

Reimagining Tertiary Education As Intervention For Policy Implementation Programme In Nigeria

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Abstract: *This paper proposes a notion of reimagining tertiary education as an intervention for implementation of policy programmes in Nigeria. Contrary to role, significance, and prospects of education, peaceful negotiation without consideration for environment, in relation to policies, which can take hit of health hazards, economic uncertainties, and disruptions of socio-political activities that have resulted at significant cost all over the world, out of situations of conflicts on the side of victims sometimes are difficult to implement. Tertiary education despite its connectivity to other levels of education, institutes, and other sectors of the nation for performance for several years in Nigeria had been in crisis. The paper, therefore, took an insight into factors of environment in contexts of policy, policy implementation, Tertiary education, difficulties with policy implementation in higher education and the implication on the country Nigeria. The dysfunctionality of the The country's tertiary education system made difficult translations of the nation's programmes into reality despite involving several institutions and organizations; national and international in processes and activities together with each individual efforts that are governed by norms and compliance with them. It was shown that higher education in Nigeria is bedeviled by internal and external crises in the achievement of its mandates. It is significant for the tertiary education to reimage her disposition on addressing socioeconomic and political marginalization, which seems to fuel conflicts; combating poverty and reducing inequality through inclusive policies and people-centered development programmes; and addressing crucial aspects of poverty, underdevelopment, unemployment, and a lack of economic diversification; are just a few issues related to generating consistent demand for good governance. promoting huge investment in a variety of industries so that people may take advantage of the latest opportunities provided by globalization and new information technology in tandem with the environment; tackling the challenge of climate change; and promoting environmental sustainability. The paper concludes and recommends among others; major institutional changes according to willpower, consideration of environment in quality assurance procedure, sitting campuses in rural areas of relevance, simple mode of operation, synergy, measurable outcomes, visibility and dissemination of knowledge, organizational compatibility and modern use of technology.*

Keywords: Reimagining, Dysfunctionality, Tertiary education, Policy, Policy implementation, Nigeria.

Introduction

Human existence for a long time is premised on the ability to survive. The reason for survival made societies design templates for aggregative processes, in a social aspect, economic prospects and political relevance, constituting their freedom as an entity. Knowledge in recent studies is fundamental to design and preference for selections of quality with the cost-effective procedure in the successful accomplishment of a task. The nations with the most advanced technologies are distinguished by the process of producing new knowledge derived from existing knowledge. These thought-through discoveries continue to provide opportunities for human advancement in areas of health, education, housing, commerce, technology, Agriculture, transportation among others. Relatively, the socializing effects prompted the development of well-informed citizens of nations to avail in principles, transfer of positive skills, values and disposition of behavior which are desirable for relationship. Otherwise, human activities are characterized by life struggles, setbacks, disappointment, and worries. Subject to the above, change is significant to development in which education plays a vital role. For instance, promoting live saving conditions through policies, programmes and projects underlines the idea that transforming the world as a safe place to be. It has been noted that any change agenda is incomplete without due consideration for Tertiary education. Most importantly, looking at the rate at which it is being advanced by nations, to produce tolerant and civilized citizens who can understand and live in harmony with those from different economic, religious, ethnic, and culturally diverse and other forms of identities. The key issues to guaranteeing an inclusive society lie in the ability to accurately

identify and even predict shifts in skills requirements and systemic pressure points of socio-economic and political at which nations' interact through developmental policies. Contrary to roles and significance of education, peaceful negotiation without consideration for environment, in terms of policies, which can take a hit (war, revolutions, pandemics, recessions and poverty) out of situations of conflicts on the part of victims sometimes are difficult to implement (Bashir, Salman & Issah, 2021). Several researchers like Ahmed & Dantata (2016); Milken (2008) and Burch (2006) expressed education as potent instrument of social change and human productivity. The scholars revealed that the state of economic and social change are prospects for socio-economic development between and within nations. Therefore, the increasing pressures on the Nigerian government to provide basic essential services such as education, food security, security, health infrastructures, etc necessary for the country's socio-political and economic growth depend to a large extent, TE's ability to adopt training strategies that will ensure the creation of adequate technically skilled development for beneficiaries and the entire citizenry. This paper advances the course of Tertiary education (TE), to promote the survival of human elements, through desirable policies on environmental features, social, political and economic.

