



The Role of Open and Distance Education in Rebranding Nigeria's Tertiary Education for Sustainable National Development

Le rôle de l'enseignement ouvert et à distance dans le renouvellement de l'image de l'enseignement supérieur au Nigéria pour un développement national durable

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Abstract

Education is considered to be a key instrument of human and economic transformation in all nations of the world. This fundamental role of education seems to be eluding Nigeria in the face of intractable challenges in the sector. The history of tertiary education in Nigeria today has been that of mixture of fortunes. Tertiary institutions in Nigerian today cannot comfortably continue to lay claims to being central to the nations ability to connect with the new international knowledge system and adopt, adapt and further develop the new technologies needed in the wider society. This paper examines some of the daunting problems militating against achieving the objectives of education in Nigeria and how Open and Distance Learning can help in achieving the Federal Government rebranding policy. Re-branding project involves attitudinal change, re-orientation, revival of the nation's beautiful old cultural values and instilling a renewed spirit of patriotism and hope in all Nigerians. Using documentary method, the paper stressed the need for rebranding of the entire education sector to stem the drift and decay being experienced now.

Keywords: Rebranding, Tertiary education, Sustainable National Development, Open and Distance Education

Résumé

L'éducation est considérée comme un instrument majeur de la transformation humaine et économique dans toutes les nations du monde. Ce rôle fondamental de l'éducation semble échapper au Nigéria face aux défis insolubles du secteur. L'histoire de l'enseignement supérieur au Nigéria est aujourd'hui celle d'un mélange de fortunes. Aujourd'hui, les institutions

tertiaires nigérianes ne peuvent confortablement continuer à prétendre qu'elles sont le noyau de la capacité du pays à se connecter avec le nouveau système international de connaissances et à adopter, adapter et développer davantage les nouvelles technologies nécessaires dans la société au sens large. Cette étude fait une analyse de certains problèmes redoutables qui militent contre la réalisation des objectifs de l'éducation au Nigéria et comment l'enseignement à distance peut aider à réaliser la politique du pays qui vise le renouvellement de l'image du pays. Le projet du renouvellement de l'image du pays implique un changement d'attitude, une réorientation, la renaissance des belles anciennes valeurs culturelles du pays et l'instauration d'un esprit de patriotisme et d'espoir renouvelé chez tous les Nigériens. En utilisant une méthode documentaire, cette étude souligne la nécessité de faire un renouvellement total du secteur de l'éducation pour arrêter la dérive et la décadence que connaît actuellement le système de l'enseignement du pays.

Mots-clés : renouvellement de l'image, enseignement supérieur, développement national durable, enseignement ouvert et à distance

Introduction

Institutions of higher learning in Nigeria are increasingly being recognized for the important and prominent role they play in national development, in bringing about social and economic innovations in the nation. They are regarded as producers and marketers of knowledge. Thus, they drive the knowledge economy of the nation. Therefore, higher institutions are expected to be centres of excellence and to be able to demonstrate high level of accountability and transparency in their administrations. They should exhibit efficiency in the use of resources as well as in data management and in decision making. Indeed, higher educational institutions are also expected to adapt to change easily in order to deliver on their mandates (Oni, 1999; Ogunleye & Apata, 2019).

Educational institutions generally and institutions of higher education in particular, are fundamental to the construction of a knowledge economy in any society globally. Nations look up to their higher institutions to develop manpower and disseminate necessary knowledge that are needed in industries and other sectors, through their traditional functions of teaching, research and community service (Ogunleye, 2019). The Nigeria higher education system comprises of universities, polytechnics and colleges offering programmes in teacher education, agriculture and maritime. As a community of scholars, institutions of higher education are allowed to pursue knowledge without undue interference from other bodies (Amadi, 2015). The education system in Nigeria is based on the National Policy on Education (NPE) document of 1977

(revised in 2013). The policy document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls' education. The policy document undergoes revisions frequently to ensure that the policies address the perceived needs of the current government and to try to ensure that the education sector is supportive of government development goals. Following the reintroduction of democracy in Nigeria, the government in power felt that there is need to revise and update the National Policy on Education once more to ensure that the education system meets the needs of the new democracy (Moja, 2000).

