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# REPOSITIONING TERTIARY INSTITUTIONS IN NIGERIA FOR SUSTAINABLE YOUTH EMPOWERMENT AND NATIONAL DEVELOPMENT

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## **Abstract**

*Sustainable youth empowerment which can be achieved through tertiary institutions is a key to national development. The establishment of tertiary education is geared towards empowering youths to live effectively and efficiently in the society and to contribute to its advancement and up liftment. However, the depressing poor quality of tertiary institutions in Nigeria in the area of dire educational needs and areas of empowering youths has become a source of concern to all Nigeria stakeholders in the tertiary education industry. Hence, this paper critically examined the topic 'repositioning tertiary institutions in Nigeria for sustainable youth empowerment and national development'. First, it gave a background of what it means to reposition tertiary institutions, and then went on to define the main concepts, which include sustainable youth empowerment and national development. Also, the paper highlighted the need of repositioning tertiary institutions in Nigeria, implications of lack of sustainable youth empowerment to national development, how to reposition tertiary institutions in Nigeria for sustainable youth empowerment and national development, and factors hindering tertiary institutions in Nigeria from empowering youths. Amongst others, it was recommended that lecturers in tertiary institutions should be trained in pedagogy to enable them drive innovation during instructional delivery so as to empower the students (youths) with meaningful skills and knowledge that will help promote national development. Also, government as owners of public tertiary institutions should remunerate the lecturers appropriately in order to propel their enthusiasm and interest in empowering the youths with relevant skills.*

**Keywords:** Repositioning, Tertiary Institutions, Youth Empowerment, National Development

## **Introduction**

Education at all levels has been seen as a major factor in national development and a key to empowerment of persons towards nation building. This is particularly the case in today's globalized information and knowledge driven economy. No nation can expect to successfully participate in and benefit from the 21st century economy without a well-educated and empowered labour force, who in this context of this study is the youth. The need therefore for a more purposeful and functional tertiary education for them cannot be overemphasized because, sound tertiary education is the best empowering tool for youth in the society for national development. Apart from being a tool for achieving an individual's well-being, either in the workplace or in the society, education creates awareness in the mind of the people so that they can support government's efforts to reduce poverty, eradicate hunger, and improve access to clean water. One of the items in the National Policy on Education (FRN, 2019) that seems to support this view is "the retraining of individual's mind for the understanding and appreciation of the world around." There seems to be a problem in the implementation of this item as such an awareness seems to be lacking in the mind of the people. The reason for the poor implementation probably lies with the structure of the country's educational system especially in the way it is operated. Taking a cursory look at the history of tertiary education it is obvious that the youths in the state have not been given full opportunity to benefit from tertiary education. The implications of these challenges are that the youth's inability to have access to appropriate and well-structured tertiary education is due to ignorance, poverty and disease which are particularly high for developing communities, given the low level of education attainment generally of the labour force. This, according to Umezulike(2020), has become imperative because Nigeria's future prosperity depends on the production or empowerment of youths who are well prepared and equipped to play their roles in tomorrow's global society; as well as appreciating the indispensability of peace and security that are ingredient for progress and national development. On the contrary, Ajah (2020), stated passionately that, if youths are not empowered and given responsibilities in the society, they are likely to pose threats to national stability. From this analysis therefore, it is very pertinent to empower the youths, and this is achievable through repositioning of Nigeria tertiary institutions.

The word "repositioning" means to change or adjust the focus of something, in an attempt to make it clearer. It also means to change the emphasis or direction of something. This implies to concentrate attention or efforts on something different (an alternative) from the old approach or set of ideas used. Therefore, to 'reposition tertiary institutions' means to change, adjust or refocus the emphasis or direction of learning from what it is; to a different approach that will lead to the attainment of worthy goals

which will bring about sustainable youth empowerment and as well enhance national development. Thinking in the direction of this concept to ‘reposition tertiary institutions’; it means that the current tertiary education system lacks what it takes to address the youth unemployment concerns of the nation and thus, must be adjusted or changed in terms of approach and content to meet the present needs of the society it serves. It is against this backdrop, that this paper seeks to explore the topic “repositioning tertiary institutions in Nigeria for sustainable youth empowerment and national development.”

