

CHALLENGES AND PROBLEMS IN CONTEMPORARY NIGERIAN SOCIETY
AS RE-BRANDING DYNAMICS FOR NIGERIAN EDUCATIONAL SYSTEM
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CHALLENGES AND PROBLEMS IN CONTEMPORARY NIGERIAN SOCIETY AS RE-BRANDING DYNAMICS FOR NIGERIAN EDUCATIONAL SYSTEM

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Abstract

The primary objective of any educational system is to provide for the existential needs of the society it is designed to serve. When any society is unable to provide for the meaningful existence of its members, it perhaps implies that the educational system of that society is at the verge of failure. Based on this premise of thought, this paper critically examines the challenges, problems and structural/contextual deficits in contemporary Nigerian society as credible but perhaps strategic vectors for re-branding of Nigerian educational system. The paper examines practically how Nigerian school system could usefully assist in fixing some major generic problems currently facing the Nigerian nation. Based on this line of thinking as proposed in this presentation, any country with major challenges and problems like Nigeria may need to rebrand her school system along the line of retooling and re-skilling school products to adequately provide solutions to the challenges facing the society. The worth of any educational system may perhaps be best assessed on its intrinsic capacity for promoting societal economic progress, societal self renewal and sustainability of locally meaningful and relevant global standards.

Keywords: Contemporary Nigerian Society, Nigerian Education, Challenges, Problems of the Nigerian Society, Re-skilling, Re-branding the Nigerian Educational System

Introduction

For more than three decades, the Nigerian educational system has been displaying a disconnect with the existential needs and

challenges of the Nigerian society. Both the school system and larger Nigerian system appear to be strange bed-fellows. This paper proposes that there is a fundamental correlation between the challenges, problems and structural / contextual deficit of a larger society and the educational system that it is designed to serve. There is an epigenetic relationship between the educational system and the society it is serving (Ahlberg, 2018). It implies that if the educational system is dysfunctional, the larger society too must exhibit dysfunctional traits in resemblance with the system. To illustrate the validity of this line of thinking, it is not an accident that most developed countries of the western world equally have well developed and well laid out educational system.

The United States of America, perhaps the most developed country of the world equally has a well developed liberal educational system (Labaree, 2018). Equally, other developed countries of the world such as Germany, Britain, France, China and Russia also have equally sound educational system. This paper is proposing that it is perhaps impossible for any society to develop beyond the quality of her school's system. When a society is not at peace, such a society must find a way of re-engineering and restructuring her educational system (Shuja & Inamulla, 2016).

To address any challenge in any society, the school system is perhaps the starting point (Memon, 2015). A case study in history was when the Russians launched the earth's first artificial satellite, sputniks, signaling that they had

overtaken the Americans in the space race. In response to this challenge, the American Congress enacted the National Defence Act (1958) which the teaching of science became compulsory in all American secondary schools, thus preparing the minds of young Americans for science and Technology for space race. As a result of this, the Americans overtook the Russians in space technology and landed in the moon before the Russians and other countries in the world. The school system is perhaps the best preparative ground of addressing the challenges, problems and structural/contextual deficits in any society.

The problems of the Nigerian society could be discussed in three broad groups, namely:

1. manpower and economic related problems;
2. systemic corruption and
3. security challenges and political related problems.

This paper will attempt to go into literature and examine the state of knowledge of scholars and researchers, citations and comprehension on Nigerian contemporary problems.

Manpower and Economic Related Problems

Nigeria as a nation has been faced with several economic unrest over the years (Ayogu & Ugwu, 2019). The economic stability of a nation helps individuals to have access to resources which are important. When there is economic instability in a nation, the people of that nation are affected. They are deprived of financial resources and other basic needs. The country's manpower and economic problems can be categorised into:

- i. massive unemployment;
- ii. unemployability of school products;
- iii. massive failure;
- iv. lack of interest in blue-collar jobs and
- v. mismatch between the school curriculum and the labour market.