Education in many works of literature is defined "as the process of unlocking the ability of individual's cognitive, affective and psycho motive domains in the society. And, as a public service, it is generally regarded as a major social institutions with an organized pattern of behaviors and sequential stages based on the system's belief concerning child rearing and adulthood by inculcating in their society, values and attitudes of morality, skills acquisition, tolerance, piety, honesty, perseverance, and dignity among others (Bashir, Salman & Issah, 2021). It is a general belief that man's ability to adjust to any changing environment for a better life depends on his level of education and exposure, which has upgraded his sense of reasoning to choose among many alternatives in any circumstance he faces. Education in contemporary settings is induced by creative tendencies for nations to indulge in studies to overcome the challenges fostered by globalization (Milken, 2008). Nonetheless, any good education is derived from its value to function on the recipient in terms of his socio-political and economic relevance. Therefore, the acquisition of TE is premised on democratic progress in which as a total experience, behavioural patterns serve as a guideline in all situations, and acceptance of standards in the conduct of socio-political and economic activities. The major critique of globalization according to Milken is the biased rule in advancing corporate interest of capitalists against the well-being of common people in a democratic era. Such rules and policies promote materialism by expanding social gaps between the rich and the poor. Despite the growing significance of education, its social demands are challenged on many issues of poverty which according to King, McGrath & Rose (2012) had its roots in; conflicts, bad governance, environmental issues, population explosion, natural resources and landlocked with bad neighbors. Although, the impact of global initiatives calls for greater respect, particularly in African countries. It's anticipated that as long established in local and international partnerships, initiatives for joint development in form of summits, conferences, policies and programmes support consider the environment to avoid implementation gap, particularly in Nigeria.

Any system of education is a product of economic, social and political institutions for Nigeria to form its survive its existence, which was formerly made up of kingdoms and tributary states. Nigeria is a land extremely blessed with an agriculture-rich ecology and naturally endowed with human and material resources in all areas of endeavor for sustainable growth and development. It is composed of communities of multicultural tribes of over 250 ethnic diversities split into three main categories Ibo, Hausa and Yoruba-speaking people. The largest African nation with a population of 170 million continues to increase at 3.2% annually blessed with an abundance of natural and human resources that could be found anywhere around the globe. The country is referred to officially as the Federal Republic of Nigeria, located in the West African sub-region, bordering the Benin Republic to the west, Cameroon and Chad to the east and the Niger Republic to the north. Nigeria has a Federal system of government with 36 states, the Federal Capital Territory (FCT) of Abuja. Within the states, there are 744 Local governments in total comprising towns, villages and hamlets (FGN, 2017b). Prior to the advent of western ways of life, the system of education in indigenous societies in Nigeria was formidable enough to produce world leaders' renown in the history of Africa and beyond. African philosophy of education particularly in Nigeria was rooted in similar values and customs cohesive enough to foster strong communal and family ties despite its weaknesses (Babarinde, 2012). Studies by Bashir, Salman & Issah (2021) showed that the influx of western education earlier discouraged in the North as a result of region's long relationship with Islam as a code of sociopolitical and economic order, however, and the efforts of adept politicians laid a solid stone for emancipation on national growth. The studies availed that the politicians maintained absolute self-respect and genuinely protected the oneness of this country through good governance via constitutions, edicts and commissions. Among such was the Ashby commission which paved way for establishment of national institutions and regulatory agencies in areas of education, agriculture, mining, power, employment, transportation, industries, trade and commerce, housing, health, food security, population, etc. It is a truism to say that these types of leaders exhibited leadership qualities and moral degree as well as professionalism.

The historical background of Nigeria, despite its notable features, expectations and prospects, is foreseen to have much implication on the growing need for social political and economic transformation for community services, national progress and international prospect for the citizenry. The educational outcome Throughout the past three decades is not what it used to be regardless of laudable policies, programmes, and schemes as an initiative of local, international and regional partnership. In spite of huge investments through grants and aid; as an effort of the individual, governmental and non-governmental as a joint effort in local and international, incidences of insecurity in different dimensions do not correlate with expectations of parents, government and the

public. The state of the country reflects ethnoreligious rivalries and hostilities in competition for resource allocation and access to opportunities. Arguing along the same line, fighting for resources has resulted in a broad sense of insecurity, opportunism, and the pursuit of self-help strategies across the country. This has resulted in the increasingly militarized nature of politics, via means of violence as an electoral tool, and a culture that is culture of violence in society. Currently, political elites in Nigeria have resulted in self-deception of impossibilities, ego and ineffective management of resources at various disposal in policy implementation, detriment to national growth and development. It is being noticed that the government is gradually withdrawing from its official responsibility thereby leaving the masses more improvised and frustrated. Perhaps the behavioral manifestation of such frustration is the upsurge in corruption and insecurity citizens are witnessing. Bashir, Salman & Issah revealed that many well-enlightened beneficiaries education are not excluded of antisocial behavior and practices that undermine the change of society. And for any reason of change, environmental factors either internal or external play significant roles for the government of nations to have vital achievements. One such factor is the social, political and -economic condition which dictates human state of readiness, relation and insight into developmental policies. There are many complicated challenges around which public debates are currently raging. These include questions about national unity, institutional relevance, fiscal consolidation, the business environment, infrastructure development, budgeting and public spending, public subsidy and market deregulation, revenue allocation formula, minimum wage and education institutional reforms. This corresponds with the report of Outhred & Turner (2020) in Bashir, Salman & Issah (2021) that more than US\$ 400 billion was spent by the Nigeria government from 1980 -1999 which does not translate to increase earnings on the populace. The study affirmed that Gross domestic product increased from \$1 to \$300 per day for the standard of living. Today, Nigeria as a member of United Nations (UN) and signatory to many developmental policies, and expected to pull other African countries a result of backwoods of underdevelopment, is morally bankrupt and infrastructural decaying, remains stuck. And, in actuality, and urgency, the demand of the modern era has demanded values and skill-oriented education with quality impact, in terms of skills acquisition and disposition, on the prospective beneficiaries of such education and training offered for national growth and development on the entire citizenry. Hence, the need to re-image tertiary education as an intervention for policy implementation in Nigeria.

