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Fostering National Development in Nigeria: The Interplay Between Education and Social Orientation

Udom Adaeze Charlyn

Daniel Eseme Gberevbie

Goddy Uwa Osimen

Department of Political Science and International Relations,
Covenant University,
Nigeria

Abstract

This paper examines the pressing challenges of widespread ignorance in terms of socio-political and economically related issues in Nigeria. Despite its rich natural and human resources, Nigeria still grapples with significant socio-political and economic challenges stemming from inadequate social orientation and functional result-oriented education. The paper contends that redefining educational goals, enhancing teacher training, and integrating civic and media literacy into the curriculum are essential for cultivating a well-informed and engaged citizenry. It explores the roles of government initiatives, community involvement, technology, and strategic partnerships in implementing these Programmes. By prioritizing result-oriented education, Nigeria could leverage its resources and human capital to drive sustainable development, reduce poverty, and foster national cohesion. The study underscores the necessity of collaborative efforts among government officials, the private sector, NGOs, and international donor organizations to present practical strategies for effective implementation of required public policies to achieve Nigeria's quest for development.

Keywords: Economic challenges, education, national development, socio-political, social reorientation, Nigeria

1. Introduction

"Education enhances human capital, enabling individuals to contribute to a nation's quest for improved productivity," states McGrath (2014). UNESCO (2024) further emphasizes that education fosters civic responsibility, which, in turn, drives economic growth and sustainable development. Despite Nigeria's vast resources, inadequate investment in functional, result-oriented education has contributed to socio-political stagnation. However, as Oladoyin et al. (2024) argue, education alone cannot fully drive national development without social reorientation.

According to the Global Partnership for Education and UNDP (2024), education influences multiple sectors, including the economy, security, and overall well-being of citizens. However, Adekeye and Azeez (2021) stress that deep-seated attitudes, values, and behaviors in Nigeria often impede national progress. To address these challenges, Olowu (2020) asserts that social reorientation

is imperative, as it shifts the collective mindset toward civic responsibility, national unity, and collaboration. This process, when integrated with education, equips citizens with the critical thinking skills, ethical consciousness, and leadership values needed for an engaged and productive society (Osimen, Ehibor, Daudu, & Alofun, 2025).

"Young Nigerians need not just intellectual development but also civic values required for sustainable development," argues Young Citizens (2024). Thus, comprehensive education reform and reorientation programs are crucial for preparing citizens to tackle national challenges and contribute to economic modernization.

Education exists in formal, informal, and non-formal formats. Coombs and Ahmed (1974) explain that formal education occurs in structured institutions, while informal education takes place through daily experiences. LaBelle (1982) adds that non-formal education includes vocational training and practical skill acquisition, making it essential for lifelong learning. Okwenu and Anyacho (1995) emphasize that citizenship education, which integrates these forms of learning, fosters civic responsibility, national consciousness, and ethical leadership. "Citizenship education instills positive beliefs and habits that develop individuals into productive members of society," argue Olapade, Bola, and Aderibigbe (2002).

Dubey and Barth (1980) maintain that citizenship education is key to instilling values cherished by society, while Barth and Shrimis (1977) describe it as a means of promoting cultural knowledge and social cohesion. By equipping individuals with civic awareness and national loyalty, citizenship education strengthens democratic participation and ensures peaceful coexistence (Osimen, el tal, 2025).

Nigeria, with its vast natural resources and growing population, has the potential for significant progress. However, Osimen et al. (2024) argue that ineffective social orientation hinders the country's ability to harness these advantages. To unlock its full potential, Nigeria must adopt a dual approach—prioritizing both education reform and social reorientation policies. By aligning civic education, critical thinking, and national consciousness with traditional education, the country can cultivate an informed, responsible, and engaged citizenry, capable of driving economic growth, social stability, and democratic governance.

Nigeria, a country endowed with vast natural resources - including oil, natural gas, minerals, and arable land - has significant potential for growth. With a population exceeding 214 million and a vast internal market, the country stands in a unique position to leverage its resources for development. Despite these advantages, Nigeria continues to face numerous challenges that hinder the effective use of these assets, largely due to insufficient social orientation. Addressing these issues through targeted reforms in education and social reorientation Programmes is critical to equipping citizens with the necessary skills, knowledge, and mind-set to leverage on the country's resources for national development.

2. Review of Literature

"Nations that prioritize education experience sustained economic growth and improved governance," argue Nwuke and Yellowe (2025), emphasizing that education plays a pivotal role in national development. Amelia (2025) expands on this, stating that education is not just an academic exercise but a transformative force that fosters poverty alleviation, employability, and workforce development. However, Muhammad and Gaya (2025) caution that achieving effective and comprehensive education remains a challenge, especially in developing nations like Nigeria, where policy inconsistencies, inadequate funding, and socio-political instability continue to hinder progress.

