# REIMAGINING TERTIARY EDUCATION: ISSUES, CHALLENGES AND SOLUTIONS

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## ABSTRACT

Tertiary education in Nigeria is in crisis that requires urgent attention. The reason for this crisis is the failure to appreciate and come to terms with the fact that education is fundamental to national development. Thus, stakeholders in education have come to a consensus that there is a need to save the tertiary education sector from imminent collapse. Hence, the need to reimagine the tertiary education sector by setting the conditions whereby it can perform at its best and compete globally. This paper on reimagining tertiary education: Issues, challenges and solutions have as its main thrust: the meaning of tertiary education, the historical development of tertiary education, the goals of tertiary education, the importance of tertiary education, the needs of tertiary education in Nigeria, issues confronting tertiary education, challenges and possible solutions to issues and challenges of tertiary education in Nigeria. These sub-headings provided the direction for this paper.

**KEYWORDS:** Reimagining, tertiary education, issues, challenges and solutions

## INTRODUCTION

Public tertiary education is currently under intense pressure to continually prove its value to policymakers, stakeholders in the private sector, and students. Observers, however, are growing more concerned with how economically based metrics of worth have replaced educational ones. Despite ideals and innovation, there is a growing consensus that tertiary education is now primarily focused on examination achievement. But there doesn't seem to be much faith that changing the tertiary education system will make a difference.

Reimagining means rethinking the purpose and goal of establishing tertiary education where culture, values, and performance are all related to its purpose. The necessity to harmonize the objective of developing higher education is reflected in the redesigning of tertiary education in context and content. This necessitates a review of the information related to this goal in the areas of curriculum requirements, organizational experiences, and teaching. How narrowly do we concentrate on examination results, rather than produce the total man that will be useful to himself and society.

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Thus undermining the broader educational goal of tertiary education as encapsulated in the National Policy on Education Document. The improvement of people's lives and the lives of others around them is greatly facilitated by tertiary education. It encourages broader economic growth and prosperity and serves as a ticket to success for individuals in our society. Institutions of higher learning are viewed as local incubators for societal renewal and advancement. This paper explains the concept of reimagining Nigerian tertiary education on teaching and learning with special reference to issues that will create and promote the potentials of students to understand and respond to the socioeconomic, political, and environmental problems currently confronting Nigeria and beyond.

## MEANING OF TERTIARY EDUCATION

Tertiary education encompasses all post-secondary school learning. It includes structured learning in a range of settings, including workplaces, Universities, Colleges of Education, Polytechnics/Monotechnics and Innovative Enterprise Institutions. The National Policy on Education (Federal Republic of Nigeria, 2013), defines tertiary education as the Post-Secondary education in institutions such as Universities and inter-university centres such as the Nigerian French Language Village, Nigerian Arabic village, National Institute for Nigerian Languages, Innovation Enterprise Institutions (IEIs) and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, schools of Health Technology and the National Teachers' Institutes(NTI). In Nigeria therefore, tertiary education is given at higher educational institutions to produce specialized middle and high-level manpower needed to effect positive changes in society and to facilitate national development. The three streams of tertiary education (Universities, Polytechnics/monotechnics and Colleges of Education) share the function of high-level manpower production.

Getting a postsecondary degree is, for the majority of young people, a necessary step on the road to a lucrative professional career. No matter where they pursue their education—at a university, polytechnic, college, special training facility, private training facility, or through an apprenticeship—a qualification provides them with a tangible record of the knowledge and skills they have acquired that they can use to advance in their careers.

## HISTORICAL DEVELOPMENT OF TERTIARY EDUCATION IN NIGERIA

The development of tertiary education in Nigeria began in the 1930s when the Yaba College of Technology was opened by Lord Cameron. The programmes offered in this college were not satisfying to Nigerians, who felt that the college standard was low compared to its overseas counterparts. They were equally dissatisfied with the discriminatory practices and quality of technical personnel produced by the college (Adekunle, Toyo & Olugbenro, 2012). Following these agitations by Nigerians for a more comprehensive higher education, the Asquith and Elliot Commissions were constituted by the Colonial Administration. The Asquith Commission was asked to find out the principles which should guide the establishment of university colleges in the colonies of Africa, while the Elliot Commission was to determine the number of universities and where they should be established. Following the report of the commissions, the University College Ibadan was established in 1948 as an affiliate of the University of London. In April 1959 the Ashby commission was set up to look into Nigeria's higher education needs in the first two decades after independence. Prior to the publication of the commission's report, the Eastern Region government established its own university in the East (the University of Nigeria, Nsukka in 1960). The implementation of the Ashby Report led to the establishment of Obafemi Awolowo University, Ile Ife (formerly, the University of Ife in 1961) by the Western Region Government; and Ahmadu Bello University, Zaria was established by the Northern Region Government in 1962. In 1962, the University of Lagos was born, and in that same year, the University College Ibadan (UCI) transformed into a substantive university. This made UCI, Ibadan and the University of Lagos to become the first two federal universities in Nigeria, while the other three were regional. There were other special colleges for the training of secondary school teachers and Teacher Training colleges.