Conceptual Overview and Framework of Policy Implementation

Bolaji (2015) reported that human existence as a condition of survival necessitates the main reason, for which policies are initiated, formulated and implemented to address phenomena over time. Therefore, policies are often designed to bring to life the perspectives, realities and tools for negotiating the political order of issues and, to improve such systems in a changing society. One of the major responsibilities of the government is to make policies in areas of public life for the entire citizenry. A policy encapsulates a government's expressed intentions and official enactments, as well as its consistent patterns of activity and inactivity. Thus, policy refers to the collection of laws and rules that govern the operation of a nation's system (Ogunniran, 2018). Public policy can be simply seen as the tangible manifestation of the output of government. Public policy in studies has been defined as whatever governments choose to do or not to do. An understanding of public policy according to Bolaji requires an understanding of the determinants of bureaucratic behavior because this behaviour helps policy analysts study how the level of alignment among bureaucratic officials aids or hinders implementation.

Public policy could be in areas of health, education, environment, economics, housing, employment, trade, foreign, internal, investment, security, food security, irrigation, agriculture and so on (Dialoke, Ukah & Maduagwuna, 2017; Iyanda & Bello, 2016; Inyang, 2015; Stephen, Jan & Glenda, 2015; Ayuba, Charas & Paul, 2012). The term public policy refers to the government's behavior on policies made and implemented to achieve certain goals. In the same vein, it is the study of government decisions and actions designed to deal with a matter of public concern. Public policy, therefore, refers to the course of action selected and pursued by the government to accomplish the specified objective(s). Several researchers see policy or policies as instruments generally adopted by a governance body within an organization deciding when, where, how to act or not act on a particular problem or concern, from among alternatives and in the light of given conditions to guide and, usually, to determine present and future decisions. While a policy is a statement of action and intentions; a programme is the means designed as a set of strategies or activities to achieve it through linkage institutions, people's concerns as political issues on the policy agenda. Policies of government are reflective of the will of the populace. A policy enumerates the objectives, intentions, and guidelines (Akor, 2022; Bashir, Issah & Salman, 2021).

Akor (2022) sees policy as a formal document or framework in which a government or other institution outlines goals and the guiding principles and strategies for achieving those goals; and gives the authority to undertake actions in pursuit of them. Sound policies should include human and financial commitments, clear timelines, and the roles and responsibilities needed for achieving the stated goals, as well as benchmarks for ensuring accountability. Policy analysts believe that a policy does not have to be rigid, as there should be room for adjustment if necessary after its formulation. This is confirmed by Emmen that policies are not only formulated but also programmed, communicated, monitored and evaluated. Scholars argue that in Nigeria, public policies are brilliantly formulated only to leave behind the implementation gap, thereby leading to the failure of such public policies to achieve the aims and objectives for which they were designed. The conceptual model for policy implementation is established on factors considered for effective policy implementation in Akor (2022) and Ejere (2011) to guide the contextual discussion in this paper. The model identified variables that are interrelated in influencing the policy implementation process and to that extent in determining the

success or failure of policies; as these variables provide actual linkage between policy intentions and performance. These variables are:-

1. Policy design: the way a policy is debated and framed, the logic it suggests between the policy problem and the solution it offers and the feasibility of the latter determined to a great extent whether a policy can be implemented and how.
2. The stakeholders and their engagement: policies are implemented by individuals and organizations, making them central to the implementation process both because of their characteristics and their interactions with other determinants.
3. Implementation strategies: the implementation strategy refers to the operational plan that guides the process to make the policy happen in effect. The implementation strategy can be assimilated into the policy's theory of change, i.e. the operational plan explaining how to make the policy happen in effect, while the policy design included mostly its theoretical underpinnings. It's important to strategies on elements of implementation such as; task allocation and accountability, objectives and tools, resources, timing, and communication and engagement strategy with education stakeholders.
4. Policy standards and objectives: If the standards and objectives of a policy are well stated in clear and measurable terms, implementers would be able to know what is expected of them and the extent of discretion open to them. Policies that have acceptable objectives usually elicit positive responses from the implementers as well as the public. The reverse is the case when the objectives of a policy are not acceptable to the implementers and populace.
5. Policy resources: This refers to resources such as funds, facilities, and authority that are essential to the policy implementation process. The inadequacy of policy resources is often responsible for policy failure in many developing countries.
6. Inter-governmental communications and enforcement: This variable is influential in policy delivery. Well-channeled communication enhances effectiveness and efficiency in policy management as it eliminates policy ambiguities. Enforcement helps to achieve compliance among policy implementers through sanctions, incentives, moral suasion, persuasion, or direct intimidation if the need arises.
7. Characteristics of implementing agencies: The nature of implementing agencies is equally crucial in policy implementation. The organizational viability, quality of the human resource in these agencies, their knowledge, power, and understanding of what the policy is all about would to a large extent affect policy delivery.
8. Economic, social and political conditions: The economic, social and political conditions of the society in which a policy is situated could either alter policy intentions or blur them. As such, the policy environment is an important factor in policy implementation, particularly in developing countries with unstable and uncertain policy environments.
9. The disposition of policy implementers: The attitude or behaviour of implementers could have a negative or positive effect on policy delivery. If they are negatively disposed to a policy then there will be a lack of commitment to the implementation of the policy in question. In recent times, there has been increasing pressure on the Nigerian government to provide basic essential services such as education, health infrastructures, etc which resulted from the growing population, coupled with high level of insecurity that engulfed most parts of the country.