Massive Unemployment

One of the challenges facing Nigeria right now is the unemployment problem. The Nigerian government has struggled with this issue for decades, and in recent years, it has become progressively worse. Nigeria's economic stability

is seriously endangered by unemployment, which also severely strains the nation's social infrastructure. From 1973, Nigeria's unemployment rate has increased in a geometric manner. Its origins can be related to Nigeria's economy's diversification into the oil sector, which only offers less than 10% of employment opportunities to the workforce. Nigeria's unemployment rate is 19.7%, according to the National Bureau of Statistics (2012). In fact, unemployment is named as one of the main obstacles to Nigeria's economic development by George and Oseni (2012), Ezie (2012), and Ede, Ndubisi, and Nwankwo (2013). The problem of unemployment in Nigeria has been a major worry for many people, including economists, policymakers, economic managers, citizens, the government, and many others, both today and in the recent past.

Anyadike, Emeh, and Ukah (2012) assert that both active and inactive populations contribute to each country's economy. They noted that individuals who are willing and able to work, including those actively involved in the production of goods and services as well as those who are unemployed, are those who are considered to be economically active. The International Labor Organization states that the unemployed are people who are economically engaged, unemployed, and looking for work. They also include persons who have been dismissed from their occupations and those who have voluntarily left their jobs. According to Njoku and Ihugba (2011), the economically active group of people in any nation includes people who are willing and able to work (those who are actively engaged in the production of goods and services). The economically inactive category, on the other hand, include individuals who aren't looking for work or those who aren't capable enough because of health-related concerns (Nwankwo & Ifejirofor, 2014).

The fundamental cause of unemployment in Nigeria is a varied economy. Over 90% of all export earnings come from oil, which is a major contributor to Nigeria's economy (Hassan & Yusuf, 2015). Due to the economy's excessive reliance on oil, it is now more vulnerable to changes in the price of oil on a global level, which

could lead to the loss of many jobs. Moreover, inadequate governance, a lack of infrastructure investment, and corruption have all hampered growth and employment creation. The high unemployment rate in Nigeria is also largely a result of the country's education system (Ibrahim, 2018). A large number of Nigerian graduates lack the necessary skills to be employed. The skills needed by employers and the talents graduates possess are out of alignment as a result of the skills gap. In addition, there is not enough room for practical experience and vocational training in the Nigerian school system since it places too much importance on academic credentials.

Unemployability of School Products

Like other emerging nations, Nigeria is plagued by the problem of unemployment. For young people who have recently graduated from colleges and other educational institutions, Nigeria's high unemployment rate is especially worrisome (Eze, 2012). In spite of their qualifications and intelligence, a large number of Nigerian graduates still struggle to find employment several years after graduation. The pattern is concerning, and many people are perplexed as to why it is so.

The discrepancy between the theoretical knowledge provided in the classroom and the practical skills needed in the workplace is the cause of graduate unemployment in Nigeria (Laleye, 2022). In Nigeria, the majority of educational schools place an emphasis on theory, therefore graduates lack the practical skills needed for the labor market. Thus, graduates are insufficient in terms of the necessary abilities for employment. According to Omoniwa (2017), there is also a perceived mismatch between the talents that graduates possess and what employers are looking for right now. Employers frequently claim that contemporary graduates lack the fundamental professional abilities needed for work, such as leadership, communication and critical thinking.

The bad state of the educational system in Nigeria is one of the main reasons why graduates are unemployed (Segun, 2014). Adeyemi and Adeyinka (2017) state that several universities in

Nigeria are understaffed, underfunded, and lack the resources to offer high-quality education. Graduates from these institutions lack the necessary abilities to perform in the workplace, making them underprepared for the labour market. According to Husain and Khan (2018), there is a discrepancy between what students learn in school and what employers want. Frequently, the skills taught in Education do not match the ones that employers desire. Many graduates have irrelevant or out-of-date skills as a result of this mismatch, which makes them unattractive to potential employers. Another reason graduates in Nigeria struggle to get employed is a lack of internships and practical training. Several universities in Nigeria do not offer possibilities for students to obtain real-world experience while they are studying. Graduates are unable to show prospective employers their knowledge and talents without real-world experience.