Instead of salutary breakthroughs, Nigeria's tertiary education is beset by obvious systemic maladies. The common characteristics of Nigerian higher institutions of learning since the 1980s, the 1990s and in the present 21st century include inadequate funding, low staff motivation, brain drain, disproportionate staff-student ratio and scanty research output and low research impact (Ogunleye, 2019), among others. Also evident in higher institutions are issues of examination malpractice, students versus host community clashes, cultism, students indecent dress code, drug abuse, violent behaviour, sexual harassment, shallow teaching and financial exploitation of students by lecturers (Amadi, 2015).

Nigeria's economic growth and development has continued to nosedive due to the battered image of its education system. This is due to the fact that education can affect both the individual and the society physically, psychologically and morally. The educational system of a nation needs to equip the citizens with the appropriate capacity and skills to be able to fend for themselves and to overcome the menace of poverty and lack. This realization has been eluding the nation because of the numerous problems bedevilling the education system. The system is confront issues like policy inconsistencies, decline in quality, unqualified teachers, deterioration of facilities, inadequate funding, gender bias, staff strikes and others. These incessant problems have made Nigerians to lose confidence and faith in their government and her policies, thus giving rise to the 'rebrand Nigeria' campaign. This is quite understandable given the fact that the government has not done much to make life better for the majority of the Nigerian masses, most of whom have consistently remained below the poverty line despite the apparent flaunting of wealth by the leaders (Abdullahi, Abdullahi & Bello, 2012).

Nigeria has been portrayed in bad light in the past decades and has a bad image and reputation as a corrupt nation. It is not deniable the fact that a lot of vices have continued to bedevil the rate of our progress. This include endemic corruption, insecurity, Advance Fee Fraud also known as 419, human and

drug trafficking, money laundering, degeneration of moral and ethical values, indiscipline, violent crime, politically motivated assassinations, ethnic crisis, shameful judicial pronouncements, disrespect to the rule of law and recently, terrorism and the menace of Fulani herdsmen.

Despite her battered image, Nigerian government has continued to make efforts to shore-up her image nationally and globally. It has introduced programmes like “National Rebranding Campaign”, 'Not in Our Character’, 'Nigeria Heart of Africa project' and recently 'Change Must Start with Me Initiative' among others. Rebuilding the image of many African countries, including Nigeria, has been a very arduous task because only gory tales of war, hunger, insecurity, disease, communal clashes and endemic corruption about Africa are what make news in foreign public and private media (Udeala, 2008).

Nigeria has to begin to give serious consideration to rebranding her battered image, particularly, in the educational sector. According to Jude (2009), the negative perception of the products of Nigeria's educational system keeps dealing a deadly blow to the nation's image before the international community with destructive effects on the citizens. This results in stunted economic growth and hampered progress in national development.

Nigeria's poor international image is heightened by the bad behaviour of a few of her citizens both inside and outside the country. This negative perception has more or less become the norm and has gone unchallenged for a long time. Nigerians are treated as criminals or fraudsters in airports and other public places. Whenever the green passport is sighted, Nigerians are asked to stand aside for special screening. The embarrassment is so much that it behooves on the Nation to do all it can to change the perception. Nigeria must strive to present a compelling and coherent image to the world if the perception must change (Akunyili, 2009).

Rebranding in Management parlance, means to link a name or trade mark with a product or service. Before one can talk of rebranding a product, it means that there is an already existing brand. For a country to need rebranding, it means that there is an existing image of that nation that needs to change. The nation has to create a unique and corrective identity for itself by organizing deliberate and pre-determined programmes. Once a country is able to rebrand itself, it becomes a haven for trade, tourism, and foreign direct investment (FDI).