### **Tertiary Institutions**

Tertiary institution is a concept that is usually used to identify the apex level of education in any country. Customarily, the term is used to identify that group of educational system that awards the highest certification in any country. Tertiary institution is the third level of education which a student acquires after completing high school (Kidd in Eseyin, 2014). It is therefore the level of education that issues a recognized certificate after the secondary school level of education. It covers universities, colleges of education, polytechnics, mono technics including those institutions offering corresponding courses (FRN, 2019). Ajah (2020) outlined that the quest for manpower development led to the establishment of Colleges of Education where teachers are trained. Polytechnics were also established and the practices were taught in so many fields especially in the area of Engineering and Technologies, all these contributed immensely to the development of Nigeria. Universities were also set up to cater for the massive production of professionals. The Nigerian labour force tremendously increased as a result of the establishment and sponsorship of education by the federal government. All these enhanced bi-lateral relationship with other nations as well as enhanced her domestic and international trade to mention but a few, education was indeed the bedrock that led the transformation of the Nigerian state (Umezulike, 2020).

However, the term ‘tertiary institution’ is therefore used interchangeably with term ‘higher institution’. The goals of tertiary institutions as stipulated in the National Policy of Education (FRN, 2014) shall be to:

1. Contribute to national development through high level relevant manpower training;
2. Develop and inculcate proper values for the survival of the individual and the society;
3. Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
4. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
5. Promote and encourage scholarship and community service;
6. Forge and cement national unity; and
7. Promote national and international understanding and interaction.

### **Sustainable Youth Empowerment**

Sustainability is the ability to maintain a certain rate of level. In economic terms, it is the avoidance of the depletion of natural resource in order to maintain an ecological balance. Sustainability is a production model which aims at better economic results for both humans and the natural environment, not only in the present but in the indefinite future as well. Its main element is the balance between production of goods and raw materials which are spent with regards to achieving production. Therefore, the objective of sustainable processes is to achieve more production with lower cost of raw material, which is why sustainability is usually mentioned with concepts like recycling, renewable energies and bioclimatic design. Youths are young people. Youth age boundary varies from culture to culture. Anise and Elaigwu (2007) as cited in Umezulike (2020) observed a global consensus among psychologists and social workers that ages between fifteen (15) and twenty-five (25) years could be classified as youths. According to Elekwa and Azhekhume (2015), in Nigeria observing people over fifty (50) years in youth activities is common. Similarly, Spore (2004) in Umezulike (2020) states that the youths include young people between the ages of 13 to 25 years, whereas some other agencies or governments have a ceiling of 30 to 35 years. Also, according to the scholar, the National Youths Development Policy of the year 2001 defines youth as people aged 18-35 years. In Nigeria the age range falls within those that are in secondary schools, are about to finish, and those in tertiary institutions or have finished, depending on their course of study and institution attended, but there are some out of school or have not gone to school at all. On the other hand, empowerment has to do with equipping one with relevant skills, knowledge, competence and abilities that will enable him become useful to himself and the society as well. Horny in Umezulike (2020) defines empowerment in the context of this paper as to give somebody more control over their own life or the situation they are in. Empowerment can equally be defined as the act of giving power to a person or group of persons who had hitherto lacked power or authority, which will enable one take decisions and act on such decisions without any unwanted external hindrance. Therefore, empowerment means the process of strengthening the existing capacities and capabilities of disadvantaged groups in the society to enable them perform towards improving themselves, their families, and the society as a whole. It is a multidimensional process involving the transformation of economic, social, psychological, political and legal circumstances of the powerless (James 2008 in Umezulike, 2020). Youth empowerment thus, is a process where children and young people are encouraged to take charge of their lives. Aja (2020) added that they do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their belief, values, and attitudes. Youth empowerment aims to improve quality of life. It is achieved through participation in youth programmes. Also, youth empowerment refers to economic and labour programs which can be used to impact labour skills and sensitivity to young able bodied, mentally fit individual or group of young persons to enable them participate

maximally in the harnessing and distribution of economic and social resources for meaningful self-benefits and the improvement of the society (Aja, 2020).