Today Tertiary Education in Nigeria as at the last count comprises about 258 universities (50 Federal, 60 State, 148 Private), 152 polytechnics(37 federal, 51 state, 464 private), 26 monotechnics (22 federal, 2 state), 36 Colleges of agriculture(17 federal, 19 state), 131 technical colleges(19 federal, 110 state, 3private), 36

colleges of health technology and allied institutions(19 federal,11 state, 6 private) and 152 colleges of education(27 federal, 82 private, 54 state). These figures keep increasing every day as the various agencies in charge of tertiary institutions give approval for the establishment of new institutions.

## GOALS OF TERTIARY EDUCATION

The goals of tertiary education according to National Policy on Education, Federal Republic of Nigeria (2013) 6th edition include:

1.     Contribute to national development through-high level manpower training

2.     Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of all Nigerians

3.     Provide high quality career counseling and life-long learning programmes that prepare students with knowledge and skills for self-reliance and the world of work

4.     Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market.

5.     Promote and encourage scholarship, entrepreneurship and community service

6.     Forge and cement national unity; and

7.     Promote national and international understanding and interaction.

These objectives are to be attained by high standards in the quality of the facilities, research and development, quality teaching, and community service. The country looks to tertiary education to generate people and spread the required knowledge that is needed in industry and other sectors through its traditional functions of teaching, research, and community service.

## IMPORTANCE OF TERTIARY EDUCATION

A nation's strong socio-economic, political, cultural, well-being, and industrial development should be viewed as being facilitated, supported by, powered by, and driven by tertiary education (Peretomode, 2008). The development of human capital and economic growth are directly correlated with this degree of education. Therefore, any nation that properly administers its tertiary education and makes use of its intellectual talent can have a sizable competitive edge. The objectives of tertiary education can be closely and critically examined to show that this level of education is expected to transmit abilities that will allow people to contribute to society positively.

It is therefore obvious that there is a direct correlation between tertiary education and national cohesion. This is because tertiary education offers a platform for the production of manpower that will occupy a variety of positions in both the private and public sectors and be responsible for driving national development.

For a variety of reasons, academics have tried to compile a list of the advantages of higher education. Researchers have long argued that at least some of the deliverables to higher education are social and cultural in nature and accrue not only to the individual who obtains the degree but also to the public at large. This is true even though several studies have also shown that degree attainment has direct and measurable economic impacts that accumulate on the individual (Hearn & Holdsworth, 2002). Tertiary education institutions are responsible, not only for educating citizens to develop and maintain a civilized society, but also for inculcating in individuals the desire to continue their education throughout their lives. Thus, everybody can make a significant contribution to the well-being of the society.

## THE NEED FOR TERTIARY EDUCATION IN NIGERIA

The National Policy on Education is clear that the ability to live and work successfully in society is the defining characteristic of an educated individual. Anything less is not education. Identity crises and social disorientation are common among those who lack life skills and job qualifications (FME, 2003). Every stage of formal education, but notably tertiary education, should focus on developing such competences, together with a civilized and enlightened way of life. This is due to the increased focus on lifelong learning, employability, workforce quality and skills, and education and training.The difficulties of urban and rural variations in unemployment, poverty, and exclusion in a multi-cultural society are acknowledged to be issues that initiatives to stimulate innovation and competitiveness need to take into account (Goddard,2007 ) the following:

1.     Nigeria needs a tertiary education system with strong international credibility, as well as that which delivers educational performance that compares with the best practices in the world.

2.     Tertiary Education that address changing skills needs so that skills gained in tertiary education will link to employment opportunities in the labour market.

3.      With a stronger connection to the world through academic and research links, cross-border education and business relationships.