Oghuvbu (2025) insists that educational reform alone is insufficient unless coupled with civic education and social reorientation. "Citizenship education enhances civic engagement and strengthens democratic institutions," asserts Feng (2025), highlighting how structured civic education programs in South Africa and the Philippines have led to higher political participation, reduced corruption, and greater national cohesion. Similarly, Wilson et al. (2025) report that countries

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neglecting civic education struggle with political apathy and weakened democratic structures.

"The Universal Basic Education (UBE) program in Nigeria has improved literacy rates, but it lacks structured civic education components," note Akande and Ijeuru (2025). To address this gap, they propose that courses on governance, social responsibility, and digital literacy be integrated into school curricula. Alare (2025) draws comparisons with Singapore and Rwanda, where structured civic education has resulted in higher national consciousness and civic engagement, arguing that Nigeria should adopt a similar model.

"Studies confirm a strong link between education, national development, and social transformation," claim Njoku et al. (2025). Their research found that Nigerian students exposed to civic education programs demonstrated greater political engagement and awareness of social justice issues compared to those without such training. Based on these findings, they advocate for policy-driven educational reforms that prioritize civic education and social reorientation as fundamental components of national development.

3. Comprehensive Education and National Development

"Comprehensive education is more than just academic learning; it must integrate social, emotional, and civic competencies," argue Feng (2025) and Nwuke and Yellowe (2025). They explain that critical thinking, problem-solving, and civic responsibility are core pillars of an effective education system. Muhammad and Gaya (2025) add that countries emphasizing civic education enjoy stronger democratic participation and economic stability.

Wilson et al. (2025) insist that civic education programs in secondary schools are essential because they instill democratic values, enhance political literacy, and promote a culture of accountability. Their comparative analysis of Kenya and Malaysia demonstrates that integrating citizenship education into national curricula leads to lower corruption rates and stronger national unity. Oghuvbu (2025) supports this claim, stating that countries with structured civic education witness reduced political corruption and increased public trust in governance.

Njoku et al. (2025) argue that citizenship education is most effective when combined with social reorientation programs that actively engage communities through public awareness campaigns and anti-corruption initiatives. "Without a structured reorientation strategy, even the best education systems fail to instill civic responsibility," they warn.

4. Social Reorientation and Its Role in Development

"Social reorientation is crucial for national progress, as it fosters unity, reduces corruption, and promotes civic consciousness," asserts Alare (2025). They emphasize that media literacy should be a core part of reorientation programs, helping citizens critically evaluate information and counter misinformation. Olasunkanmi et al. (2025) highlight how Indonesia and Ghana have successfully implemented media literacy initiatives, which reduced misinformation and improved public trust in governance.

"Reorientation is not just about social values—it has direct economic and political implications," claim Akande and Ijeuru (2025). They argue that countries failing to integrate civic reorientation into education often experience high political disengagement and social instability. Feng (2025) cites Ethiopia's civic reorientation programs as an example, explaining that when citizens actively engage in national dialogues, they hold political leaders accountable and drive democratic stability.

Muhammad and Gaya (2025) outline three key components for effective social reorientation in Nigeria:

1. Media literacy campaigns to combat misinformation.
2. Public accountability initiatives to promote transparency.
3. School-based programs that teach students national values and civic duties.

5. National Development: A Multifaceted Approach

"National development is not just about economic growth—it also requires social cohesion and political stability," assert Wilson et al. (2025). They define national development through three primary indicators:

- Economic growth – measured by GDP, employment rates, and poverty reduction.
- Social cohesion – reflected in ethnic harmony, community engagement, and trust in institutions.
- Political stability – assessed through governance efficiency, democratic participation, and anti-corruption efforts.

Njoku et al. (2025) argue that countries that integrate education with civic reorientation policies achieve higher national stability and economic growth. They cite Singapore's emphasis on structured civic education as a key factor behind its economic transformation and political stability. Amelia (2025) agrees, stating that Nigeria must embed civic responsibility, digital literacy, and ethical leadership training at all levels of education to achieve similar results.

6. Theoretical Framework

This study draws upon three key theories to understand the connections between education, social reorientation, and national development: Human Capital Theory, Nation-Building Theory, and Development Theory.

6.1 Human Capital Theory

"Investments in education enhance individuals' productivity and contribute to national economic growth," argues Becker (1994), introducing the Human Capital Theory. This perspective emphasizes that education equips individuals with skills, knowledge, and competencies that increase employability and workforce efficiency. In the Nigerian context, however, inadequate investment in teacher training, vocational education, and technology-driven learning has stifled human capital development, resulting in high youth unemployment and underemployment rates (Oghuvbu, 2025). Research by Muhammad and Gaya (2025) highlights that only 30% of Nigerian university graduates secure employment within their first two years post-graduation, compared to 80% in countries like Germany and Singapore, where vocational education is prioritized. "Without targeted investment in quality education and skill acquisition, Nigeria's labor force will remain underutilized," warn Wilson et al. (2025). This underscores the need for education policies that integrate technical and vocational training, ensuring that Nigerian graduates possess practical, marketable skills.