Consequently, sustainable youth empowerment entails detailed and well-developed programs which can be deployed for improvement of the capacity of young persons to either sustain their personal livelihood or enable them to live maximally and productively in the society upon improving the quality of life of the present generation without excessive use or abuse of natural resources, so that they can be preserved for the next generation. This concept is a major boost to economic development given that the key element of economic development (human resources) is the focus of such programs. Sustainable youth empowerment aims basically on improvement of life for long period of time without compromising the future. It is generally a process where young people are taught, trained and equipped to respond positively to life by transforming their beliefs, values and attitude to help better the life of others while preserving the future lives of others as well.

### **Benefits of Sustainable Youth Empowerment**

The value that quality and sustainable youth empowerment according to Aja (2020) brings to an economy is enormous. Amongst which are but not limited to the following.

- **Employment Creation:** A youth empowered society will not suffer the challenges of unemployment that many nations are battling today especially developing nations. When the youths are empowered with relevant skills and knowledge it enables them to create job for themselves and others while promoting national development.
- **Crime Reduction and National security:** It has been reported that there is a perfect correlation between sustainable youth empowerment and crime reduction/national security. Empowering youth add value to their lives to sustain their livelihood and this on the long run prevent them from adopting crime.
- **Poverty Eradication:** In fact, poverty eradication is the key benefit of sustainable youth empowerment. When youths are effectively equipped with essential skills for survival, they can utilize those skills to take care of themselves and assist others given that societies in nations like Nigeria has high dependency rate. As the youth use the skills to create value, it will increase employability and add to the Gross Domestic Products (GDP) of the nation.
- **Good Governance:** No doubt, the youths are the leaders of tomorrow when they are empowered, they also empower the masses thereby creating a balance pathway for a better future through various leadership positions being handled in the economic and political arena.
- **Improved Standard of Education:** Empowerment in its totality is largely about education and mental transformation. Sustainable youth empowerment can lead to social improvement of a country. Empowered youth will always accelerate the spirit of patriotism in the educational sector because they will most likely understand the value of education more than a youth that is not empowered.

Consequently, from the benefits above, it is obvious that a nation like Nigeria must adopt sustainable youth empowerment concepts that can run effectively in a multi-cultural society like we have in this country and also concepts that promote national integration, development and peaceful co-existence. Currently, according to the global organization (UN) reports, Nigeria youth migrants in Europe and America three times more than migrants from other West African country. So, the inability of the government to institutionalize productive youth empowerment concepts to reap its economic benefit will result to negative economic trends and national development.

### **National Development**

The issue of national development cannot be over-emphasized. It is a recurring factor in understanding the history of development of strategies and growth models of education as it concerns an individual country's history (Agala, 2021). Hence, before looking at the concept of national development, it is important to understand the meaning of development. The meaning of the term "development" becomes clearer with the understanding of the term "economic growth". By economic growth, economists generally mean the increase over time in a country's real output per capita. Ezeh (2017) added that though other measures can be used, output is most conveniently measured by the gross national product (GNP). This implies that economic growth is measured by the increase in a country's per capita GNP. It is a sustained expansion of production possibilities measured as an increase in the real GDP over a given period. Rapid economic growth maintained over a number of years can transform a poor nation into a rich one, as has been the experiences of Hong Kong, South Korea, Taiwan and other Asian economies (Bade and Parkin, 2002 as cited in Agala, 2021).

According to Malizia and Feser (2000), growth and development is complementary, because one makes the other possible. They are also alternating processes that occur sequentially. Growth is an increase in output, development is a structural change, for example technological or legal. Growth expands the economy, while development must lead to more equal distribution of income and wealth. Therefore, Friedman (1957) in Abubakar (2003), defines development as an innovative process leading to the structural transformation of the social system. It is a discontinuous and spontaneous change in the stationary state which forever alters and displaces the equilibrium state previously existing. Charles, Kindleberger and Bruce (1958) as cited in Agala (2021) point out that development is generally defined to include improvements in material welfare especially for persons with the lowest incomes, the eradication of mass poverty, disease and early death, changes in the composition of inputs and output that generally include shifts in the underlying structure of production away from agricultural activities towards industrial activities. According to them, it is the organization of the economy in such a way that productive employment is generally among the working age population rather than the situation of a privileged minority, and the correspondingly greater participation of broad-based groups in making decision about the direction in which their welfare will be improved.