4.      Tertiary education that promote quality outcomes

5.      Tertiary education that can promote prosperity by supporting a swift and sustained recovery from the global economic slowdown.

## ISSUES CONFRONTING TERTIARY EDUCATION IN NIGERIA

1.      **Relevance**: One of the criticisms of tertiary education in Nigeria is that standards are falling every day. The society's attitude and actions, as well as those of the government, speak to the lack of confidence in the quality of tertiary education delivery in Nigeria today. A growing number of students from wealthy backgrounds and the political elite choose to pursue their academic careers abroad in countries like Ghana, South Africa, England, Canada and the United States of America. Foreign institutions now cast doubt on the validity of our higher education certificates from Nigeria. Due to the inability of some of our graduates to compete in the job market, the government and other institutions occasionally choose the services of foreign professionals to conduct studies, consultancies, and operationalize policies.

2.      **Quality**:  The issue of quality higher education needs serious attention in a globalizing world. Still trapped in internal wrangling and exhausted in survival strategies, most tertiary institutions in Nigeria show little capacity to adapt to change and to respond to demand posed by society and economic activity.  Poor attitude to scholarship by both staff and students has often been cited as a major cause of poor quality.

3.      **Obsolete curricular**:  Curricular programmes need to be redesigned to meet the needs of society and the world of work. Poor graduate preparedness is occasioned by the inadequacies of the curriculum content and obsolescence of the implementation methods. Also, as the "roadmap" or "guideline" of any given discipline, the tertiary education curriculum is yet to establish the philosophical basis of teaching, both for the academic staff specifically and the educational institutions in general. This negatively affects instructional practices, learning experiences and student performance.

4.      **Challenge of globalization**: Globalization suggests the internationalization and standardization of institutions, the reappraisal of the content of our tertiary education, an assurance of the quality of certificates awarded and the employment of universal new approaches to teaching and learning. This demands the strengthening of access to information and communication and the deployment of modern technology and communication tools in the provision of goods and services to the various tertiary education units. It is mandatory that our tertiary institutions must collaborate their individual efforts and establish linkages within the African continent and internationally.

5.      **Ranking:** The ranking of universities has received considerable attention as it provides the definitive list of world's best universities. International university rankings evaluate the amount and impact of research conducted at institutions of higher education, the quality of teaching, the reputation of the institutions in question among researchers and employers, as well as the extent of their international outlook. The oldest and most well-known is the Shanghai Academic Ranking of World Universities, published annually since 2003 (Shanghai Ranking Consultancy, 2018). Other famous rankings include the Times Higher Education World University Ranking, the QS World University Ranking and the National Taiwan University Ranking. All in all, there are a dozen or so such ranking bodies using different source-material and methodologies. Despite their shortcomings, rankings have a significant impact on the international reputation and public image of universities.

Ranking of institutions serves as a transparent tool for a fair evaluation of quality for the public. Many university administrators rely on university ranking systems as indicators of improvement over time and in comparison to other institutions, and the ranking authority must be selected carefully, and use university rankings to evaluate higher education opportunities both nationally and internationally.

In the 2021 World University Rankings, by all ranking bodies like Times Higher Education, USN News, OS World University Rankings, Shanghai Rankings and CWUE, there was no Nigerian University in the top 500 positions (Banire, 2021). The University of Ibadan which is the best in Nigeria was ranked 1167 in 2021-2022 by Center for world University Ranking CWUR (2021-2022).

This means that Nigeria has a lot to do to make its universities competitive globally.

6. **Brain drain**: Academic staff have consistently migrated from institutions in the country to equivalent institutions overseas and other sectors of economy where their services are better appreciated and rewarded. The major cause of brain drain is poor working conditions. While Nigerian scholars are treated with disdain in Nigeria, outside the shores of the country, they are highly valued and priced

7. **Interference by government officials**: It is no exaggeration that most tertiary institutions are under siege. Government officials from mostly the executive and legislative arms of government often interfere in academic freedom and autonomy of higher education institutions. For example, they submit long list of candidates for admission, most of whom have not met minimum admission requirements and when such candidates are not offered admission, they attempt to create problems for the chief executives of such institutions under the pretext of oversight functions. Such encroachments have crippling and demoralizing effects on employees, chief executives, and governing councils of tertiary institutions.