In the past, the Nigerian government, in an effort to present a good image of the nation has launched several projects such as the Green Revolution, MAMSER, Ethical Revolution, War Against Indiscipline (WAI), and in July 2004, the

Nigeria Image Project (renamed, the Heart of Africa Project). While the War Against Indiscipline (WAI) programme lasted, Nigerians were at their best, disciplined, patriotic, orderly, focused, and with a sense of community. Unfortunately, this project did not last. The current image making project for Nigeria was conceived by her former Minister of Information and Communications, Professor Dora Akunyili. She took the task of revamping the battered image of Nigeria as her pet project. She gathered some Nigerian artistes together to carve out an appropriate logo, as well as a captivating slogan for the project. They came up with the slogan “Nigeria: Good People, Great Nation” The programme was a home grown and people- centred one because of her belief that only Nigerians can truly Rebrand Nigeria (Akunyili, 2009).

According to Akunyili (2010), re-branding Nigeria would involve instilling changes in attitudes, re-orientations, revival of cultural values and a renewed spirit of patriotism and hope in all Nigerians. She opined that we have to tell our story by ourselves by believing in ourselves and defining and establishing who we are. No other person will do it for us rather they would define us the way they want and have been doing. She further suggested that Nigerians should endeavour to project a positive image of the nation and to responsibly manage our negatives. We should build on our strong points and turn our weak points to strenghts.

Conceptual Clarifications

The following conceptual definitions need to be made for the purpose of clarity.

Sustainable National Development: The attention was previously on the concept “Development” but the Bruntland Commission (1987), shifted it to “Sustainable Development” by reshaping and modifying it. The commission defined sustainable Development as “the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs.” According to Munasinghe (2002), sustainable national Development involves providing opportunities that will enable individuals and communities to achieve their full potentials and goals without endangering or destroying economic, social and environmental systems. The concept of sustainable national Development remains the modern parameter of measuring development because it puts in to consideration the conditions of people presently as well as not compromising that of the unborn generation. According to Age (2005), some of the objectives which sustainable national development is expected to achieve include increase in capital income and employment, promoting human welfare, satisfying basic needs and protecting the environment. Sustainable national development therefore is a target or goal

meant for the society and its members. However, Ihuoma (2018) asserted that education is the major instrument that can be used for achieving and attaining the target goal and sees education as a direct determinant of whether sustainable national development is going to be achieved or not. Therefore, there is the need for a well-structured educational system in Nigeria that will accelerate the achievement of the sustainable development goals.

Rebranding: Branding or re-branding is a marketing concept associated with products and services. Many countries have resorted to the re-branding option in order to present a polished image of themselves to the rest of the world. Such polishing is necessary for a nation to increase their international profile, attract or improve their foreign direct investment and earnings from tourism and trade (Agba, 2009). Okon (2010) submits that branding as a concept aims at distinguishing, differentiating and illuminating a product's potentials. Udeala (2008) argues that the purpose of branding is to attract prospects and benefits to a product with promises of satisfaction. In his own view, Keller (1999) in Tang (2009) describes re-branding as a strategy of repositioning and at the same time retaining existing brand loyalty.

Tertiary Education: The definition of tertiary or higher education varies from one country to another and differs according to the context. However, Almost all definitions agree that tertiary education refers to education beyond the secondary school level. This includes Colleges of Education, Colleges of Agriculture, Polytechnics, Universities and other institutions that award degrees, diplomas and certificates that are beyond the Ordinary Level (O'Level) certificate. Tertiary education builds on the level of competence, knowledge and skills normally acquired in secondary schools.

Problems with the Nigerian Education System

Despite the fact that various Nigerian governments have always had education as top priority each year, the nation's education system is yet to be poised to tackle the challenges of the century. Obanya (1999) articulated Nigeria's education needs when he suggested a continuous search for excellence, supportive political will, good governance and transparency as the hallmark of Nigerian education.