Overview of Tertiary Education in Nigeria

Higher education otherwise known as tertiary education is indeed the backbone of any society, as its quality determines the quality of human resources and development. Tertiary education today is a complex system facilitating teaching, research and international cooperation (United Nations, Department of Economic and Social Affairs, Population Division, 2017). In Nigeria, TE is provided after secondary education by universities, Polytechnics/ Monotechnics, colleges of education, as well as institutes that prepare candidates for professional courses such as accounting, law, architecture, mass communication, etc. The twenty-first century marked the rising profile for tertiary education across the globe. This aroused initiatives and strategies for monumental growth against the effects of globalization. In recognition of these facts, the National Policy on Education in the Federal Republic of Nigeria (2014: 29) re-stated the following as the goals of tertiary education: to contribute to national development through high-level relevant manpower; Inculcate proper values for the survival of the individuals and society; Develop the intellectual capacity of individuals in appreciating local and external environments; Acquire both physical and intellectual skills; promote scholarship and community services; Forge national unity and promote international interaction.

Tertiary educational institutions pursue these goals through • quality student intake; • quality teaching and learning; • research and development; • quality facilities, services and resources; • the generation and dissemination of knowledge, skills and competencies that contribute to national goals and enable students to succeed in a knowledge-based economy; • access to training funds such as those provided by the Industrial Training Fund (ITF) and the Tertiary Education Trust Fund (TETFund); • the maintenance of minimum educational standards through appropriate regulatory agencies; and • an all-inclusive, credible admission policy for national unity (FGN, 2014).

The country's socio-economic future depends to a large extent on its ability to adopt quality assurance that will ensure the creation of adequate technically skilled development in the university (Bashir & Issah, 2020). However, the state of quality of TE cannot be separated from quality assurance, which entails accountability and improvement of the internal and external environment and

processes to ensure the effectiveness of teaching and learning to achieve the planned broad goals of education provision (Bashir & Issah, 2020). However, in both developed and developing countries, and both commercial and governmental institutions quality assurance in higher education has become a significant business. The systematic, controlled and constant attention to quality in terms of quality maintenance and improvement is referred to as Quality Assurance. Quality assurance in education has evolved into an all-encompassing concept that encompasses all policies, methods and actions used to develop and sustain the quality of education given. As a result, quality assurance in the educational system is a broad term that encompasses a variety of actions aimed at improving the educational system's input, process, and product (Asiyai, 2017). The consequences of quality assurance mechanisms can be seen on three levels: on teaching and learning, on organization and management issues within higher education institutions.

However, five types or approaches to thinking about quality were defined and key elements of each of these categories can be summarized as follows:

- i. Exception: distinctive, embodies excellence, passing a minimum set of standards.
- ii. Perfection: zero defects, getting things right the first time (focus on process as opposed to inputs and outputs).
- iii. Fitness for purpose: relates quality to a purpose, defined by the provider.
- iv. Value for money: a focus on efficiency and effectiveness, measuring outputs against inputs. A populist notion of quality (government).
- v. Transformation: a qualitative change; education is about doing something to the student as opposed to something for the consumer. Includes concepts of enhancing and empowering: the democratization of the process, not just outcomes (Asiyai, 2017).

In the educational system, quality assurance refers to the process of monitoring, assessing, and evaluating all elements of educational activities, as well as conveying the results to all parties involved in order to improve the educational system's products. Quality assurance is in charge of protecting the public's interest. In Nigerian tertiary educational institutions, quality assurance entails internal and external processes put in place by the institutions and accreditation authorities, respectively, to assure consistency in all of the educational institutions' functions. According to Akor (2022) and Olatunji (2018) tertiary educational institutions in Nigeria have used a variety of indicators to determine the quality assurance of their programmes and institutions. These variables include: a) minimum academic standard; b) carrying capacity and admission quota; c) publications and research assessment; d) accreditation of programmes or institutions; e) capacity building for teaching and non-teaching staff; f) impact assessment; g) visitation; h) structures, infrastructure and utilities. i) Monitoring, assessment and evaluation of existing staff strength, students and facilities; j) a student and teaching staff exchange programme; and k) institutional rankings for undergraduate and graduate courses and programmes.