The effects of graduates' unemployment are numerous and extensive. For one, it adds to the nation's high unemployment rate, which increases poverty, crime, and social discontent (Mohammad-Lawal & Abdul-Rahman, 2018). Graduates who are unemployed frequently have to turn to desperate tactics to make a living, such as participating in illicit activities. Due to a lack of trained labour, many businesses are obliged to outsource their operations abroad, which slows down the country's development.

Massive Failure

With a population of more than 200 million, Nigeria is one of the most populous nations in Africa (Eboh, 2014). In Nigeria, socio-economic progress is rooted in the foundation of education. The future and fate of Nigeria's youthful generation can be greatly influenced by education. Okoro (2019) states that the Nigerian government has implemented a number of initiatives to advance education in the nation, including the implementation of the Universal Basic Education programme, free secondary education and educational scholarships for deserving students.

Baker (2016) adds that one of the main causes of

this widespread failure is insufficient funding for the education system. Despite government efforts to fund schools, most of the funds does not actually end up where it is supposed to. Because of systemic corruption, money is frequently stolen by school administrators before it reaches the classrooms. This situation has an effect on how well schools are run and leads to depleted essential learning materials like textbooks, laboratory equipment, and others. Another reason for the frequent failures in Nigerian schools is the overburdening of the curriculum (Adeyemi, 2018). One of the largest and most difficult curricula in the world is found in Nigeria (Okebukola, 2005). As a result, learners are unable to focus on the crucial content since the curriculum is overloaded with unnecessary and outdated content. Students are forced to prepare extensively for tests if they don't understand the underlying concepts.

In Nigeria, severe teacher shortages and incompetence are additional key causes of school failure (Adeyemi & Adeyinka, 2015). Due to their lack of training or necessary qualifications, a large percentage of teachers in Nigeria are unqualified to teach the subjects they teach. Because of this problem, learners have a hard time understanding and remembering what they learn. This also affects the teachers, the majority of whom are unmotivated and do not follow contemporary educational practices. Most schools lack necessary amenities including proper classrooms, electricity, and clean water. Poor learning environments make it challenging for learners to focus on their studies, which has a negative impact on academic productivity (Oduor, 2018).

Nigeria's high school dropout rates have a number of negative effects on the country (Oluwole & Adeniyi, 2020). The first effect is decrease in competent labour. The majority of learners do not learn the skills required to contribute to the economy because of the poor educational system. This situation affects economic growth because it is frequently hard for employers to find qualified candidates for various jobs. Another factor is the high level of poverty in the society (Rumberger, 2011). The cycle of poverty that this situation has generated is challenging to overcome.

Lack of Interest in Blue-collar Jobs

Nigeria is a large country with an abundance of natural resources. Those with higher education, particularly those with first degrees or more, make up the majority of the workforce in the nation (Oloko, 2019). These well-educated people possess skills that can benefit the economy in a variety of fields, including technology, healthcare, business management and finance. Some markets are regrettably still underdeveloped since graduates are disinterested in non-white-collar occupations (Adeyemi & Adeyemo, 2016). There has always been a discrepancy between the expectations held by people with higher degrees or educational qualifications and those who have not, compared to those who have just had access to basic vocational training.

Many Nigerians enrol in university programmes with the hope of finding employment opportunities that match their academic standing. However, despite recent economic growth, finding secure, well-paying employment is getting more and more challenging (Abimbola & Olufemi, 2020). As a result of this, many persons who have the potential to be extremely skilled are put under a great deal of pressure and feel compelled to choose professions that are beneath them just because they need to make income quickly. These lifestyles may provide adequate subsistence, but they mentally stifle any opportunity for career advancement, leaving gaps that are quite costly in terms of both money and personal well-being in any preferred area. Because the earnings for so-called "white collar" jobs are mainly out of reach, households are left straining to meet the ever-rising demands placed on them.