Intuitively, development goes far beyond just real per capita GNP or national income. Its sustenance over time is through the continuous increase in per capita and productivity. They also maintained that it is about who benefits from the fruits of economic growth, the vast majority of the populace or just a fraction of it (the high-middle-income population). Development includes changes in social, political and institutional structures in the economy, reflected in the character of the people and the attainment of better life for the majority of the population in a society. Development could also involve development in different sectors of the economy. It involves efficient economic management, good governance, sustainable development and poverty reduction; all of these are goals to which development stakeholders have to contribute (Sako, 2002). Therefore, economic development as it has to do with this work refers to a whole gamut of change in a nation's infrastructures, institutions and ways of doing to ensure better welfare of her citizens (Agala, 2021).

However, according to Longman dictionary of contemporary English, national development is a phenomenon that embraces a whole nation. This means that the issues relating to national development could be viewed from the spectrum of a structural-functionalisms. Therefore, it can be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government. World bank in FRN (2019) affirms that national development is growth plus change, change in social, cultural, as well as economic qualitative and quantitative. Ogai (2003) sees national development as a gradual manifestation of positive changes in the economic, industrial, political, social, cultural and administrative lives of a country. He also went further to say that in viewing the progress of a country, the term national development is more comprehensive than economic growth. It involves high quality and large quantity of productive resources as well as efficiency in using them. When we talk about national development, we are concerned about quality improvement in the various sectors of our national life such as the political, ethical, socio-psychological, and economic spheres of national existence, which combined, to define and assure quality and productive existence for the citizens of a country.

### **Need of Repositioning Tertiary Institutions in Nigeria for Sustainable Youth Empowerment and National Development.**

The need to place our tertiary institutions on the global map cannot be overstressed considering the enormous role they play in building our society. Tertiary institutions remain the instrument for the emancipation of the populace from the ravaging effect of the deepened poverty, social injustice, economic meltdown, malnutrition, insecurity and all such social vices that have be devilled the Nigerian economy. Also, with the advent and establishment of tertiary institutions across Nigeria the enormous challenge that be-devilled the civil service has been drastically reduced as a result of massive production of tertiary institutions graduates. This is one of the most strategic areas where tertiary education has brought Nigeria to lime light in both domestic and international arena. With the professional expertise resulting from tertiary educational expansion in Nigeria the problem hitherto associated with the civil service has been drastically reduced over the years. Much of the bulk of the recommendations of the 1988 civil service reformation were educationally inclined and structured by administrative professionals from the tertiary institutions therefore, it is evident that tertiary education is a tool for societal emancipations, equity and justice, public sensitization and other developmental initiatives (Edigin in Obiechina, n.d). Furthermore, tertiary education should ideally liberate one from the corrupting shackles of greed and graft, from the basal influences of primitive superstition, of ethnic and religious bigotry and from the corrosive instincts of selfishness and parochialism. Good wholesome tertiary institutions strive for excellence over mediocrity and promotes the patriotic spirit in place of blind sycophancy. It places high premium on truth, justice, individual and social morality, as well as peace making. It should be education in leadership, the type that would throw up the leader as servant, mentor, inspirer and visionary. Good tertiary education should emphasize civic and political awareness, training in human dignity and fundamental human rights and citizen responsibilities. It should encompass training in the democratic culture and in popular participation in governance. Tertiary education today include training in healthy living, ecological justice and environmental sustainability (Obiechina, n.d). Tertiary institutions play vital roles in strengthening other institutions, fighting repression, promoting good governance. Its power is integral to spreading peace and deepening democracy and when people participate in the democratic process and become engaged, they build peace in the country. In addition, the recent democratic improvement that has been witnessed in Nigeria is by and large a byproduct of tertiary institutions in Nigeria. Democratic philosophies governing the Nigerian democratic system has been sustained and structured on principles of tertiary educations as shown in public enlightenment, sensitization, workshop and seminars. Tertiary education has indeed strengthened the democratic stability in Nigeria. At the grass root level, it has impacted the gains of democracy on local government administration, with the resultant effect of growth and development of local governments. The state and the federal government have equally experienced growth and development arising from democracy with tertiary institutions

playing tremendous role. The furtherance of the philosophical ideology and framework of tertiary institutions will help to foster the continuity of advancement realities. In a nutshell, tertiary institutions have been the credo of civilization. It is hoped that in the nearest future in Nigeria it will be embraced by all and this will go a long way in bringing Nigeria to the forefront of global development. Hence, there is need tertiary institutions in Nigeria should be repositioned in order to further empower youths and timing age groups for economic and national development.