The key agencies and organizations involved in quality assurance in Nigerian tertiary educational institutions according to Asiyai (2017) are listed as follows. i. Joint Admissions and Matriculation Board (JAMB) ii. National Universities Commission (NUC) iii. National Board for Technical Education (NBTE) iv. National Commission for Colleges of Education (NCCE) v. Professional Bodies such as the Institute of Chartered Accountants of Nigeria (ICAN), Chartered Insurance Institute of Nigeria (CIIN), Council for the Regulation of Engineering in Nigeria (COREN), Medical and Dental Council of Nigeria (MDCN), Town Planners Registration Council of Nigeria (TOPREC) and so on. vi. Proprietors of tertiary educational institutions vii. Universities, Polytechnics and Colleges of Education

Implication of the Policy Implementation Challenges on Tertiary Education in Nigeria

Like any developing nation, Nigeria faces some challenges in its development stride and efforts to improve the quality of life of its citizens. Education provides consciousness, awareness and enlightenment to individuals in order to properly pursue their aspirations and yearnings. Tertiary education become necessary for policy implementation in Nigeria, due to its mandate of teaching, learning, research, dissemination of knowledge and community service for generations, preservations and utilization of knowledge, ideas and values to meet challenges of time. The general expectation of any recipient of TE education is the display of harmonious relations at home, workplace and in society. It is assumed that students are the future developers and managers of society's institutions. Also, the TE through its products has a great influence on societies, industries, government policies and decisions making in the country. Most often, results of university research are the main foundation upon which the survival of the human populace depends. The origin of higher education known as TE in Nigeria was symphonic to its present challenges. Yaba medical school was established in 1920 and later changed to Yaba Higher College (now Yaba College of Technology) in 1932. It was criticized because of substandard curricula which were meant to produce subordinate officers to the European expatriates who supervised the programmes and their products. And, the courses offered by the citizens were neither accredited nor certified affiliated with any of the foreign universities (Babarinde, 2012). This affirmed the statement of Babarinde that "legions of internal strife, as well as external problems, question the relevance of higher education" known as TE's in the ability to contribute to the liberation of the people and the overall nation. Dialoke, Ukah & Maduagwuna (2017) aver that Policy failure gives birth to so many catastrophes afflicting the citizens and the country at large, these include; underdevelopment, less patriotism of citizens. wastages of resources, low development of human capital and whatever nemesis of insecurity the country is experiencing today. Earlier studies revealed that failure of policies implemented in Nigeria was explainable in two phases; formulation and implementation. For instance, Universal Primary Education (UPE), National Policy on Education, Operation Feed the Nation (OFN), Green Revolution, Mass Mobilisation, Structural Adjustment Programme, Better Life for Rural Women, Basic Education, Transformation Agenda, Poverty Alleviation, National Economic Empowerment and Development Strategy (NEEDS) all failed due to the above. Asiyai (2017) revealed that differentiating

between the two is useful once the problem confronting the public was identified. According to the scholar, it highlights strategic determinants of the implementation process that could be unconsciously overlooked. Five elements of the implementation plan were identified as; task allocation and accountability, objectives and tools, resources, timing, and communication and engagement strategy with relevant stakeholders. Perhaps, neglecting the above elements may result in what scholars' findings revealed below. Over-ambitious policy goals, cultural consideration, inaccurate statistical data, political opposition during implementation, inadequate personnel in some areas, inadequate funds, bribery and corruption. Implementation of public policy in Nigeria is characterized by a weak institutional framework; politicized; noninvolvement of intending beneficiaries in the formulation and implementation without recourse to the inputs of the citizens, unclear and precise goals, making them difficult to realize their intended objectives; interfered by external influence, making it difficult to realize their goals, as policies are formulated based on external directives which may not work in Nigerian environment (Akor, 2022; Olatunji, 2018; Asiyai, 2017 and Bolaji, 2015). These forces ignore the socio-cultural background of development in introducing policy reforms that run contrary to the people's bases of existence; lack of trust and bitterness among the implementation agencies lack of continuity in commitment to policy and poor supervision (Iyanda & Bello, 2016; Inyang, 2015; Ayuba, Charas & Paul, 2012).

Bolaji (2014) in his findings on the effect of politics on the Implementation of Universal Basic Education policy in Nigeria revealed that in purpose and intent, the scheme is an achievable venture; however, bureaucratic challenges, otherwise known as power of control, rhetoric without willpower and unethical behavior, limit the policy's effectiveness. The consequences of these stakeholders' actions have revealed the problems of lack of trust, politics affecting access to education, and politics influencing the appointment of bureaucrats during policy implementation. He asserted that rhetoric without willpower has manifested in multiple actors working according to their interest, rather than the collective interest, which could be termed 'politicization' or 'political interference. It affirmed the work of Bashir & Issah (2020) that the use of power and paraphernalia of office to serve personal or ethno-religious interests has weakened the institutional structures in Nigerian universities. It aligns with Burnet (2011) who hinted that in the current decades of education everywhere particularly in developing countries, Nigerian inclusive, will face a number of major interrelated challenges such as;

- i. continuation of old challenges where progress remains elusive, such as poor quality and relevance, inequity in education provision, the persistence of high levels of dropout, poor teacher support, management and accountability, and weak institutions.
- ii. others stem from education success, such as the pressure of post-primary education resulting from last decade's impressive growth in primary education and growing demand for all levels of education. It is in the nature of education progress that every problem tends to facilitate new challenges.
- iii. still, other challenges reflect major changes outside the education system, such as the phenomenon advancing work, demographic change, the advancement of democracy, the desire for more cohesive and equitable societies; and the need to produce the skills, knowledge and change agility needed to compete in the increasingly knowledge-based global economy.

