educational Foundation and Counselling at Obafemi Awolowo University. The lecturers did

not participate in the study. The lecturers assessed the clarity and direction of items, presentation and organization, suitability of items, adequateness of the content, attainment of purpose and objectives as well as scale and evaluation rating. Content Validity Ratio ($\alpha = 1$) was obtained with Lawshe's Test. The reliability of the instrument was determined by administering 20 copies of the questionnaire on 20 lecturers from a university in the southwestern Nigeria who are not part of the scope of the study. Cronbach alpha test of reliability produced $r = 0.95$. the instrument was thus considered valid and reliable.

All the sampled lecturers were visited in their offices. The purpose of the study was explained to the lecturers with a promise that the responses will be kept confidential and that it is mainly for research purposes. The instrument was retrieved from the lecturers after they had responded to the items. All the copies of the questionnaire were retrieved and the return rate was 100%.

Results

How do the lecturers perceive rebranding of Nigeria educational systems?

The analysis of data was done on five sub-scales (Administration; Funding; Curriculum and Content; Recruitment, Promotion and Reward Systems; and Infrastructural Development). The overall perception of the lecturers was also determined. strongly agree on the scale was score 4, agree was 3, disagree was 2 and strongly disagree was 1. Items not responded to were score 0. Mean and standard deviation as well as the percentage of the mean were determined as shown in Table 1.

Table 1: Mean, standard deviation and percentage of the lecturers' perception of rebranding Nigeria educational system

N = 84

Subscales	Mean	Standard Deviation	Percentage
Administration	40.18	4.58	83.56
Funding	12.73	2.42	79.56
Curriculum and Contents	29.08	4.00	80.78
Recruitment, Promotion and Reward System	25.88	3.62	80.88
Infrastructural Developments	17.94	1.87	89.70
Rebranding (Overall)	125.81	12.54	86.17

Aladejana (2006) categorization of attitude towards information technology as shown is adopted in the categorization of the lecturers' perception of rebranding Nigeria educational systems:

Score (%)	Rating
0 – 20	Very Poor
21 – 40	Poor
41 – 60	Good
61 – 80	Very Good
81 – 100	Excellent

Table 1 showed that the perception of the lecturers on rebranding the procedure for university administration is excellent. The lecturers' perception on rebranding the models for funding the university is very good. The lecturers' perception of rebranding the university curriculum and contents is excellent while the lecturers' perception of rebranding the models for infrastructural development is excellent. The higher results connote that the lecturers are positive towards rebranding while lower results implies that the lecturers are negative. Therefore, the excellent perceptions implied that the lecturers considered that the method of university administration, funding, the curriculum and contents, the method of recruitment, promotion and reward system as well as the method of instructional development needs rebranding. In overall there is the need for total rebranding of the

educational system in Nigeria as it relates to university education as perceived by the lecturers. The advocacy for rebranding has been on for a long time now (NEEDS Assessment, 2012). Shaaba (2010) affirmed that unless the educational system is rebranded, making the country to occupy her rightful position among the committee of nations may simply be a mirage. Rebranding Nigeria education is very essential to poverty reduction, building of requisite skills for capacity building and for individual and national security (Abdullahi et al, 2021). All hands must be on deck by all the stakeholders in ensuring that the rebranding of the university system is done as soon as possible.

Hypothesis

H₀: there is no significant interaction effects between sex and cadre on the lecturers' perception of rebranding Nigeria educational system.

The hypothesis was tested using univariate analysis with sex and cadre as the fixed factors and perception as the dependent variable. The analysis tested if sex had significant influence on the lecturers' perception, if cadre had significant influence on lecturers' perception and if there is significant interaction between the influence of sex and cadre on the lecturers' perception of rebranding the educational system.

Table 2: Univariate analysis of the test of between subjects' effect of sex and cadre on lecturers' perception of rebranding Nigeria educational system

Dependent Variable: Rebranding						
	Type III Sum of Square	df	Mean Square	F	p	Partial Eta Square
Corrected Model	1237.005 ^a	9	137.445	.911	.521	.112
Intercept	792611.652	1	792611.652	5253.483	.000	.988
Sex	1.764	1	1.764	.012	.914	.000
Cadre	694.621	4	173.655	1.151	.341	.066
Sex* Cadre	319.043	4	79.761	.529	.715	.032
Error	9806.781	65	150.874			
Total	1194447.000	75				
Corrected Total	11043.787	74				

a. R Squared = .112 (Adjusted R Squared = -.011)

Table 2 presented the results of the analysis. Sex had no significant influence on the lecturers' perception ($F_{(1,74)} = 0.01$; $p = 0.91$). Cadre had no

significant influence ($F_{(4,74)} = 1.15$; $p = 0.34$). There is no significant interaction effect between sex and cadre on the lecturers' perception of

rebranding Nigeria educational system ($F_{(4,74)} = 0.53$; $p = 0.72$; partial $\eta^2 = 0.03$). Therefore, the hypothesis which stated that there is no significant interaction effects between sex and cadre on the lecturers' perception of rebranding Nigeria educational system is not rejected. This is in consonance with Makokha et al (1999) that social status does not significantly influence adoption behaviour. The lecturers irrespective of their sexes and cadres perceived there is the need to rebrand the Nigeria educational system. The perception cut across the board. There is urgent need for the rebranding of the working conditions, infrastructure, reward systems, recruitment processes, funding, administration and so on for Nigeria universities to compete with their counterparts across the globe.

Conclusion

Rebranding of Nigeria educational systems should be given the urgency it deserves. The challenges of brain drain to the university systems can be drastically reduced if the right measure is taken in rebranding the educational system.

The infrastructural deficit and other related issues can be solved through "Build Operate and Transfer" (BOT). University autonomy should be pursued with vigor and implemented. Funds should also be made available for both recurrent expenditure and working conditions of university lecturers should be improve so as to attracts expatriates to take up lecturing jobs at the universities in Nigeria.

Recommendations

- (i) workshop, seminars, stakeholders meeting on models and methods of rebranding Nigeria educational system should be conveyed as soon as possible
- (ii) empirical data and researches on models of funding and curriculum development that will be suitable for rebranding the

educational system for positive development should be conducted.

- (iii) urgent attention should be given to the process of rebranding the educational system by all the stakeholders in the country.

References

- Abdullahi, H., Abdullahi, Y. Z., & Bello, A. A. (2012). Rebranding Nigeria's educational system for effective national economic development. *Academic Research International*, 3(1), 186.
- Awosusi, O. E., & Olagbaju, O. O. (2021). Rebranding Nigeria's Image in the Diaspora: Education as a 'Soft Power' Tool. *Covenant University Journal of Politics and International Affairs*, 9(1).
- Chukwurah, C., & Atah, C. A. (2019). Rebranding entrepreneurship education in Nigerian tertiary institutions for National economic development. *Nigerian Journal of Business Education (NIGJBED)*, 6(2), 41-50.
- Dienye, V. U., & Morrison, I. U. (2011). The role of education in the rebranding of Nigeria's international image. *African Journal of Education and Technology*, 1(2), 76-83.
- Makokha, M., Odera, H., Maritim, H. K., Okalebo, J. R., & Iruria, D. M. (1999). Farmers' perceptions and adoption of soil management technologies in western Kenya. *African crop science journal*, 7(4), 549-558.
- Shaaba, D. M. M. (2010). Possible Relevance of African Communalism in Rebranding Nigeria and its Educational Implications. *Approaches in International Journal of Research Development, Free towns: West Solomon Corporate Ideals Ltd and National Association for Research Development*, 155.