6.2 Nation-Building Theory

Deutsch and Foltz (1966) describe Nation-Building Theory as emphasizing the role of education in fostering national identity and political stability. "Education strengthens shared values and national consciousness," assert Alare (2025), highlighting how civic education programs have played a transformative role in countries like Singapore and Rwanda.

Singapore's education system, for instance, has successfully promoted national unity among its ethnically diverse population by embedding civic education and multicultural studies into its curriculum (Feng, 2025). Similarly, Rwanda has used education as a reconciliation tool following the 1994 genocide, implementing national identity programs and history lessons focused on unity and inclusion (Njoku et al., 2025).

In Nigeria, however, ethnic divisions, religious tensions, and socio-political instability persist, partially due to the absence of a unified civic education framework (Olasunkanmi et al., 2025). "A

fragmented education system that fails to instill national values fuels division rather than cohesion," cautions Akande and Ijeuru (2025). To address this, Nigeria must reform its civic education curriculum to foster national identity, intergroup dialogue, and democratic values.

6.3 Development Theory

Sen (1999) describes Development Theory as centered on expanding human capabilities as a measure of progress. "Development is not just about economic growth—it's about ensuring that individuals have access to education, healthcare, and civic participation," argues Amelia (2025).

In the Nigerian context, education and social reorientation are fundamental for development because they empower citizens to engage productively in national life, thereby reducing inequalities (Wilson et al., 2025). Countries like Finland and South Korea have demonstrated that investing in equitable education policies leads to widespread economic prosperity and political stability (Feng, 2025).

However, Nigeria faces challenges in education accessibility, particularly for marginalized groups such as rural populations and internally displaced persons (Njoku et al., 2025). To align with Development Theory, policymakers must prioritize:

1. Expanding access to quality education across all regions.
2. Promoting inclusive governance through civic education.
3. Implementing social reorientation campaigns to combat corruption and misinformation.

By integrating Human Capital Theory, Nation-Building Theory, and Development Theory, Nigeria can restructure its education system to drive national development, promote social cohesion, and enhance democratic engagement.

7. Methodology

7.1 Research Approach

This study adopts a qualitative research approach to analyze the impact of education and social reorientation on national development in Nigeria. The qualitative nature of the research emphasizes the exploration of existing theories, policy frameworks, and relevant literature. Rather than relying on primary data collection through surveys or interviews, this study utilizes secondary data from a variety of reputable sources. The focus is on synthesizing existing knowledge on education, social reorientation, and their role in national development.

7.2 Data Collection and Analysis

Data collection for this study relied on secondary source. This involves an examination of secondary materials, including peer-reviewed academic journals, government reports, international organization publications (such as UNESCO, UNDP, and the World Bank), and policy documents. These sources provide a foundation for understanding how education and social reorientation contribute to national development, particularly within the Nigerian context.

Documents reviewed in this study include policy frameworks, national development plans, reports on educational reforms, and development indices from international agencies.

However, the data collected were thematically analysed. The analysis was aimed at identifying patterns, key themes, and insights into the role of education and social reorientation in fostering sustainable national development.

7.3 Sample Characteristics

Given that this research does not involve the collection of primary data, there is no defined sample population. Instead, the study synthesizes information from a broad array of secondary sources that

provide a comprehensive view of the relationship between education, social reorientation, and national development. The documents analyzed include those produced by government bodies, educational institutions, international organizations, and non-governmental organizations (NGOs) that are actively engaged in development initiatives.

The data sources also include global case studies from countries such as Rwanda, Singapore, and Malaysia. These countries serve as comparative models, allowing the study to draw on international best practices and frameworks that may be relevant for Nigeria's development trajectory.

7.4 Reliability and Validity Measures

To ensure the credibility and accuracy of the study's findings, several measures of reliability and validity have been incorporated:

1. **Source Credibility**: The study relies exclusively on authoritative sources, including reports from internationally recognized organizations such as the United Nations Development Programme (UNDP), UNESCO, and the World Bank. These organizations are known for their rigorous research and data collection methodologies, which lend credibility to the information presented.

2. **Comparative Analysis**: The study employs a comparative approach, examining case studies from countries such as Rwanda, Singapore, and Malaysia. These case studies provide context and insights into the effectiveness of educational reforms and social reorientation initiatives in fostering national development. By comparing these models with Nigeria's situation, the study aims to validate its arguments and findings.