More so, the Policy environment is a critical condition to influence or affect implementation anywhere in the world. Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. Meanwhile, the myth of tertiary education observed in developed worlds, in scientific breakthroughs has made the nation's progress alive both socially and economically in contemporary settings. It is believed that dysfunctional tertiary education in Nigeria is a predictable consequence of the country's vicious and predatory socio-political and economic structures and relations. Also, was the growing features of education which require approaches to countries' philosophical goals and objectives in tandem with environment. This predisposes the general assumption on beneficiaries of TE Education are a social construct with great emphasis on socio-economic development of human convergence found. For instance, the creation of marginal man as opined in Babarinde (2012) heralded foreign ideas as a yardstick not relevant to Nigeria's socioeconomic and political environments questioned the relevance and circumstances which emerged policies on inadequate allocation and inefficient management of governance and leadership. These later accrued to loss of sexual conduct, corruption and selfish interest. Research has indicated that decision-making on policy issues, funding, admission, recruitment, leadership are all determined politically. These had at various times encouraged academic fraud in the system, where ethno-religious tendencies were applied not to achieve national unity. Studies on TE revealed that the elites realized that the public could be controlled, through inept and intentionally weak policies, leading to perennial shortage and scarcity of commodities and services under inappropriate governing structures, political interference, the inadequacy of relevant resources, brain drain, poor school-community relation, and vibrant staff development programmes, anti-intellectual attitudes, erosion of autonomy and oversight functions of the academia. A relatively high rate of institutional failure on the onslaught of corrupt practices inflicted the public and social institutions connected to the TE with structural decays. The dimension of insecurities in the country was due to poor national economic performance ranging in the system such as strike actions, rape incidence, cultism and other insecurities, malpractices, and nepotism accounted and justified for by poor motivation to affect other levels of education. It degenerated from students' revolt to civil unrest, unemployment, sex scandals, religious bigotry, herders' farmers' clashes ethnic and school-communal clashes and generally poverty (Akor, 2022; Bashir & Issah, 2020; Olatunji, 2018; Asiyai, 2017; Oloyede, 2012).

The quality and depth of the knowledge content of a society, determines its strength, its prospects and its future. The philosophy of education as specified in the NPE (2014) is to build; a free and democratic society; a just and equalitarian society; a

united strong and self-reliant nation; a great and dynamic economy and a land full of brilliant opportunity for all citizens. The recent pandemic and recession uncover the crisis within the already fragile system of education in Nigeria which is expected to forestall incidences of insecurity, health hazard, economic uncertainties, and disruptions of socio-political activities that have resulted at significant cost all over the world. The impact of TE on Nigerian citizens is felt from different perspectives. For instance, strike actions, the incidence of dropout, corruption, indecent dressings, increased crime among students, cultism, examination malpractices, unemployed graduate, academic fraud and sexual harassment in the last three decades had been phenomena in Nigerian TE system. In spite of the proliferation of TE in Nigeria, it is obvious that most of what happens in society today continues to be a source of stress and embarrassment to teachers, parents and the government. Employers of labour looking forward to work-ready graduates with little or no supervision. Parents envisage their ward to be socially upright, morally sensitive and intellectually creative at home and workplace. Most issues are central to staff salaries, the inadequacy of welfare packages, municipal services and misplacement of priorities by the government. Previous studies on TE asserted that the challenges of education are fashioned on poor implementation of policy action, emphasis on paper qualification, un-enabling environment, brain drain, inadequacies of relevant resources, localization of the intellectuals through sentiments, disregard for needs and aspiration of the Nigerian environment. Students who in most studies are referred to as pampered elite, as well as citizens have been victims of circumstances. There are situations when security agencies shoot life bullets at the demonstrating fellows (Bashir, Abubakar & Issah 2019). Studies had indicated the influence of parents, teachers' quality, school climate, and students' interest have created a gap between learning and expectation. It is more glaring that nothing graduates idleness led them to political thuggery, robbery and victims of corrupt practices and disharmony in the country. According to Akinyemi, Ofem & Ikuenomore (2012) study on Graduate Turnout and Employability, many employers reiterate that the graduates possess a broad and respectable understanding of the cognitive base in technical disciplines, but they express dismay in the preparation of graduates in those applied technical skills necessary for solving problems and enhancing business productivity. The study revealed that Nigerian graduates do not possess employable skills to match the requirement of jobs in the present-day labour market. It was discovered in his study that apart from the qualifications that graduates possessed, there were other attributes that the employers emphasized as criteria for graduates' employability. These attributes include verbal and written communication, analytical and investigative abilities, entrepreneurship and managerial skills, teamwork, computer skills, time management, and drive and flexibility. Several researchers among who are Ojerinde, (2018); Adebisi (2014) and Ayonmike, Okwelle & Okeke (2013) affirmed that there is a need for provisions of relevant facilities, training and retraining of instructors and teachers with continuous assessment of technological needs of the country so that educational curriculum and policy can be tailor-made towards meeting the emerging needs for national development. The Scholars pointed out that TE must diversify to provide the right mix of core vocational skills that serve the labour market and higher-end research and science graduates that can fuel innovation for economic growth. And that, inculcating the right skills into the prospective beneficiaries should be a core function of TE. It is inappropriate to assume that a student is highly employable merely because they have experienced a particular curriculum. Studies by Adebisi (2014) suggested setting up a joint universities/industry panel to address issues such as work-study programmes, expanded internship programmes, introductory courses taught by industry people, and promoting partnerships between both sectors to bridge the gap between universities and industries in Nigeria. Despite the policies and programmes through world conferences, summits and developmental initiatives at local and international and regional levels wastages were recorded in spite of the involvement of multiple stakeholders, ministries, departments and agencies (MDA).