According to Oludayo and Akinyemi (2019), Nigerian graduates are notoriously uninterested in applying for or getting hired for low-wage, non-white collar employment. This phenomenon can be ascribed to a number of factors, including cultural perceptions of blue-collar and white-collar employment structure and the elevated social standing that comes with obtaining a specific degree. However, many Nigerian graduates think they are "too good" for these

occupations due to preconceived assumptions about the underlying worth found in each type of employment. To overcome the gap between the demand for skilled workers and the supply of skilled workers, it is imperative that focus should be on changing public opinions regarding non-traditional occupations (Pervin & Qiong, 2019). Only then will all Nigerians benefit from the greater economic stability brought on by expanded opportunities across multiple industries.

Mismatch between the School Curriculum and the Labour Market

The disparity between school curricula and the job market has widened dramatically in recent years. Many students feel they lack the abilities required to meet the demands of the modern profession despite spending years in school. Students have faced considerable obstacles as a result of this mismatch between education and employment, which has also had an impact on the growth and development of economies as a whole as well as the general expansion and progress of economies (García-Peñalvo & Mendes, 2018).

Vélez-Torres and Hinojosa-Amaya (2021) state that lack of industry specific training is one of the main causes of the disconnect between the curriculum and the labour market. At many schools, the emphasis is on the theoretical rather than giving learners actual experience (Eze, Eze & Ezenwaji, 2021). Because of this, they lack the knowledge and abilities needed to successfully negotiate the challenges of the contemporary workplace. This is particularly true for students interested in pursuing jobs in the field of vocational studies.

In contrast to how the job market is continually evolving to accommodate new technologies and developing sectors, school curricula are planned in advance and implemented gradually across the educational system. The industry's quick evolution is one of the main causes of the disconnect between school curricula and labour markets. The abilities necessary to stay relevant change frequently due to the industry's steady evolution. But educational institutions have struggled to keep up with this change; many still offer antiquated curricula that don't give students

the skills they need for jobs today (Lentz & Chaffin, 2020). The majority of education systems have not incorporated information into their core curriculum, leaving students to learn these skills through informal means, like online tutorials. For instance, high-tech jobs now require a significant level of proficiency in languages, data analysis, and critical thinking skills.

The degree to which school curricula are aligned with job markets is significantly impacted by the disconnect between educators and business. Teachers, businesses, and academic institutions rarely interact since they typically carry out their work in isolation (Smith & Johnson, 2018). It might be difficult for educators to adapt their curricula to the needs of the industry because the industry does not always communicate its requirements to them. This suggests that teachers are not adequately preparing students since they are not aware of the unique needs of the sector.

Systemic Corruption

The socio-economic growth of nations is negatively impacted by corruption which is a worldwide issue. A significant issue that hinders national stability and socio-economic progress is corruption. It contributes to a loss of foreign investment, a reduction in the standard of governance, and slower economic growth. In this paper, systematic corruption can be categorised into:

- i. Leadership mindset towards corruption
- ii. Citizen mindset towards corruption
- iii. Corruption and lack of infrastructure

Leadership Mindset towards Corruption

Without a doubt, the fight against corruption depends heavily on leadership. In order to create an environment free from corruption, leaders' attitudes towards it are crucial since they establish the standard for what is acceptable and what is not. Despite the wealth of resources, corruption is still a significant issue that hinders the growth of the nation (Oladosu & Oladimeji, 2017). One of the key causes of Nigeria's inability to reach its full potential has been pointed out as corruption (Ogundiya, 2015). Stunted growth, underdevelopment, and an impoverished populace have been caused by the misuse of

authority and poor resource management.

According to Oyinade (2018), the absence of accountability is one of the key factors contributing to the corrupt nature of Nigerian leadership. Accountability refers to a leader's readiness to face consequences for the choices and acts they make while doing their tasks (Ferch, 2016). Sadly, Nigerian leaders are not often held accountable for their deeds, which creates impunity and promotes corruption. Leaders can act without consequence and disregard the law when there is a culture of impunity, which undermines democratic institutions and encourages autocratic inclinations. Moreover, common vices like favoritism and nepotism have fueled corruption in Nigeria's political elite (Oladimeji & Balogun, 2012). The selection of unfit individuals to leadership posts, the awarding of contracts to dubious businesses, and the dispensing of improper favors to family and friends are all examples of these vices. Self-interest is prioritized over the welfare of the public in such a corrupt atmosphere, which is fostered by these actions.