3. **Theoretical Grounding**: The research is underpinned by well-established theoretical frameworks, including **Human Capital Theory**, **Nation-Building Theory**, and **Development Theory**. These theories provide a strong conceptual foundation for the analysis of the role of education and social reorientation in national development. By applying these theories, the study ensures that its findings are conceptually sound and aligned with established academic discourse.

4. **Cross-Referencing**: To further ensure the validity of the findings, the study cross-references key arguments and data points across multiple sources. This triangulation process helps to confirm the reliability of the conclusions drawn from the document analysis.

7.5 Education Goals and National Development

National education system plays a crucial role in fostering sustainable development by prioritizing comprehensive education and reorientation Programmes. Comprehensive education encompasses an inclusive approach that extends beyond traditional academic learning to include vocational training, practical skills development, critical thinking, and civic education. This multifaceted strategy aims to cultivate a proactive and engaged citizenry capable of contributing meaningfully to national development (Federal Republic of Nigeria [FRN], 2013). To achieve these goals, government initiatives are essential. Policies must be implemented that prioritize education and reorientation, ensuring adequate funding and resources. This includes revising the national curriculum to incorporate functional and civic education, launching nationwide reorientation campaigns, and establishing monitoring frameworks to assess the effect of these initiatives. By taking a leadership role, the government can foster a national movement toward development and modernization through community involvement.

Community involvement is equally critical for the success of educational and reorientation Programmes. Local communities, with their unique cultural contexts, should be actively engaged in the design and implementation of these initiatives. Community leaders and stakeholders can ensure

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that Programmes are culturally relevant, fostering ownership and accountability, which increases the likelihood of their acceptance and sustainability. The integration of technology can significantly enhance the reach and effectiveness of education and reorientation Programmes. Online platforms and mobile applications provide innovative ways to disseminate information, overcoming geographical barriers and allowing access to educational content in underserved areas.

Strategic partnerships are essential for providing resources and expertise. Collaborations among the government, private sector, NGOs, and international bodies can pool diverse perspectives and skills. The private sector can contribute through corporate social responsibility initiatives and funding, while NGOs offer community connections and innovative approaches to education. International organizations can provide technical assistance and align Nigeria's efforts with global standards (World Bank, 2018).

With concerted efforts, Nigeria can address its challenges and realize its potential as a leading economy in sub-Saharan Africa. Comprehensive education and reorientation Programmes can unlock the full capabilities of the nation's resources and human capital, driving economic growth, social development, and national unity. This collective commitment to educational initiatives can transform Nigeria into a prosperous and engaged society, capable of achieving sustainable development.

The National Policy on Education in Nigeria emphasizes the need for comprehensive education with functional, skill acquisition, job creation, and poverty reduction (FRN, 2013). Initiatives like the Universal Basic Education (UBE) Programme is pivotal in promoting sustainable development by addressing infrastructure gaps and ensuring ongoing reorientation to enhance the education system's effectiveness. Olaopa (2016) asserts that the National Orientation Agency (NOA) should be elevated to create practical initiatives integrated into development policies. Furthermore, the National Economic Empowerment and Development Strategy (NEEDS) aim to restore fundamental values in Nigeria, emphasizing value reorientation as a critical goal (National Planning Commission [NPC], 2004).

8. Community Involvement and Technology for Development

Community involvement is critical for the success of educational and reorientation Programmes. Local communities, with their unique cultural contexts, should be actively engaged in the design and implementation of these initiatives. Community leaders and stakeholders ensure that Programmes are culturally relevant, fostering ownership and accountability, which increases the likelihood of acceptance and sustainability. The integration of technology can significantly enhance the reach and effectiveness of education and reorientation Programmes. Online platforms and mobile applications provide innovative ways to disseminate information, overcoming geographical barriers and granting access to educational content in underserved areas. Data analytics can offer insights into the effectiveness of these Programmes, guiding improvements and scaling successful initiatives (United Nations, 2015).

8.1 Strategic Partnerships for National Development

Strategic partnerships among the government, private sector, non-governmental organizations (NGOs), and international bodies are essential for resource provision and expertise sharing. The private sector can contribute through corporate social responsibility initiatives and funding, while NGOs offer community connections and innovative approaches to education. International organizations provide technical assistance and align Nigeria's efforts with global standards (World Bank, 2018). With concerted efforts, Nigeria can overcome its challenges and realize its potential as a leading economy in sub-Saharan Africa. Comprehensive education and reorientation Programmes can unlock the full capabilities of the nation's human and material resources, driving economic growth, social development, and national unity. This collective commitment to educational

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initiatives will transform Nigeria into a prosperous and engaged society capable of achieving sustainable development.