8. **Funding**: Tertiary institutions in Nigeria are facing financial strangulation and the poor state of finance in these citadels of learning is affecting the availability or possession of other resources, which now constitute a threat to academic freedom. Due to limited resources, tertiary institutions are finding it harder and harder to perform their duties. Despite the rising costs of running these institutions and the enrollment growth, government funding is still woefully insufficient.

The government over the years has not been able to meet the United Nations Educational Scientific and Cultural Organization (UNESCO) recommendation of 26% of the total budget to the education sector**.** For instance, Ekpoh and Okpa (2017) observed that while the cost of funding education has continued to increase in line with the quantitative growth and demand for tertiary education, institutions of learning have been receiving less and less government allocation over their estimated expenditure. The past few years have witnessed a downward trend in government budgetary allocation to the education sector. For instance, in 2017 budgetary allocation was 7.8%; in 2018, 7.04%; in 2019, 7.01%; in

2020, 6.75%; in 2021, 5.68%; and in 2022, 5.39%. The contribution of depressed funding is huge. It has pushed Tertiary institution managers to over-enroll poor-quality students into satellite campuses and remedial programmes, primarily to earn income from tuition. It also explains the infrastructural deficiencies and the engagement of university management in unwholesome income-generating activities (Okebukola, 2010).

Tertiary institutions are in dire need of grants from government to meet capital, recurrent, restoration (to remedy ages of neglect), and stabilization (to protect against future neglect) needs. Poor funding is responsible for overcrowding in hostels and classrooms as well as laboratories, studios and lecture theatres, lack of office spaces for lecturers, non-procurement of current books/journals, vital equipment, chemicals and audio-visuals aids for teaching and research (Okecha, 2008). It has also affected quality of teaching and research due to the lack of teaching and research materials and academic staff no longer attend conferences regularly. Also, abandoned projects are found in many campuses.

9. **Questionable policies**: Inconsistent and hastily conceived tertiary education policies, have been the bane of this level of education. The recent decision to abolish the existence of polytechnics and convert them to universities is ample evidence of the government's unpreparedness to improve the nation's economy. The decision was taken to address disparity between degrees and higher national diplomas, awarded to graduates of universities and polytechnics, respectively. Educational planning over the years has been in the throes due to unstable educational policies.

10. **Examination malpractice**: Another daunting issue is that of examination malpractice, which has made students to obtain grades/certificates without working for them. The vices are perpetuated by students, academic/non-academic staff and parents. The magnitude and dimension of examination malpractice varies depending on who is involved. It has eaten deep into educational system and thus, posed a serious threat to providing quality education. Perpetuators have evolved various means of accomplishing their heinous acts without being caught.

11. **Strike action**: This has been a major issue in tertiary education institutions. It cut across various segments of tertiary institutions, be it polytechnics, colleges of education as well as

universities. At times, it looks like a relay race, whereby one union will finish and hand over the baton to another union. Until recently, strike actions have been a potent instrument for unions to fight for improve conditions of the work environment as well as their welfare. Incessant strike actions have its consequences; it disrupts academic activities, students are rushed through studies to graduate and obtain their certificates when strikes are called off, students' graduation period is prolonged, it put the institution in a bad image, resulting in poor patronage of public universities and low ranking internationally. This does not augur well for academic excellence. It is also worthy of note that academics always resort to strike as the last resort to bring to the fore the deplorable state of the tertiary education system as well as attract attention for possible government intervention to save the sector from collapse.

12.     **Poor conditions of service and welfare packages of staff**. Generally teachers are poorly paid and their conditions of service are appalling. Their meagre salaries cannot even meet the basic need of survival and yet they also use it to conduct researches for publications, attend conferences as well as equip their offices. The situation does not promote increased productivity.

**CHALLENGES**

1.     **Inadequate physical infrastructure**: Shortage and/or decay of physical infrastructure have become a national challenge. Consequently, most of the schools now operate with inadequate and inappropriate physical infrastructure. There are institutions without adequate classroom, laboratories, libraries, workshops, Information and Communication Technology (ICT), power supply, office spaces for lecturers and so on. Students learn in very crowded classrooms which invariably antagonizes policy intentions and diminishes efficiency in institutional governance.

2.     **Shortage of qualified teaching staff**: Several academic staff in our tertiary institutions are not sufficiently equipped intellectually for intellectualism. They are devoid of sound academic culture and tradition. The situation has been exacerbated by the issue of "brain drain" as well as decreased student enrolment into teacher preparation institutions, such as colleges of education and faculties of education.