The major problem of developing education in Nigeria and the world over, is the issue of responsibility and control. There usually is a conflict among the three arms of government about who manages education at various levels. This is reflected in the disparity in fees paid by students in State and Federal Universities. The states determine the fees students in their universities pay and the Federal government cannot regulate or interfere in their affairs. Another controversy is seen in the management of primary education. Neither

the Federal government, nor state or local government is fully in charge of education at this level and this poses a great problem to effective development of education at this very basic level.

Another problem facing the educational sector in Nigeria today is the issue of political interference. Many educational institutions in various parts of Nigeria are opened and run to score cheap political points. Admission into universities, colleges, polytechnics and other higher institutions are mostly influenced by politicians without regards to academic performance. Many parents also use their political offices or influence to ensure the success of their children in schools.

Experts have identified another setback in the nation's educational system as examination malpractice and poor preparation of students for examinations. In view of the increase in fees and the rising costs of books and other materials, students and even their parents will want to pass at the first attempt without having to repeat the process. Therefore, they do all in their power to ensure success. In some cases, teachers encourage students to contribute money (cooperation fees) in order to secure some assistance during examinations because the teachers are aware of the fact that their students are inadequately prepared for the examinations and are gripped with examination anxiety (Ihuoma, 2019). This places extra challenge in the hands of counselors (Amede & Ihuoma, 2018). Most times, teachers resort to this alternative because they lack the facilities to get their students properly prepared.

Most schools in Nigeria lack basic learning facilities and competent teachers in specialized areas like the sciences, ICT, technical education (Ogunleye, 2009; Ihuoma & Nwandu, 2017).), among others. Indeed, some schools that have an English Language teacher might not have a Mathematics teacher. Sometimes, the English teacher would be made to teach Literature, Christian Religious Studies and Government. In such cases, the teacher cannot handle the various subjects effectively, leaving the students ill prepared for success in examinations. Such schools and teachers resort to mass promotion of the students because of the imbalance in the system. The educational sector in the country is, therefore, generally underfunded and the physical facilities are neglected and not maintained. Classroom blocks, libraries and laboratories in many schools have deteriorated and are in sorry state. All these lead to a decline in academic standards. Efforts have to be made to fix these aspects of our educational institutions and this can only be possible through adequate funding and efficient maintenance culture.

Another factor that has contributed to the crippling of our educational system today is the appalling living conditions of the staff in primary and secondary

schools. Sometimes, teachers engage in selling of wares in the schools because they are not paid well and promptly and therefore they are forced to look for an alternative means of survival. Some government schools, have Youth Corpers as their major teachers. When such Corpers end their service year, they go back to their states, leaving the students in the hands of the new set of Corpers who in turn leave after some ten months. Such inconsistencies leave a lot of gaps in the students' learning.

Goals of Higher Education in Nigeria

All over the world, institutions of higher learning are known as centres of excellence for the acquisition of knowledge and dissemination of same to those who need it. They are usually set up by the society for the purpose of advanced learning. Higher institutions are made up of community of scholars, who are focused on pursuing knowledge without undue interference from the outside world. It is also a place where teaching and learning take place without fear of harassment from any quarter. Production and dissemination of knowledge is the hallmark of higher institutions. This they do through teaching, research and community development. The consciousness of a society can also be advanced and diffused by their institutions of higher learning. The products are needed for the maintenance and development of the society (Amadi, 2015). Higher institutions therefore play important roles in the society.

Education at the higher level is regarded as a tool for social and economic development. In Nigeria, the manpower needed to accelerate its socio economic development is provided by its higher education network. The goals of higher education in Nigeria, including university education, are to:

- (1) train high level manpower, thereby contributing to national development.
- (2) develop and inculcate in the people strategies and values for the survival;
- (3) develop aesthetic values in the citizens by stimulating their intellectual faculties
- (4) instill in members of the society, physical and intellectual skills for self reliance;
- (5) promotion of academic prowess and community service;
- (6) forge and cement national unity understanding and integration (FRN, 2004, section 45)