### **Implications of Lack of Sustainable Youth Empowerment to National Development**

According to Eseyin (2014) and Aja (2020), some of the implications of a rising level of youths not been empowered are:

**Frustration and Loss of Self-Esteem:** The cost of acquiring education in a developing country like Nigeria is usually very high. For example, the fees charged by private tertiary institutions in the country are usually expensive than anticipated (Ejirika, 2013). Ezeh, Amaechina& Njoku (2019) asserted that based on these financial and non-financial cost incurred by students to acquire formal education, most students are easily frustrated in a situation where they graduate and find it difficult to secure employment in the country. Unemployment also contributes to a low self-esteem among most people. The implications of graduate unemployment or youths not being empowered are usually inestimable. This is because the various educational stakeholders are affected in one way or the other when the number of unemployed graduates in the country keeps increasing; parents, teachers, students, educational institutions, private sectors and government alike (Ezeh and Ekemezie 2017).

**Increase in the Level of Social Vices:** ‘An idle mind they say is the devil’s workshop’. The inability of most youths to secure employment after graduation has led them into different forms of anti-social activities. Graduates from different tertiary institutions have been led into different social vices such as armed robbery, prostitution, political thugs, vandalism, etc. The level of insecurity in the country currently has also increased because most of the graduates who are not gainfully employed or have something meaningful doing in the society has failed to find a place where they can exercise their mental and physical expertise. This situation according to Agala (2021) has gradually escalated the level of anti-social activities in the country. In the same vein, some established politicians and businessmen have taken advantage of them to lure the anxious youths into criminal activities such as thuggery, oil theft, kidnapping, banditry and murder. This is largely due to the inability of these youths to find something worthwhile to do after graduation.

**Slow Pace of Economic Development:** Labour in any society whether skilled, semi-skilled or unskilled is expected to contribute in one way or the other towards the growth and national development but where there are no available jobs for these people, the effect is that the economy will experience a slower level of economic growth and development, whereas most of the sectors of the economy have

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continuously agitated for an increased manpower and this inadequacy of the required workforce has contributed to the slow pace of development in the country.

**How to Reposition Tertiary Institutions in Nigeria for Sustainable Youth Empowerment and National Development**

All over the world education has been viewed as the major instrument for the placement of individuals into the various sectors of the economy. As such, the tertiary education sector needs to be improved in order to ensure a high level of youth empowerment in the country. Some of the strategies through tertiary institutions can be repositioned to contribute to national development in the country are:

**Vocational and Entrepreneurship Training**

The true wealth of a nation is the amount of value her citizen can produce when provided the right environment and support by her government. Vocational and entrepreneurship education contributes to nation building through its ability to provide training that will result in empowering individuals who are well adjusted in the sense that they are capable of coping with their communities and the world in which they live and providing the understanding and appreciation of the actual functioning of the economic system due to its competency-based in nature (Ezeh and Ekemezie 2017). Entrepreneurship education as a course has been introduced into Nigerian tertiary institutions particularly in Business education programme. Agala (2021) asserts that in business education, wide range of courses are offered such as marketing, accounting, information and communication technology, business policy, management, business law and entrepreneurship to mention a few. Business education graduates are expected to acquire business competencies from these courses. He continued by saying that these competencies will enable them to set up their own business and manage them effectively. In Nigeria, we have seen few entrepreneurship training programs with funding by the government like the YOU WIN program. A youth development scheme established by the Goodluck Jonathan led government to empower Nigeria youths. But the challenge has always been sustainability. However, if the government can drive such schemes like the YOU WIN program with proper regulatory framework to institutionalize such program to run independent of the influence of the government in power for youths from tertiary institutions. It will create ripple effect in the development of the economy, poverty eradication and direct/indirect employment to the youths (Aja, 2020).

