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TRANSFORMING EDUCATION SYSTEM IN NIGERIA

The predominantly rural but public education system in Nigeria, whose transmission was basically a blend of both oral and tutorial approach of learning, that made possible the emergence of what was characterized to be popularly known as pidgin and its perfection thereof, - an endogenous vernacular in perspective as such, with a specific pronunciation that might be tied and attributed to any of the multi-ethnic parts that constituted the tribes or the regions, and, as it were, was coded and though assumed as an authentic language of instruction for development and growth- made up the outreach possible throughout the Federal Republic of Nigeria.

Thanks to the existence of cross-cultural trade or globalization through trade, which gave rise to the recognition and the existence of other cultures and civilizations, and hence, the contact with foreign commercial English language on the west coast of Africa some centuries ago. However, the passing away from the use of pidgin to the perfecting of the use of modern English by scholars in Nigeria became so prominent as many successfully trained professionals in all fields of work were embarked on national development efforts for growth.

Nevertheless, can it be ascertained that the Education system in Nigeria has aroused patriotic citizen's awareness to identifying their varied inputs and the outcome of such functional inputs for National character building model, despite the push-pull factors that tended to impoverish the old education standards? The Nigeria education system has, for long taken for granted, that it could compete on equal ground with other growing nations that have got the perception, that education is but the backbone of any growth-seeking nation, and if so, with what educational equipments, can the nation fight for a certain rank in Africa and a specific position amongst nations in constant frictional momentum, where there is the illusion, and the plight for geopolitical influence as well as economic interest?

This paper will tend to analyze the pertinent questions and the need for transforming the education system in Nigeria while taking into account, the salient but distributional missing factors such as the non-identification of the relevance between education and the strategic industrial sector for the enhancement of Nigeria's economic and social growth processes; the inadequate positioning and endorsement of the Nigeria's trained and skilled professionals that kills the tangible economic time element daily in the

wrong sectors of the Nigeria's economic system; the Nigeria's education trade unions inability to recall the "once upon a time UDOJI awards scheme - where the Federal government misplaced the collectable taxes susceptible to promote and reinvest in the productive sectors of the economy, "- and to reason with the federal ministry of Education towards the upholding of the very specificity of education- the backbone for progress in a big society such as Nigeria; the failure of the education ministry to recognize the paramount role of teachers, professors, students and researchers and the entire supportive branches, in their distinct institutions of higher learning towards the Nation building paradigm of which, a solid national education system per se, is a sine quoi none and the subvention of it by the Federal government, in her capacity as to reorienting the education budget policies in perspective; the lack of infrastructural facilities for students and researchers in different fields in their various universities, such as national and state and local government libraries and the non-stimulation of prominent publishing houses and printing presses; the revitalization of existing university colleges and school campuses, and if need be, the restructuring and the dissemination of local university campuses within the states, and hence, empowering both the local governments and their respective states to continue to identify and work, in giving college and university graduates the appetite to think, to reflect, to innovate and to be involved in the state building efforts for good citizenry, and thus providing to the citizens through education, that that could upgrade the intellectual capabilities that are needed on a constant basis as these inputs becomes the steadfast light for the federal Republic of Nigeria to shine amongst the developing nation states; even when some scholars might be delighted to maintain an opinion as it were, that presently the hopes of local students were seemed to be dampened.

The long term objectives of the transformation of Nigeria's education system has to be one of re-engineering the aspirations of both the college and the university graduates to continue to hope on the qualitative skills they are bound to achieve or to sustain through a rigorous theoretical training that has to be sanctioned by an industrial training scheme, as these are vital for their future career, and their supportive attitude to continue to foresee their future as one of active players in industries and the society at large.

These are but some salient facts that ironically, called for the need for transformation of Nigeria's education system in perspective, despite the supplementary question as to what went wrong indeed? And at what point in time did the educational values in a great nation such as Nigeria fell apart, even though globalization and its aftermath in terms of the emphasis on perfection through higher education to very many families in the Nigerian society has dominated the present era? The paper will continue to evaluate these missing factors so far raised, while providing internationally acceptable models of education that are bound to reinforce our approach, even though these may not be too far from that that operates presently in Nigeria's education system, if conceived with an objective thought and might inherent in man and in its leadership for advancement of the society.