It is a globally incontrovertible truism that education is the cornerstone of national development. According to Jegede (2016), all countries of the world accept the fact that education plays a very significant and important role in their economic and technological development. Education helps to remove illiteracy and poverty among the people, It helps in developing tolerant people who exercise ethical and moral considerations in national and local affairs and engenders a cultural and social community spirit in the citizenry. Accepting education as a veritable tool for socio-economic development is based on the fact that development can only take place in any country that builds its assets in human resources. Late Nelson Mandela, a Nobel Peace Prize laureate, and former President of the Republic of South Africa, confirmed this assertion when he alluded that the most powerful weapon that can be used to change the world is Education. He said that a country can only know true development when her citizens are educated.

A nation's socioeconomic, political and cultural growth and development is determined by its human resources capacity. The role of education in the promotion of these can never be over-emphasized. In Nigeria, universities have been responsible for the provision of the manpower needed for the acceleration of the growth and development of the economy. Higher education will also be pivotal in determining the way future generations will adapt to the complexities of sustainable development.

Higher education institutions in Nigeria train highly qualified graduates who work in all sectors of the economy providing relevant expertise that assist societies in cultural, social and economic development. They also provide opportunities for higher learning and for learning throughout life. They create and disseminate knowledge through research and also help to preserve, enhance, promote and disseminate historic national and regional cultures. They help protect and enhance societal values and democratic principles by training the young people in the values which form the basis of true citizenship while they also contribute to the development and improvement of education at all levels through manpower development and teacher training (Okopi & Ogunleye, 2016).

The Nigerian government has been making frantic efforts at improving the standard of its tertiary education by increasing the budget allocation for the education sector from time to time. (Federal Ministry of Education, 2011). These concerns are driven by the known fact that human resource development (HRD) plays an important role in achieving national development. Innovative and changing competences such as adaptability, communication, and the ability to acquire new skills independently are needed for the growth of new knowledge economy. Jobs now require high-level skills and Tertiary education institutions are therefore required to develop and adapt their

programmes, curricula, and pedagogy to meet these challenges (Anya, 2006).

Capacity Building and Sustainable National Development

This is the era of "knowledge sharing" when knowledge producers like universities, polytechnics and colleges must share it with those who need it (e.g. industries, the public sector, or the public in general. Knowledge sharing brings about capacity building and human capital development. Capacity building is usually focused on solving societal problems through skills and knowledge acquisition. Such problem based learning is usually of benefit to both the students in the learning process, the knowledge provider who benefits from the new information and understanding of the problem and even gets new Innovative solutions and the society which gets developed in the end (Adeola, Adeleke & Opeyemi, 2016).

Conceptually, capacity building focuses on understanding the obstacles that people, governments, international organizations and non-governmental organizations face in trying to achieve their development goals and tries to enhance the abilities that will help them to realize their goals successfully. Since human capital is the greatest asset any organization or nation can have, their development is very crucial to sustain societal economic growth and development. Open and Distance Education (ODE) institutions come in handy at this point to help the nation to achieve its National Policy on Education goals through teaching, research and development. Sustainable staff development programmes are generated and knowledge disseminated through ODE various modes while students retain their jobs and positions. Efficient and well formulated ODE policy delivery system can serve as an effective avenue to reach and train target groups that have limited access to conventional education and training. ODE institutions have to ensure that they are connected to information resources that can bring about innovations and new changes to education and create opportunities for lifelong learning.

Open and Distance Education as a New Brand

Open and Distance Education (ODE) represents a form of teaching and learning using modes other than the regular face-to-face method. Here, the teachers and the learners are physically separated and instruction takes place through various media including print and modern ICT. Open and distance learning is a flexible mode of learning that saves cost and allows students to work at their own time, space and pace as the students may not always be physically present at a classroom. This mode of studies and acquisition of knowledge that began since the 18th century can be used at various levels of learning situations, including primary, secondary, tertiary, vocational and non-formal education.