**Technical skill acquisition and Innovation Support**

Again, the administrators of tertiary institutions should not see technology, as a silver bullet, a one shot thing as more technology does not mean better learning. Technology should be used to boost skills and academic productivity. Technology on its own cannot transform the education system but the effective use of technology in teaching and learning process can empower students with sustainable skills and

knowledge to help them become employers of labour or be gainfully employed. The intangible technology should complement the tangible. Why should technology be more emphasized than the pedagogy, psychology of learning and instructional methodology without which innovation becomes a mere word? ICT has great potential for supporting innovative pedagogies but should not be a magical ingredient. Teachers (Lecturers) should be interested not only in how much computers are used but also in how computers are used. Teachers should teach the students and not the content, by using technology efficiently to improve their learning outcomes. Technology should be seen as a tool for an innovative teacher and learner and not a magic wand (Oluwuo, 2021). The reality is that if the government can through her tertiary institutions make deliberate effort to help youths get trained in technical skills which has ability to add value in the society, then she would have successfully curbed the menace of unemployment to a large extent. Also, the support for innovation and scaling basic innovation to marketable standard will also be a major game changer (Aja, 2020).

### **Promotion of Positive Learning Environment**

The administrators of tertiary institutions should create successful environment that promotes internal cohesion and freedom of action as well as stimulation of ideas. Positive school climate where cross fertilization of ideas is rife remain key to repositioning tertiary education because school environment replete with rancor and leg pulling is not a fertile environment for innovation to be nurtured and developed. Collaboration and synergy are required. The stakeholders in tertiary education like the administrators, teachers, students, parents, government as well as the local community should be allowed to contribute their quota in the education of the children (Oluwuo, 2021). The environment should be congenial for them to contribute in the administration of schools. Repositioning of tertiary institutions for sustainable youth empowerment can be successful only when human element is taken into consideration. No one should be left behind.

### **Development of Sports Activities.**

With proper development of sport from grassroots to professional level, youth empowerment will get a major boost because sport is a major economic activity. For example, the market for professional sport in the United States is roughly 169 billion dollars which is 50% larger than that of all Europe, the Middle East and Africa combined. In Nigeria today due to lack of proper sport development, the government have not been able to harness the massive economic potential sports has in terms of job creation and value creation, popular sports like Soccer, Volleyball, Basketball, all forms of athletics and field games can be developed with amateur participation design into secondary schools and the professional level structured properly into the curriculum of the tertiary institutions with public private partnership in place to allow for efficiency and sustainability. Sport generally has the potential to employ more youths than any other sector of the economy can (World Bank, 2016 as cited in Aja, 2020).

### **Well-motivated and properly trained teachers**

Hanson cited in Aguba (2021) observes that the future of the nation rests in the hands of its teachers, for the qualities they possess today will inevitably be reflected in the citizens of tomorrow. Teachers (lecturers) are the main determinants of quality in tertiary institutions. If they are ignorant in their disciplines and impart wrong information, they are not only useless but also dangerous. As rightly and expressly stated by the Federal Republic of Nigeria (2014), “no educational system can rise above the quality of its teachers”. For innovative education to flourish in any school so as to empower the youths who are the students, the teachers must be committed and equipped with relevant knowledge and skills. The teacher must make his classes interactive and participatory. His students must be exposed to ‘hands on’ project or practical teaching methods (Aguba, 2021). Youths can only be empowered when the right caliber of teachers are trained, placed, retained and adequately motivated. Such teachers should have the capacity to stand out from the crowd and always recognize the multiplicity of ideas and non-conformist nature of some talented youths.

### **Provision of Relevant Facilities**

Adequate infrastructures should be provided in the various tertiary institutions in the country in order to help students learn meaningfully. This will help to reduce the production of unemployable youths into the various sectors of the economy. Students should be given the opportunity to learn in a friendly environment such that they can put their acquired knowledge to work in the wider society (Eseyin, 2014).