Corruption, a scourge that has for years prevented Nigeria from progressing, affects the nation's leadership. One of the things that has kept corruption alive in the nation is a lack of accountability, transparency, nepotism, and favoritism. To combat corruption and bring back rationality to the nation's leadership, there needs to be a concerted effort from all interested parties. To support effective governance, transparency must be cultivated and leaders must be held responsible for their deeds (Graham, 2008). Nigeria must tackle corruption with passion, sincerity, and resolve if it is to realize its full potential.

Citizen's Mindset towards Corruption

An important element impeding Nigeria's progress is the attitude of its citizens towards corruption. The Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices and Other Related Offences Commission (ICPC) are two anti-corruption organizations established by the Nigerian government to fight corruption (Olayode, 2018). Yet, the general public still has an unfavorable

perception of corruption. Numerous Nigerians consider corruption to be a way of life and think that being corrupt is necessary to survive in Nigeria (Oduntan & Alao, 2007). They see corruption as a tool to forward their agenda, and some even see it as payment for their labour. If Nigeria is to make headway in its fight against corruption, this mindset needs to be altered.

Economic stagnation in Nigeria is one of the effects of the citizens' attitude toward corruption. Oyejide (2006) states that Nigeria's economy grows slowly because of corruption, which costs the nation millions of dollars annually. Infrastructural deterioration and a decline in investment in vital economic areas like education, health, and transportation have been caused by the theft of public monies and the redirection of resources into private wallets. Due to this, Nigeria's economic development has been hampered, and the country has fallen behind other African countries that have been able to effectively combat corruption. A culture of impunity has also been cultivated as a result of the citizenry's attitude toward corruption (Riccucci, 2009), giving corrupt politicians and bureaucrats additional influence. Due to the assurance that they would not be held accountable for their activities, many corrupt politicians act without consequence. Government efforts to successfully combat corruption have been hampered by this culture of impunity. The low degree of confidence Nigerians have in their government and leaders is also a result of the culture of impunity.

Moreover, a lack of civic engagement and responsibility has resulted from the mindset of the citizenry regarding corruption. As a result of their perception that corruption is a problem that primarily affects the government, many Nigerians do not actively engage in the battle against it (Mungiu-pippidi, 2015). This kind of thinking has made it challenging for the government to properly combat corruption because it calls for all Nigerians to work together. The residents of the country are oblivious to corrupt practices occurring around them as a result of a lack of civic involvement and responsibility. It would take a concerted effort from all Nigerians to change the mindset of the populace toward corruption (Umar, 2018). Nigeria's growth and development will be supported by a change towards a culture of

openness and accountability.

Corruption and Lack of Infrastructure

Even though Nigeria is endowed with abundant natural and human resources, governance and development have remained difficult because of pervasive corruption and poor infrastructure (Ajayi, 2013). One of the major roles of the government in the educational system is to provide support in terms of infrastructure and provision of resources (Akinrimisi, Adeyemi & Iroegbu, 2020). Resources intended for the nation's development have been mismanaged, and this is due to corruption. By encouraging impunity and a lack of accountability, it weakens democracy and the rule of law. In Nigeria, one of the industries most impacted by corruption is education (Okeke & Ezegwu, 2020). The education industry has been in disarray for a long time due to poor management, insufficient funding, and inadequate facilities. The education sector is in a terrible shape as a result of corrupt officials and politicians siphoning off funds intended to improve it (Jubril, 2018).