ODE uses well designed instructional materials, and lays much emphasis on quality assurance and well-structured student support services (Ogunlela & Ogunleye, 2014). The aspect of openness in the ODL pertains to the flexibility with which students learn and the vast access they have to instructional resources. This mode of learning leads to abundance of educational opportunities to every one desiring tertiary education since it does not lay emphasis on age, previous level of academic achievement, and other factors which create artificial barriers to life-long educational pursuit (Jegede, 2016). ODL's non-contiguous form of study, enable learners to study with flexibility of time and space. Its contributions to social and economic development have become indispensable in the quest for educational development in both developing and developed countries.

Nigeria's latest attempt at ODE has become a successful enterprise with an objective to address the educational needs of thousands of her citizenry. The National Open University of Nigeria (NOUN) is an [Open and Distance Learning](#) institution, established by the Federal Government of Nigeria. Within its short period of establishment it has become Nigeria's largest [tertiary institution](#) in terms of student populations. The institution was initially established on 22 July 1983 as springboard for open and distance learning in Nigeria. It was suspended by the government on 25 April 1984. However, on 12 April 2001 the then [President of Nigeria](#), General [Olusegun Obasanjo](#) [began](#) its resuscitation. At the inception of the university, the student enrolment stood at 32,400 showing the yearning of the masses for tertiary education. The numbers have kept increasing yearly. By its nature as an ODL institution, NOUN does not provide face-to-face lectures to students in normal classrooms except some certain study centres. The study centres provide course materials and other necessary support to all students after the payment of tuition fees. All the courses being offered by the university have been accredited by the [National Universities Commission](#) (NUC).

- According to Jegede (2007 & 2009) and (Olayiwola, Reju & Alaneme, 2009)
- The Federal Republic of Nigeria (FRN) 2004 National policy on education specified the goals for distance education as to:
- Provide access to quality education,
- Open up opportunities for those who otherwise would have been denied,
- Mount special certificate courses for employees at their work place so as to meet the special needs of their employers,
- Encourage internalization especially of tertiary education curricula
- Ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerians experts as teachers

regardless of their locations or places of work.

Since it has become obvious that the existing conventional universities cannot cope with the extremely large numbers of applicants seeking for admission, the emerging ODL must therefore be positioned to cater for these groups of people through appropriate capacity building in the areas of personnel, technology and appropriate infrastructural facilities (Olayiwola et al, 2009).

Issues and Challenges in Rebranding Nigeria's Tertiary institutions

An ideal university system comprises of the university community, engaged mainly in academic work and administration. Such a system must be in a position to contribute actively to national development. Our universities must be able to undertake the training and development of the skilled manpower relevant to our national development. The graduates must also be made to imbibe some sense of decency, integrity and high moral standard in the course of their university training. For us to achieve this, the university system according to Akunyili, (2010), must be Re-branded through the following measures among many others:

Protecting the Sanctity of Examinations: Examination is a gateway to promotion or stagnation; progress or redundancy. It is the only objective means of assessing knowledge and choosing between competitors. The sanctity of examination should therefore be at the root of our university value system. Without examinations, hard work cannot be rewarded.

Universal Faculty System: The name, 'university' refers to the universality of knowledge and learning. A universal faculty refers to the mixture of people from different places, and lecturers trained at different places. Therefore university faculties should be made up of academic staff with universal qualifications and orientations obtained from various backgrounds. The growing culture of universities employing only their alumni negates this ideal and should be discouraged. A faculty made up of lecturers who had their undergraduate and post-graduate studies in the same university may not be capable of out-of-the-box thinking.

Promotion of Linkages with other Universities: A University must widen its horizon through deliberate promotion of linkages among other universities. This can come in the form of exchange programmes, fellowships, some of which are sponsored by international agencies. For universities within Nigeria, the National Universities Commission (NUC) should foster linkages by ensuring that new universities are officially mentored by older ones.