### **Committed Students**

Students are the most important resources in any educative process. Progressive forces in education advocate that teaching and learning should be child-centered. For youth empowerment to take place, the right caliber of students must be admitted. The students so admitted should also show high sense of scholarship and learning. Empowerment of skills and knowledge can hardly take place if the learner is not ready, willing and prepared to participate in the educative process. The students should be exposed to critical thinking, problem-solving, creative and collaborative skills. Students should be involved in critiquing experiments, distinguishing alternatives, investigations, researching, debating with peers and forming coherent arguments (Aguba, 2021).

### **Proper Organization of Internship, industrial training and practical programmes**

Internship, industrial training and practical programmes should be adequately organized for students. Students should be given the opportunity to acquire firsthand knowledge from already established organizations. This will help students to fit in properly into any sector of the economy where they find themselves (Eseyin, 2014).

### **Adequate Funding of Tertiary Institutions**

Provision of adequate funds is a desideratum for proper repositioning of tertiary institutions for sustainable youth empowerment and national development. Tertiary education is a social service or a public good that is capital intensive. Poor funding is at the root of all crises in Nigerian educational system. It is responsible for the incessant agitations and disputations by various labour unions in Nigeria's educational system (Aguba, 2021). Thus, tertiary institutions should be proper funding by the government and in collaboration other stakeholders.

### **Factors Hindering Tertiary Institutions in Nigeria from Empowering Youths**

The following have been identified as major challenges of innovative education in Nigeria:

- Stiff neck attitude towards change and innovation
- Wrong interpretation of the meaning of education
- Incessant Industrial action of members of teaching staff in tertiary institutions
- Frequent changes in school leadership
- Little academic freedom and autonomy
- Limited knowledge in the application of innovative process and methods
- Poor preparation and training for school administrators and lecturers
- Epileptic power supply
- Poor incentives and remuneration of staff
- Uncommitted and ill prepared teaching force
- Institutional leadership issues
- Dearth of relevant infrastructures and facilities
- Curriculum related issues
- Too many examinations and exam bodies
- Over reliance on academic certificates and degrees.
- Palpable insecurity
- Poor funding

### **Conclusion**

The level of educational development is said to determine the level of development of a nation's economy. The attempt of using tertiary institutions to address issues of youth empowerment would mean that, tertiary institutions are to offer a different kind of education that should be rich in relevant innovative work skills and

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knowledge to meet the needs and demand of the industries. Also, in dealing with the broad issue of national development, the tertiary institution community need to be sanitized from all forms of corruption, bribery and nepotism etc. Hence, tertiary education system must be a microcosm that promote youth empowerment and national development. This is because a body that is a product of a corrupt system ‘cannot give what they don’t have.’ The underlining point here is that, tertiary institutions must be deliberate, serious and sincere in curbing the challenge of youth unemployment ravaging the nation. And this should begin from her own community of scholars, students and administrative staff.

**Recommendation**

Lecturers in tertiary institutions should be trained in pedagogy to enable them drive innovation during instructional delivery so as to empower the students (youths) with meaningful skills and knowledge that will help promote national development. Government that is in charge of public tertiary institutions should remunerate the lecturers appropriately in order to propel their enthusiasm and interest in empowering the youths with relevant skills. Repositioning tertiary institutions for youth empower cannot work except lecturers of these institutions are actively involved in the classroom. Commitment and engagement of teachers enhance teaching and learning process.

Regular supply of electricity is required to power on facilities that aid learning and teaching. Alternative sources of light can be sourced through the internally generated revenue.

Administrators in tertiary institutions should work with outstretched arms. They should work with subordinates to achieve the major goal of the school which is empowering youths to contribute meaningfully to nation building. Collaboration and effective communication are important for repositioning the institutions in the right direction for global competitiveness.

There is need for periodic review of tertiary institutions curriculum to remain in tune with the dynamics of our changing world. Repositioning our schools to help empower our youths require proactive and innovative laden curriculum at all of tertiary institutions. The curriculum of our tertiary institutions should be pragmatic, practical, scientific, inspiring, relevant and innovative in nature.

Civil society groups, social activists and other members of the society should join the academic staff of tertiary institutions to compel the Government to adequately fund tertiary education in Nigeria. This can be achieved through advocacy, negotiations, protests, occupation of sensitive Government offices, lobbying, strikes etc.

Election of political office holders should be based on their track records about education and their manifestoes. Political office holders who are enemies of education should be voted out in the subsequent elections.

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