Findings of studies in Bashir, Salman & Issah (2021) revealed that the extent of adequately relevant provisions, availability, utilization and maintenance of resources in quality based on socializing processes of each society could characterize human activities to socio-cultural, economic and political emancipation. The key issues facing Nigeria can be captured broadly in terms of policy implementation. In general terms, these can be classified into four broad categories: economic (the challenge of transforming the economic conditions), political (the challenge of strengthening and sustaining the current tenuous democracy for good governance), human development (the challenge of transforming social conditions of the people), and environmental (the challenge of protecting the resource base) (UNDESAPD, 2017). Recent studies reported that sustainable development can be recorded in Nigeria by; creating consistent demand for good governance including addressing socio-economic and political marginalization that seem to fuel conflicts; Tackling poverty and reducing inequality through inclusive policies and people-centered development programmes, as well as addressing critical factors of poverty, underdevelopment, joblessness and lack of economic diversification; to capitalize on emerging opportunities to in massive investment in people to tap unto the latest potential offered by globalization and new information technology.

Strategies for Tertiary Education Intervention for Policy Implementation in Nigeria

The paper adopted agency theory which offers a broad but logically consistent framework between a principal and an agent. The theory as a tool strengthens the government's governance of TE as principal in different perspectives; professional groups, alumni, employers of labor, sectors, agencies, faculties and departments. One of the key issues is how to meet the legitimate accountability needs of government while safeguarding the institutional autonomy of TE. The government as principal tasks the agent, TE on a measurable achievement by providing all resources for the realization of mandates. This is premised on creating measurable

indicators in aligning the principal and agent's goals. It is believed that dysfunctional tertiary education in Nigeria is a predictable consequence of the country's vicious and predatory socio-political and economic structures and relations. Achieving the desired goal of any public intention is the hallmark of policy realization using TE as a dynamic tool for global enterprise yearning strategy. Therefore TE in Nigeria needs major institutional changes using the following strategies;

1. Adopting Nigeria's critical cultural perspectives which recognizes the strength and weaknesses in current culture and subcultures. This initiative is to redesign the internal and external efficiencies of TE in tandem with the Nigerian environment (traditional education) to have a measurable outcome in global solidarity. All ideas should take note of Nigeria's environment in criteria of course design, facilities, recruitment, promotions, engagements, linkages, policies and structures to promote social, political and economic development.
2. Develop a manpower approach on appropriate selection patterns for sectors' needs (capacities and capabilities) in tandem with employment requirements and skills shortages. The choice of selecting approaches such as; social demand, manpower forecasting, rate of returns, or cost-benefit analysis and synthetic (recognizes every level of education) are relevant based on priority. A clear understanding of the selection of priorities and focus on national and international collaborations with different ministries, sectors and relevant agencies and professional groups should necessitate the need to identify sectors responsive to particular capacities and capabilities in areas of needs, resources facilitation, provisions and utilizations that can lead to employment galore.
3. Determine the minimal number of courses that is relevant to the employment sector. Relevant courses should be minimal in number to avoid stress due to high workload cognizance of sector needs. Lecturers' preference for students on achievement is encouraged through such initiatives which help learning to take place. It gives exposure, readiness, maturity and confidence in classroom settings and on the subject matter.
4. Take into consideration of access capabilities and capacities against each employment sector. It necessitates a fundamental look at systems and processes which allow TE, institutes, sectors to address a number of key questions. This shall include; how the focus is the TE on meeting the needs of full-time students, and the capacity to develop and support a demand-led offer of full- and part-time learning.
5. Presence of professional bodies, employers of labour and sector skills in the development of relevant curriculum. School curricula must provide learning experiences that address students' development in the cognitive, academic, emotional, social, and moral domains.
6. Periodic statistical data on future management of employment requirements and skills shortages. It provides a framework for sectors need, societal demand and also a prerequisite for adjustment in consideration of technological, economic, political and social factors.
7. Provisions of motivational techniques and incentives such as professional development in research and knowledge transfer investment. These challenge the traditional approach because they acknowledge, address and make use of social and emotional influences on learning through interrelated philosophies, pedagogies and practices that stimulate constructivism and collaborative learning. It creates a sense of urgency, develops an appropriate vision and strategy and supports the infrastructure needed.
8. Periodic evaluation mechanism which recognizes monitoring and feedback present in the employment sector through students and research work. This shall take in form of; Service provision to involve faculties and students' initiatives that take the form of coordinated, sustained, long-term projects targeted towards a specific community. Community in the Classroom: knowledge and learning are most effective when human beings work collaboratively to solve specific, strategic and real-world problems through linkage with alumni, professional bodies, communities, government agencies, parastatals and ministries, Non-governmental agencies and employers on curriculum design, delivery and assessment, provisions of quality and relevant resources The processes of making students worthy of knowledge depends among others; on the quantitative and qualitative form of interactions and dispositions to teaching-learning processes vital in the orientation of incipient elite as tomorrow's expectation of civil society.