9. National Policy on Education and Sustainable Development

Nigeria's National Policy on Education emphasizes the importance of functional education, skills acquisition, job creation, and poverty reduction (FRN, 2013). Initiatives such as the Universal Basic Education (UBE) Programme is pivotal in promoting sustainable development by addressing infrastructure gaps and ensuring ongoing reorientation efforts. Olaopa (2016) asserts that the National Orientation Agency (NOA) should be elevated to create practical initiatives integrated into development policies. The National Economic Empowerment and Development Strategy (NEEDS) also aims to restore fundamental values in Nigeria, with value reorientation as a critical goal (National Planning Commission [NPC], 2004).

9.1 Universal Basic Education in Nigeria

The UBE Programme, introduced in 1999, aims to provide free, compulsory, and universal basic education for every Nigerian child aged 6 to 15 years. However, significant challenges remain. As of 2023, Nigeria requires an additional 20,000 schools and 907,769 classrooms to accommodate the increasing number of schoolchildren (Universal Basic Education Commission [UBEC], 2023). The UBE Programme focuses on bridging the educational gap for marginalized groups, including females, nomadic populations, and out-of-school youth (World Bank, 2023). In a research work by Adaeze Udom titled "Universal Basic Education Policy and Educational Development in Eti-Osa Local Government Area, Lagos State, Nigeria," the policy's impact on access, quality, and equity in education was investigated. The study uncovered mixed results, showing that while the UBE policy has improved access to education, its implementation remains inadequate in preventing dropout rates. Key governance challenges, including insufficient funding, poor infrastructure, inadequate teacher training, and weak monitoring systems, were identified as contributors to these shortcomings (Adesina, 2019; UBEC, 2023). To fully realize the UBE policy's objectives, the Nigerian government must enhance funding, upgrade infrastructure, increase teacher training, and improve monitoring and evaluation mechanisms. These recommendations offer a strategic roadmap for overcoming current challenges and advancing educational development in Nigeria.

9.2 Reorientation Programmes and Development

Reorientation Programmes are essential in educating both in-school and out-of-school populations, including community leaders. These Programmes aim to align the populace with national values and developmental goals, enhancing understanding and fostering a culture of continuous learning and adaptation. Historical evidence shows that significant investments in education are key to any country's developmental efforts. Political and civic education, or 'political conscientization,' is particularly vital for building a robust and sustainable political system (Ugwuja, 2019). Successive Nigerian governments have introduced various Programmes aimed at orientating citizens through civic and political education. For instance, General Aguiyi Ironsi's social re-engineering Programme, Shehu Shagari's Ethical Revolution, and Buhari/Idiagbon's War Against Indiscipline aimed to instil national discipline (Ugwuja, 2019). However, these efforts were often uncoordinated and ad-hoc, limiting their long-term impact. The National Orientation Agency (NOA), established by Decree 100 of 1993, was created to consolidate efforts in public enlightenment, mass mobilization, and value reorientation. The agency's mandate includes both formal education in schools and non-formal methods, such as town hall meetings and market outreaches, aimed at promoting national awareness (National Orientation Agency, n.d.).

9.3 The Importance of Political and Civic Education

Political and civic education plays a pivotal role in shaping democratic societies by fostering informed and engaged citizens. It nurtures the values and norms that enhance human interactions and address societal challenges. The recent reintroduction of civic education in Nigeria's secondary schools reflects its significance in addressing the nation's socio-political issues (Ugwuja, 2019). By combining political and civic education, Nigeria can drive positive changes in societal perceptions. Educating citizens on their rights, responsibilities, and governance roles is essential for creating a more engaged and conscientious population, which is a foundation for sustainable development. Nigeria's national education system, bolstered by reorientation Programmes, serves as a crucial tool for national development. Through strategic partnerships, community engagement, technology integration, and a strong emphasis on political and civic education, the nation can unlock its full potential. While challenges persist in implementing Programmes like Universal Basic Education (UBE), continued commitment to educational goals will lead to sustainable growth, social progress, and national unity.

9.4 The Role of Education in Combating Ignorance

Enhancing critical thinking in education is vital. Paul and Elder (2005) emphasize that education should "light a fire" rather than merely "fill a pail." This approach develops self-directed, disciplined, and critical thinkers capable of gathering and assessing information, asking vital questions, and arriving at well-reasoned conclusions. The relationship between leaders and the populace is key, as community and NGO engagement help break the cycle of misinformation and underdevelopment. By fostering critical thinking skills, education empowers individuals to question falsehoods and make informed decisions, contributing to national development (Achuonye, 2017).