**3.     Ineffective accreditation**: Accreditation is broadly defined as a process of evaluating the quality of higher education institutions as a whole or a specific educational programme to formally

recognize it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of the status of recognition, and sometimes of a license to operate with a time-limited validity, leading to the granting of approval or authority to a programme or institution after meeting a set of minimum standards or criteria. Where tertiary institutions are not effectively accredited, the quality of the output will hardly meet socio-economic expectations. What is most disturbing is that even students/staff themselves see the accreditation exercise as a farce- an unnecessary ritual, which is conducted simply to fulfill all righteousness (Ekpoh & Edet, 2017).

4.     **Inadequate educational facilities**: To a large extent the quantity and quality of facilities utilized to implement tertiary education programmes determine the design, size and fabrication of the system output. Effective and efficient implementation of school programmes lies in the power of educational facilities. Most of the institutions are substandard due to decayed facilities, ill-equipped libraries, outdated textbooks and journals.

5.     **Cultism and anti-social behaviour:** Tertiary institutions in Nigeria have been challenged by the menace of secret cult activities. Apart from destruction of properties and lives, sometimes academic programmes and activities are disrupted. Their nefarious activities on campuses have often resulted in the closure of schools, thus causing a serious dislocation of the school calendars.

6.     **Disharmony among unions**: Unionism has been fingered as one of the causes of dearth of consensus within the tertiary institutions on some aspect of governance. The situation sometimes lead to the destabilization of the system. Disharmony and disunity among unions have occasionally halted the pace of progress in the institutions.

**7.     Research capacity**: When resources are scarce, the pressure to pay salaries, the quality of teaching and learning and to pay utility bills, take precedence over all key matters in the institutions. In such circumstances, funds for libraries and research are the first to suffer. Tertiary institutions are no longer capable of performing one of their key functions: to sustain first class research, and use the research knowledge to solve current challenges. Without research, tertiary institutions lose the capacity to offer first-class graduate studies, the capacity to retain their best brains, the

capacity to train a new generation of research fellows and scientists. Research is the only way for tertiary institutions to seek out and defend the truth, so top-class institutions spend a significant percentage of their budget on building research capabilities.

8. **Corruption:** The Nigerian tertiary institutions are enmeshed in corruption and corrupt practices. According to Ekpoh (2022), corruption as it exists in institutions of learning takes various forms and dimensions, ranging from, plagiarism, certificate fraud, embezzlement of funds, nepotism, favoritism in students' admission, staff appointments and promotion, extortion, exam malpractice to sexual harassment and more. Usually chief executives, non-academic staff, clerical staff, lecturers, students and even parents are involved. Some chief executives mismanage the scarce funds with which they buy posh cars for their children, build mansions, establish business outfits and maintain extravagant lifestyles.

9. **Institutional autonomy**: Tertiary institutions should be granted autonomy and allowed unfettered hands to source funds through private sector partnership. Berdahl (1990) argued that institutional autonomy can be defined in two conceptually distinct ways: procedural autonomy and substantive autonomy. To quote Berdahl (1990): *Substantive autonomy* is the power of the university or college in its corporate form to determine its own goals and programmes--if you will the *what* of academe. But what if the government imposes on institutions strict and extensive procedural constraints. These limitations will together have the effect of explicitly limiting substantive autonomy, thus endangering the fundamental components of autonomy.

**Possible solutions to the issues and challenges of tertiary education in Nigeria**

1. **Need to improve the infrastructure:** There is an urgent need to improve on infrastructural facilities in tertiary institutions to enhance teaching and learning and to meet the increasing student population. Government should do its best to fund tertiary education, while management of institutions should appeal to corporate organizations, philanthropists and alumni associations to assist in providing facilities to aid effective teaching and learning.

2. **Recruitment of qualified staff:** Some tertiary institutions are grossly understaffed. There is a need to recruit more qualified persons to fill the vacant positions. The current blanket ban on public sector recruitment should not affect tertiary institutions.

3. **Accreditation:** Accreditation of academic programmes is a very serious business that should not be trivialized. People with integrity and honour should be selected to conduct accreditation exercises.

4. **Adequate facilities should be provided:** The government should provide the institutions adequate and relevant educational facilities to enhance teaching and learning. The Schools should be equipped with functional libraries and laboratories and classrooms should have modern instructional technologies-computers connected to the internet, projectors, audiovisuals, and video conferencing equipment.