Conclusion

Series of scenes are in social and print media displaying a traumatized image of the country in a communal clash and ethnic riots, molestation of human values, loss of dignity of labour, kidnapping and hostage-taking, ritual killings, political thuggery and sabotage of nations economy of which graduates are being used as an instrument of destructions. Nigeria reckons that for it to meet its development challenges and follow the path of sustainable development, it must focus its efforts on; creating demand for good governance including addressing socio-economic and political marginalization that seem to fuel conflicts, tackling poverty and reducing inequality through inclusive policies and people-centered development programmes, as well as addressing critical factors of poverty, underdevelopment, joblessness, and lack of economic diversification, addressing the challenge of climate change, massive investment in people to tap unto the latest potential offered by globalization and new information technology. Although, many policies and programmes are put in place aimed at fulfilling its commitment towards social progress, political awareness and accelerated economic growth. But in the last three decades, the situation rather is becoming worse. Therefore the need to reimagine the TE as an intervention for the policy implementation programme in Nigeria.

Suggestions

Will Power: Political elite should be committed to will power to provide the needed funds, facilities and incentives for TE as stated in the white paper in consideration of environment. **Decentralization of faculties and departments in strategic rural communities:** TE should be cited where facilities for operation are in abundance or have faculties and departments located in areas of need in rural areas.

Collaboration: TE should collaborate with federal, state and local government authorities to address structures, systems, processes and regulations to be socially relevant in successful initiatives toward the achievement of mandates.

Synergy: Successful linkages also acknowledge and incorporate the participatory efforts of the various stakeholders. Relevant sectors, agencies and ministries such as National Directorate of Employment (NDE), NITDA, Central Bank of Nigeria (CBN), River Basins, Agricultural Institutes, Research Institutes and communities should formally link up with TE in the supply of equipment, training and employment of teachers and recipients of the programme.

Measurable Outcomes: TE needs specific measures of results to be considered successful. The development of programme, curriculum, equipment and facilities, tenure, etc on the participatory efforts of the various relevant stakeholders at the management, faculties and departmental levels. Each discipline should be encouraged to construct measurable objectives in conjunction with relevant professional groups, agencies and employers of labour that amalgamate both theoretical and practical perspectives.

Visibility and Dissemination of Knowledge: Why has it taken so long for the TE to bring to the doorstep of society the result of research. TE must be visible and disseminate knowledge to a wider audience through multiple avenues of disseminating information. TE should not limit the result of research to an article, journals, workshops, or conferences alone, showrooms, consultancy, market avenues, radio, television and online modules are costless available

Organizational Compatibility: The different faculties and departments are yet to align with the related field of professions, agencies, ministries, groups sharing status of experts that can successfully come to the aid of the TE for practical experiences which tend to involve organizations that function in a fairly similar manner. Academics need to be able to compromise when it comes to such issues as theory versus pragmatism, data-supported versus logical reasoning, scientific method versus case study, and academic versus practitioner dissemination of knowledge. It is observed that compatibility can be improved by all stakeholders sharing the status of experts.

Simplicity: TE should entail strategies and initiatives which tend to be simple modes of operation. Simple in this context refers to explicit goals, common definitions, and achievable outcomes where the environment is considered. Such will close the gaps of inefficiencies in respect of time, resources provision, expenditure, etc within and outside the system. This situation of inefficiency renders a graduate wastage and productivity low to the environment at a point in time.

Technology: TE should imbibed the use of modern technologies driven by public private partnership initiative in platform of alumni, professional groups, philanthropists, individual and corporate organizations, industrialists, aids and grants. The ability to shift focus from classroom teacher centred to student centred learning in an education settings is a major advantage of technology with categories of skills; basic skills (reading, writing), professional competencies (applied knowledge, technical skills), and complex functionalities (problem solving ability, self-learning skills) for social change.

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