9.5 Education's Role in Mitigating Ignorance

i. **Promoting Lifelong Learning:** Lifelong learning is the continuous pursuit of knowledge for personal and professional growth. In Nigeria, it's essential to maintain an agile populace capable of adapting to evolving social, technological, and economic landscapes, improving overall quality of life (UNESCO, 2020).

ii. **Empowering Citizens:** Education empowers people with the skills necessary for democratic participation. Educated citizens are more likely to engage in civic activities, hold leaders accountable, and contribute to a responsive democratic system, fostering critical thinking and informed decision-making (Paul & Elder, 2005).

iii. **Changing Mindsets:** Education, through reorientation Programmes, encourages a transformative approach to societal development. It shifts passive acceptance to active participation, promoting innovation and collective action for national progress (BIRCU Journal, 2024).

iv. **Civic Education:** Civic education informs citizens about their rights and responsibilities, fostering accountability and active participation in governance. By promoting informed engagement, civic education strengthens the democratic process and builds inclusive governance systems (Ugwuja, 2019).

v. **Values and Ethics:** Instilling values like integrity, patriotism, and hard work through reorientation Programmes can combat corruption and foster national unity. Ethical education promotes moral responsibility, fostering a culture of trust and cooperation, essential for national cohesion and development (Nishimura, 1995).

Education and reorientation are indispensable in combating ignorance and driving national progress. By implementing comprehensive Programmes, Nigeria can promote informed citizenship, good governance, and socio-economic growth. Stakeholders, including the government, communities, and international partners, must collaborate to ensure a brighter future for Nigeria (Rohendi, 2016).

10. Challenges of Reorientation in Nigeria

Nigeria faces significant challenges in its media landscape, with misinformation proliferating across various platforms, particularly social media. This situation is worsened by the absence of stringent regulatory oversight, eroding public trust (Umeakuka, 2020). These issues are rooted in colonial narratives that depicted Black people as incapable, which continues to affect perceptions today (Ogunleye, 2021; Oladoyin, et al, 2024). Additionally, there is a lack of awareness about how proper management of national resources could drastically improve quality of life (Ezekwesili, 2019). Despite Nigeria's potential to transform into a prosperous economy akin to Dubai, Singapore, or China, corruption and self-interest remain major obstacles (Saka, 2022). Reorienting the national mindset is critical for unlocking this potential (Osimen, et al, 2024).

The National Orientation Agency (NOA) plays a vital role in disseminating accurate information and driving the reorientation process. However, questions arise regarding whether the NOA is adequately funded and utilized to its full potential (Ogunyemi, 2020). Adequate resources and support are needed to ensure the NOA can effectively fulfil its mandate. Similarly, the Office of Concerned Citizens of Nigeria complements the NOA's efforts by mobilizing public opinion and advocating for policies that promote national progress (Adebayo, 2021). To move forward, Nigeria must tackle media regulation issues, challenge outdated narratives, and empower organizations like the NOA and the Office of Concerned Citizens of Nigeria. Embracing a culture of accountability, transparency, and hard work will pave the way for Nigeria to realize its potential as a leading global economy (Chidozie, et al, 2024).

10.1 Political Manipulation and Misinformation

Political manipulation complicates Nigeria's situation further, with misinformation often used by interest groups for personal or political gain, damaging democratic processes and fostering mistrust (Obi, 2021). Economic inequalities worsen the situation, as marginalized communities with limited access to reliable information are more susceptible to misinformation (Kehinde, 2022). Additionally, cultural and ethnic divisions in Nigeria are exploited by misinformation, further polarizing society and hindering national cohesion. These divisions challenge efforts to foster a unified national identity. Deep-rooted cultural practices also contradict modern educational principles, impeding progress and perpetuating ignorance (Amobi, 2021).

10.2 Orientation as a Catalyst for National Development

Reorientation is vital for aligning the populace with national goals. Effective Programmes can enhance public understanding and commitment to national objectives, fostering continuous learning and adaptation. By promoting common goals, nations can harness collective efforts to achieve sustainable development. Many Nigerians, however, are misinformed due to limited access to quality education and reliable information sources, which impairs decision-making and civic engagement (Igbokwe, 2020). Through education, reorientation, and the support of agencies like the NOA, Nigeria can reshape its national narrative and move towards greater progress, equity, and unity.

11. Strategies for Implementing Effective Education and Reorientation Programmes in Nigeria

a. **National Orientation Agency (NOA):** The NOA has played a critical role in promoting national consciousness and values in Nigeria. By expanding and strengthening its initiatives, the agency can make a more significant impact on civic engagement and community development. For instance, through its community-focused campaigns on national unity and patriotism, the NOA can ensure broader participation in reorientation efforts (National

Orientation Agency [NOA], 2021).

b. **Grassroots Movements:** The success of grassroots campaigns such as the "Bring Back Our Girls" movement demonstrates the power of community-driven initiatives. These movements show how local involvement can effectively advocate for change and mobilize public support. Such models could be adapted for education reorientation Programmes, emphasizing local engagement and ownership (Obi, 2018).

c. **International Models:** Countries like Singapore and Rwanda provide excellent models for implementing education and reorientation Programmes. Singapore's focus on civic education and character building, coupled with Rwanda's emphasis on national unity and reconciliation, offer valuable lessons for Nigeria. By learning from these examples, Nigeria can design Programmes that are both impactful and sustainable (Gopinathan, 2013; Purdekova, 2011; Fairbrother, 2008).