5. **Combating cultism:** To stamp out cultism from institutions of learning will require the joint effort of all relevant stakeholders (Government, school authority, students, religious leaders, and parents).

6. **Harmonious relationship among unions:** Staff unions should be properly managed in order to create a harmonious working relationship.

7. **Improve research capacity:** The government should re-establish a normal research environment (through research endowments and systematic research funding), which encourages people to develop an interest in the pursuit of knowledge and ideas. The management of these institutions should evolve clear research policies that define research priorities and strategies aimed at encouraging improved research productivity among staff. Building research capacity requires funds, scientific equipment and technical knowledge.

8. **Adequate funding:** The problem of funding has taken a great toll on the education sector in general. Tertiary institutions need financial resources to maintain educational quality by providing human, physical and material inputs. Government should give increased attention to the funding of capital projects in institutions, within the limits of available resources. They should allocate more funds to these institutions for effective operation of day-to–day activities. Better funding translates into a good quality working environment and attractive welfare scheme that will foster the retention of staff and reduce brain drain. Besides, there is a need for effective monitoring of the management of funds allocated to the system and there should be a reliable accounting system that guarantees accountability, honesty and

transparency. Aside from government funding, tertiary institutions of learning should diversify by sourcing for more funds through internally generated revenue, grants, endowments, foundations, private donations, patents rights, alumni fundraising, capital markets, and so on. Also, the option of fee payment by beneficiaries of education in public tertiary education institutions of learning should be vigorously pursued. As a way of helping indigent students, the government can introduce scholarships and low interest loans to assist these categories of students.

9. **De-politicization of the tertiary education system:** Government should reduce their political interference in the internal affairs of the institutions. Appointment into positions of authority should be allowed to follow due process. Tertiary institutions should strive to subject themselves to national and international quality standards to compete favourably with international best practices.

10. **Student motivation**: Deliberate efforts should be made to bring more students into halls of residence for proper supervision and monitoring. Students should be motivated by providing them with a healthy learning environment (with modern classrooms and hostels), as well as assisting indigent students with affordable loans and grants to finance their education. A good environment is known to provide a good setting for teaching and learning.

11. **Quality leadership:** The leadership in tertiary institutions must be transformational rather than transnational, as it is dealing with extremely intellectual resource. Leadership has to understand and respect plurality and diversity of views. The system must encourage and nurture debate and discussion and put in place an enabling framework that encourages tertiary institutions to be more innovative and more responsive to the needs of a globally competitive knowledge economy.

12. **Appropriate sanction for those involved in examination malpractice:** Examination malpractice culprits should be severely punished to serve as a deterrent to others.

**13. Material development and information sharing:** The whole world is now a global village due to ease of communication. Information is now shared through cable networks, the internet, mobile phones, television and other electronic devices. Information sharing for pedagogic purposes will help supplement teaching and make it more interesting and rewarding. Access to education has been improved by the introduction of distance learning, open universities and virtual universities, which are designed as outreach programmes to take education to those who for one reason or another would not have been able to gain access to formal education. Globalization will be a mirage without adequate development of materials, acquiring modern technology, and application of it to higher education.

**Improved conditions of service for teachers:** Government should as a matter of urgency improve the conditions of service of teachers. A well-motivated teacher will certainly be a productive teacher.

**Labour relation:** Government and management should maintain a friendly disposition with all unions on campus. They should honour and implement all signed agreements to prevent strike actions by tertiary education unions. Government should scrap obnoxious labour laws of "no work no pay" policy, to guarantee industrial peace and increased productivity.

**CONCLUSION**

The need for tertiary education is anchored on the fact that it is responsible for the development and production of high-level manpower based on the identified needs of the nation, improving quality of life and stimulating innovation and progress. This paper has identified the goals of tertiary education in Nigeria and the issues and challenges confronting it. Some possible solutions to the myriad of challenges are also outlined. The link between tertiary education and national development is hardly new and should serve to motivate federal government investment in education and broader efforts to enhance the performance in our schools.

The quality of a nation's education system is a key determinant of the future growth of its economy. Those involved in managing tertiary educational institutions of the nation should employ global best practices to reposition them and strengthen their global competitiveness. When this is done, the objective and benefit of reimagining tertiary education in Nigeria will be achieved. In the words of Francis Bacon, "he that will not apply new remedies, should expect new evils, for time is the greatest innovator".

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