Promotion of Character and Learning: Universities are expected to be

centres of excellence. The excellence in question must be in both academics and character. That is why during some universities' graduation ceremonies, the graduates are announced as those who have been found worthy in character and learning. Today the challenge of changing Nigeria for the better is more about an individual that is well rounded, both in competence, character and learning. A combination of competence, character and learning are required for optimal contribution to national development.

Preservation of the culture of Merit and Excellence: The university system in Nigeria started off on a foundation of merit and excellence, devoid of the tribalism and nepotism that characterize the larger society. Tribalism and nepotism which have permeated all facets of our university system, and are fast becoming institutionalized, will worsen their present state, if we do not make concrete efforts to reverse this ugly trend.

Promotion of Teaching and Research: Teaching and research are at the core of what a university is all about. Anything that hampers any of these two is an enemy of university education. Nigerian universities must rededicate themselves to promoting teaching and fostering research. The inability of most Nigerian professors to win national and international awards is an eloquent testimony to the low level of research being carried out in our universities. Teaching is a special call to the service of character moulding. Reward must never be placed above this special call to service. It cannot be adequately paid for in material terms. The joy of a teacher is in the progress of his students. The total commitment of lecturers to teaching and research is one of the most essential ingredients in re-building Nigerian universities, and indeed the whole nation.

Provision of Adequate Infrastructural Facilities: Adequate Infrastructure in a University environment is a must, not an option. They include decent hostels, classrooms, functional libraries, laboratories, water, electricity, staff residential accommodations, good access road within and around the institution, recreational facilities, health care centers, security etc. Management of these and more facilities must also be a routine culture.

Upholding Law and Order: One remarkable difference between developed and developing nations is adherence to sanctions and incentives. There must be clear sanctions for bad behaviour and encouraging incentives or reward for good conduct. University authorities must uphold law and order as enshrined in our national constitution. Cultism which has crept into our university system, has steadily grown, and is rapidly destroying our youths. Cultists should be fished out and dealt with accordingly. Lecturers that support such activities should be given stiffer punishment. To re-build our university

education, we must have zero tolerance for cultism and other forms of deviant behaviour.

Funding/Government support: Government's support is greatly needed if we are to re-build our university system with the urgency it deserves. Support should be in form of adequate funding, favourable policies and appropriate remuneration of university staff. Government's commitment to the rebuilding of our university system was recently underscored by increasing the salaries of lecturers, making them about the highest paid un-elected public servants. Above all, Universities must engage the private sector to attract funding through research and inventions.

Addressing University Admission problem: Another area to be addressed in our University education is the politics of university admission. Apart from the corruption associated with the process, many who are qualified hardly get admitted. This amounts to thousands of youths desperate for higher education not getting the opportunity. This is not common in other countries. There must be something wrong with the process that requires urgent solution.

Internal corruption in higher institutions: All our educational institutions have the problem of internal corruption to contend with. This corruption involves both the learners, teaching and non-teaching staff. Often, students are made to pay compulsory levies and/or buy handouts at exorbitant prizes. Other forms of corruption include poor project conception and execution, students giving bribes for marks, etc. A university can only re-brand if there is integrity in the student lecturer relations and management of public resources, with corruption reduced to the barest minimum (Akunyili, 2010).

Conclusion

This paper has tried to examine the problems of the entire education sector which range from inadequate funding, poor infrastructure, shortage of qualified personnel, political instability, poor policy formulation and implementation to endemic corruption amid Federal Government's rebranding programme policy. As stated earlier, for an effective re-branding project, people have to change their attitudes and orientations towards national issues and embrace a renewed spirit of patriotism. Our beautiful old cultural values have to be revived and hope restored in all Nigerians. The expectation of Nigerians is a re-branded educational system that will be full of certified motivated and adequately rewarded teachers and one in which the entry matriculation requirements are strictly adhered to and viable academic standards maintained, to boost the morale of the students and teachers. All stakeholders in the sector must show sincere concern and commitment in revitalizing and repositioning the Nigerian education sector to stem the drift and decay.

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