11.1 Key Strategies for Implementation

a. **Government Initiatives**: The government must take the lead by implementing policies that prioritize education and reorientation. This includes increasing funding for education, revising curricula to include civic education, and launching national reorientation campaigns. By allocating more resources to the education sector, the government can improve the quality of education and make it accessible to a broader segment of the population. Revising curricula to integrate civic education will ensure that students are not only academically proficient but also aware of their roles and responsibilities as citizens. National reorientation campaigns can raise awareness about the importance of active civic participation and the values necessary for national development. These campaigns can be instrumental in fostering a collective sense of purpose and commitment to the country's progress (Achuonye, 2017).

b. **Community Involvement:** Local communities play a critical role in the success of these Programmes. Community leaders and organizations should be involved in designing and implementing reorientation initiatives that resonate with local values and needs. Grassroots involvement ensures that the Programmes are culturally relevant and more likely to be accepted and sustained by the community members. By engaging community leaders, the Programmes can leverage local knowledge and networks to effectively reach and mobilize people. Additionally, community-driven initiatives can foster a sense of ownership and responsibility, encouraging individuals to actively participate in and support the Programmes (Ugwuja, 2019).

c. **Use of Technology**: Leveraging technology can enhance the reach and effectiveness of education and reorientation Programmes. Online platforms, social media, and mobile applications can be appropriately used to disseminate information and engage citizens. Technology enables the delivery of educational content and reorientation messages to a wide audience, overcoming geographical barriers and reaching individuals who may not have access to traditional forms of education. Interactive and multimedia content can make learning more engaging and effective. Moreover, technology can facilitate real-time communication and feedback, allowing for continuous improvement of the Programmes based on user input. Utilizing data analytics, these platforms can also provide insights into the effectiveness of the initiatives and identify areas for improvement (Adebayo, 2020).

d. **Partnerships**: Collaborations between the government, private sector, non-governmental organizations, and international bodies can provide the necessary resources and expertise to implement comprehensive education and reorientation Programmes. These partnerships can bring together diverse perspectives, knowledge, and skills, leading to more innovative and effective solutions. The private sector can contribute through corporate social responsibility initiatives and funding, while NGOs can offer on-the-ground experience and

community connections. International bodies can provide technical assistance, best practices, and additional resources. By working together, these stakeholders can create a synergistic effect, enhancing the overall impact of the Programmes and ensuring their sustainability (Awofala, 2017).

12. The Way Forward

To address the challenges pointed out so far, Nigeria needs a comprehensive reorientation of its educational system. This involves redefining educational goals to meet local needs, improving teacher training and status, and ensuring strict quality assurance. The curriculum should be indigenized, focusing on local content and real-life applications to enhance students' practical skills and creativity. Moral education should be reinstated to address indiscipline and foster values like hard work and honesty. Vocational and technical education should be given higher status to encourage skill acquisition and reduce dependence on foreign goods. Promoting research from an early stage and employing innovative teaching strategies are crucial. Overall, the education system should aim to produce critical thinkers with good moral values, capable of driving national development through applied knowledge and creativity (Achuonye, 2017).

Provision of quality education aims to produce intelligence and. While the former involves the ability to think critically and creatively, leading to innovation and wealth creation. The later involves good moral values that foster healthy interactions, accountability, and good leadership. Conversely, inadequate or sub-standard education results in unintelligence and worthlessness, leading to negative moral values and societal issues (Paul & elder, 2005).

i. **Combating Misinformation: t**o combat widespread misinformation, media literacy education is crucial. Integrating media literacy into the national education curriculum can help individuals critically evaluate information sources, Thus, reducing misinformation. Strengthening independent journalism, developing fact-checking tools, and implementing policies that hold individuals and organizations accountable for spreading misinformation are necessary. Community engagement and economic empowerment are also critical. Engaging community leaders and addressing economic disparities can reduce vulnerability to misinformation and promote informed decision-making (Ugwuja, 2019).

ii. **Engaging Citizens**: to truly transform the educational landscape, citizen involvement is paramount. Individuals can engage through movements, initiatives, and not-for-profit organizations that advocate for education reform. Grassroots efforts can mobilize communities to take ownership of their educational systems, promoting awareness and collective action. Citizens can form coalitions to advocate for policy changes, leveraging social media to raise awareness and mobilize support for education-related causes. Partnerships: Collaboration with local businesses and international organizations can enhance the capacity of these movements, providing resources and expertise to drive initiatives effectively.