Another industry plagued by corruption is the health care industry. The country's healthcare system is subpar since there aren't enough resources to create and maintain health care facilities (Ozughalu & Ekechukwu, 2018). Over the years, Nigerians have lost their lives as a result of poor healthcare caused by outdated infrastructure that was made worse by corruption. Moreover, Nigeria continues to face considerable difficulties due to a lack of adequate transportation and electrical infrastructure. Nigeria's power supply has been marred by corruption, which has increased energy costs and pushed businesses to rely on pricey alternative energy sources to keep their operations running (Eme & Ekpenyong, 2019). Nigeria's transportation system is equally weak, with few operating ports and airports and dangerously unmaintained roads that become impassable during the rainy season.

Finally, in order for Nigeria to make sustained progress, it must address the country's primary concerns of corruption and inadequate infrastructure. To end corruption in all facets of society, appropriate action must be taken.

Prioritizing improvements to infrastructure across the nation is also necessary to foster a supportive environment for business and service delivery. It is time for Nigerians to make a commitment to the nation's growth and successfully tackle corruption in both the government and society.

Security Challenges and Politics-related Problems

In Nigeria, political and security-related issues have grown to be major problems (Osumah & Adeoye, 2018). These difficulties put the nation's peace, unity, and progress in jeopardy. Over the years, the nation has dealt with a variety of security issues, including terrorism, kidnapping, armed robberies, ethnic and religious disputes, and more recently, bandit and herdsman operations (Oshodi & Adetoro, 2020). A substantial amount of disturbance, fatalities, and property damage have been brought on by the actions of the terrorist organization Boko Haram, which is active in Nigeria's northeast. A common occurrence in Nigeria is kidnapping. Bandits and criminal organizations are constantly on the lookout for simple prey, which frequently results in the kidnapping of both adults and children for ransom (Cilliers & Oberholzer, 2017). Many Nigerians now live in terror which has birthed disruption of businesses and schools.

In Nigeria, political issues have also grown to be a major problem, including corruption and electoral violence. Nigerian elections are frequently tainted by violence, vote-buying, and election cheating, which results in the loss of lives and destruction of property (Ibeanu, 2017). The nation's socio-economic advancement and the standard of governance have both suffered as a result of the culture of corruption. By putting in place policies that support tranquility, stability, and socio-economic advancement, there must efforts to address these insecurities and political related problems in Nigeria. For all of Nigeria's residents, this will result in a safer and more wealthy country.

Re-Branding Nigerian Educational System on the Major Premises and Guide Posts Proposed by this Paper

Through re-branding Nigerian educational system, Nigeria can position itself as a hub for

knowledge, innovation, and academic excellence, thereby positively impacting the country's development and future prospects. Below are some of the ways by Nigerian educational system can be re-branded.

1. Aligning the School System with the Manpower Needs of the Nigerian Economy

The first guide post for re-branding the Nigerian educational system is to make the school system to serve the manpower needs of the Nigerian economy. It appears that Nigerian school system is somewhat disconnected from the needs and challenges in Nigerian workplaces and industry. Nigerian school products have low employability value, Nigerian universities are not producing graduates that are directly employable in Nigerian industries. Graduate unemployment is just one side of the coin, there may also be a syndrome of graduate unemployability, there seems to be a white collar syndrome on Nigerian school certificate.

The Nigerian school system may need re-branding to make it more attuned to promoting the material and economic culture of the nation. The labour market and the school system needs emergency and sustainable synergy in Nigeria. To do this, Nigeria must know the value of vocational subjects side by side with the teaching of academic subject. The love for agriculture which involves animal husbandry and planting must be resuscitated in Nigerian schools. All schools may need to work on a renaissance for love of agriculture among Nigerian youths. It must be realised that whatever is deficient and lacking in the society must be taught and nurtured in the school system as a form of correction for the future.

2. Realigning Education and the Labour Market to Combat Insecurity in Nigeria

The present level of insecurity and banditry in Nigeria might be indications of the fundamental disconnect between what schools teach and what the labour market requires. Many Nigerian youths are not well prepared either for self employment or for government employment. The syndrome of misfit experienced by many Nigerian youths contributes significantly to the perpetuation of

insecurity in the country. These individuals, lacking suitable employment opportunities and struggling to make ends meet, often become vulnerable to the influences of ethnic nationalities, banditry, Boko Haram, and other extremist groups. Desperation and a sense of hopelessness can drive them toward illicit activities as they seek alternative means of survival.