To achieve effective education and reorientation programmes for national development in Nigeria, the following are necessary:

1. **Government Commitment:** All levels of government federal, state, and local must demonstrate political will and commitment to establishing functional education and curricula that effectively address national development needs. This includes implementing policies that prioritize education funding and resource allocation. **Who Can Work on This:** Government officials, policymakers, and educational leaders at all levels should collaborate to create and enforce education policies. Additionally, partnerships with international bodies like UNESCO or the World Bank can provide expertise and funding. **Case Study;** Singapore: The Singaporean government has consistently prioritized education, leading to a world-renowned system that fosters innovation and global competitiveness. By allocating substantial budgets to education and revising curricula to meet global standards, they have

achieved remarkable outcomes (Gopinathan, 2013).

2. **Teacher Development:** A robust focus should be placed on recruiting, training, and retraining well-qualified teachers to ensure quality education delivery. This includes ongoing professional development to keep educators updated on teaching methodologies and subject matter expertise. **Who Can Work on This:** Government officials, policymakers, and educational leaders at all levels should collaborate to create and enforce education policies. Also, Educational institutions, teacher training colleges, and NGOs focusing on education can implement Programmes for teacher development. International organizations can provide funding and resources to enhance these training Programmes. **Case Study;** Finland: Finland's teacher training Programmes emphasize high standards for educators, requiring advanced degrees and practical training. This focus has led to a highly qualified teaching workforce, contributing to the country's outstanding educational outcomes (Sahlberg, 2011).

3. **Entrepreneurial Education**: Expanding entrepreneurial education is essential for poverty eradication and national development. This education should focus on practical skills, business acumen, and innovation, equipping students with the tools necessary for self-reliance. **Who Can Work on This:** Government agencies can collaborate with private sector companies and NGOs to develop and implement entrepreneurial curricula in schools. Partnerships with international bodies like the United Nations Development Programme (UNDP) can also enhance these initiatives. **Case Study**; Rwanda: The Rwandan government has integrated entrepreneurial education into its curriculum, focusing on skill development and fostering a culture of innovation among youth. This initiative has significantly contributed to the country's economic growth and self-sufficiency (Purdekova, 2011).

4. **Ethical Reorientation:** Raising public consciousness about the significance of education is crucial. This involves fostering a collective understanding that education is a shared responsibility, requiring systematic reforms rather than isolated attempts to improve specific institutions. **Who Can Work on This:** Government officials, policymakers, and educational leaders at all levels should collaborate to create and enforce education policies. Also, Community leaders, educators, NGOs, and civil society organizations can spearhead campaigns aimed at promoting the importance of education. Grassroots movements can also mobilize citizens to advocate for systemic changes**. Case Study**; India: The "Right to Education" movement in India has successfully raised awareness about the importance of education and mobilized citizens to demand quality education for all, leading to significant policy reforms (Drèze & Sen, 2013).

5. **Functional Supervision:** Governments should implement effective funding and monitoring systems for educational projects to ensure proper execution and sustainability. This includes establishing clear performance indicators and accountability mechanisms. **Who Can Work on This:** Government officials, policymakers, and educational leaders at all levels should collaborate to create and enforce education policies. Also, Government agencies, educational authorities, and independent evaluators can collaborate to create and enforce monitoring frameworks. Partnerships with NGOs can enhance transparency and accountability in educational projects. **Case Study:** South Korea: The South Korean government has established rigorous monitoring and evaluation systems for its education policies. This approach has allowed for continuous improvement and adaptation of educational strategies based on data-driven insights (OECD, 2017).

13. Limitations and Area of Further Studies

This study focuses on Nigeria, which may limit the generalizability of the findings to other countries or regions. The study relies on on secondary data which may be subject to biases and limitation. In addition, the study examines the interplay between education and social orientation over a specific

period, which may not capture long-term effects or changes. Therefore, Conducting a comparative study of the interplay between education and social orientation in different countries or regions to identify best practices and areas for improvement will be a profitable one.

Also, designing a longitudinal study to examine the long-term effects of education on social orientation and national development in Nigeria is necessary, which may also develop and evaluate interventions aimed at promoting social orientation through education in Nigeria, and assess their impact on national development.

There may also be a need to investigate how the interplay between education and social orientation intersects with other factors, such as socioeconomic status, ethnicity, or gender, to affect national development in Nigeria, and the study may need to involved in-depth interviews or focus groups to gain a deeper understanding of the experiences and perspectives of individuals in Nigeria regarding the relationship between education and social orientation.

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