Furthermore, widespread illiteracy exacerbates the problem. Illiterate youths face limited economic prospects and are more susceptible to manipulation by criminal elements. They lack the necessary critical thinking skills, problem-solving abilities, and knowledge to navigate the complexities of the modern world. Without access to quality education, illiterate youths are left marginalized and contribute to the perpetuation of insecurity. There is perhaps no nation with a large army of youths who are occupational misfit and illiterate, that do not have widespread insecurity like that of Nigeria. Re-branding the educational system completely is necessary to address the ongoing insecurity in Nigeria. This calls for a paradigm shift that prioritizes the growth of practical abilities, entrepreneurialism, and vocational training in addition to academic knowledge. The educational system can generate graduates who are better prepared for the labour market, whether as self-employed people or as significant contributors to government employment, by incorporating real-world experiences and industry-relevant education. Therefore to solve the problems of Insecurity in Nigeria, re-branding of the educational system is a sine qua non.

3. Revolutionizing the Nigerian Educational System to Combat Corruption

Nigerian educational system needs to prepare the schools for anti-corruption revolution. Corruption is perhaps Nigeria's biggest problem, it has affected provision of amenities and welfare services. There is no aspect of the Nigerian life that is not negatively impacted by corruption. Nigerian school must be re-branded along the line of fighting corruption in Nigeria from the school system. Character education and civic responsibility that is entirely premised on

patriotism should be brought into schools, every subject in the school system adopting infused curriculum approach must teach anti-corruption message. The war against corruption in Nigeria may never be decisively won until school systems are involved in the campaign. Anti-corruption cadet may be brought into the school system. The younger generation of Nigerians should not be allowed to copy the decadence and corruption of the adult generation. If Nigeria is to survive as a nation, future generation must be guided to shun corruption and believe in the existence of the country. Re-branding of the educational system along patriotism and character education appears imperative.

4. Creating a Rewarding and Friendly Learning Environment for Nigerian Students

Another re-branding milestone is to make teaching and learning in the school system rewarding and friendly. There is perhaps a lot of hardship and suffering in the Nigerian school system. Public education system in the primary and secondary schools appear to be in a state of terrible decadence. It may not be an overstatement to submit that public primary and secondary education are dead in most states of the federation. Private primary and secondary schools have taken their place. The tertiary educational system would have been destroyed totally, if not for the frequent industrial challenges that the Academic Staff Union of Universities (ASUU) have been frequently giving the federal government. There is a need for fundamental re-branding to give fresh air to the school system. Nigerian teachers are hungry and angry. Nigeria students in primary, secondary and Universities are learning with tears and pains. Hunger and poverty appeared to have invaded the school system. For more than two decades there have been mass failure in NECO and WAEC and it has become a normal feature in Nigeria.

According to Smith (2022), many Nigerian university undergraduate cannot afford three meals a day, perhaps one can say that hunger among university undergraduates is becoming a regular phenomenon. There is need for fundamental re-branding in form of adequate budgeting and financing of educational

institutions in Nigeria. A nation that refuses to spend adequately on education may continue to witness the plurality of problems and challenges confronting Nigeria. Student Loans and Bursaries may need to be introduced to Nigerian Schools to reduce the level of sufferings that undergraduates are witnessing. The classrooms, laboratory and hostels in public institutions must be made habitable for human beings. A state of emergency for fixing the monumental decadence of infrastructure in educational Institutions in Nigeria may not be out of place. The Nigerian political elite should see re-branding educational institutions along the premise suggested in this paper as a duty to Nigeria Nation. Only the Nigerian school system must be made competitive with school systems in other parts of the civilized world. This is the only way that Nigeria will not be left behind in a global environment that is always on the move towards progress. Nigeria may rebrand her school system as proposed in this paper.

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