The Potentials of Tertiary Institution on Community Development

1Alhaji Kawugana & 2Faruna Simon Faruna

1Federal Polytechnic P.M.B.0231 Bauchi, Bauchi State Nigeria
alhajikawugana@gmail.com
+2348062530835, 08029929098

2First Bank of Nigeria Bauchi Branch
sfaruna@yahoo.com
+2348032064944

ABSTRACT
Tertiary institutions have to make pacts with the community development in order to establish their relevance and account for the public funds they receive to execute their mandate. Government coordination efforts must be focused and sustained toward evolving a knowledge economy in order to reorient tertiary institutions into transforming actively in developing the engine of development. The tertiary institutions play instrumental role to development by having a concentration of experts that can be tapped to solve pressing social problems. Also tertiary institutions are the engine of development by strengthening knowledge and innovation as important ingredients without which no country can play any role in the knowledge economy. The notion of autonomy and academic freedom, allows the tertiary institutions to contribute to development indirectly through the production of high level skills and scientific knowledge. In our situation tertiary institutions play the instrumental role, and not the engine of development so they end up tackling social problems rather than economic development. There is no consensus of opinion on the role of tertiary institutions on development as there is no any agreement on development model and the role tertiary institutions will play in development both at the national or institutional levels. Tertiary institutions are expected to develop strategic plans in order to attract identified stakeholders as development partners.

Keywords: Tertiary, Institutions, Community, Potentials, Development

INTRODUCTION
Tertiary institutions have a heavy responsibility of accounting to the community with regard to their purposes of existence. Tertiary institutions have to make pacts with the community in order to establish their relevance and account for the public funds they receive to execute their mandate. Government coordination efforts must be focused and sustained toward evolving a knowledge economy in order to reorient tertiary institutions into transforming actively in developing the engine of development. In recent times globalization and the knowledge economy have accompanied the challenges for new competencies and skills for technological development. Tertiary education is seen as the key to providing the knowledge requirements for development. Research has established the association between tertiary education participation rates and level of development, and that higher levels of education are essential for the provision of new technologies for continuous innovation and capacity to develop. This has made many countries to key in knowledge and innovation in their tertiary education policies as the core for their
development strategies. In Africa the role of tertiary education in development has remained elusive. Tertiary institutions especially the universities were expected to contribute to human resource development, and governments tried to steer them towards development goals. This objective was not achieved because the governments in most instances do not have any coherent development plans. This was caused by the confusion on the role of tertiary institutions in development. In the end, in most African countries, tertiary education especially university education became a luxury item to have.

The African ministers of Education made a call at the UNESCO World Conference on Higher Education in 2009 for revitalizing the role of tertiary education for development through improved funding and a support fund to strengthen research and training.

In order to understand the contributions of tertiary institutions to development the unique characteristics of tertiary institutions should be analyzed as the starting point. It is established that tertiary institutions contribute to development through three related factors as follows;

i) Type of agreement that exists between the institution, the political authority and the society;

ii) Nature, strength, size and continuity of the institution’s academic core; and

iii) Level of coordination, implementation and connectedness of institutions in the larger policy context.

**Problem Statement/Justification**

For several decades, development agencies have placed great emphasis on primary and, more recently, Secondary education. But they have neglected tertiary education as a means to improve economic growth and mitigate poverty. In our situation tertiary institutions play the instrumental role, and not the engine of development so they end up tackling social problems rather than economic development.

There is no consensus of opinion on the role of tertiary institutions on development as there is no any agreement on development model and the role tertiary institutions will play in development both at the national or institutional levels. Tertiary institutions are expected to develop strategic plans in order to attract identified stakeholders as development partners. Government is becoming more aware of the significance of tertiary institutions in the global context of the knowledge economy, but it is yet to make any impact as there is no coordinated effort to strengthen the contribution of tertiary institutions to development. The vision 2020 has failed to attract or make the tertiary institutions as the engines of development. We seem to be experts in making plans but not experts in executing them, because the vision 2010 was the best plan ever produced for Nigeria by Nigerians, and yet we did not have the political will of executing it. We may have deficiency in articulating implementation and or monitoring mechanisms that may have been caused by lack of coordination and collaboration with the tertiary institutions as engines of development. Government must realize and accept the fact that knowledge is the major key to development. It is only when the government and the tertiary institutions have similar notions can there be any pact between the two in order to translate any development plan into reality. There is therefore the need for more efforts toward forging agreements between the governments and the institution’s leadership with the understanding that knowledge and tertiary education are the necessary and key ingredients to development. It has to be understood that while capacity building is important, consensus building is also important, because capacity building without agreement on capacity for what, may be part of the bottomless ditch syndrome our tertiary institutions find themselves today.

Tertiary institutions are specialized institutions whose business is knowledge both in its production reproduction, and dissemination. The institutions can only do this business if their academic core is strong. It is only then, that they can successfully participate in the global knowledge economy in order to contribute to sustainable development. Unfortunately our tertiary institutions are not in any way along this line and it will be very difficult to turn them around.

**Literature Review**

Education is a process that involves the acquisition of knowledge, skills and attitudes. Peace here is seen as a fruit of careful rearing of values, behavior and attitudes that give life to the development of cooperation, non-violence, respect for human rights and cultural diversity, democracy and tolerance that should be in the mind and heart of every citizen. The concept as defined by the United Nations refers to’’
all values, attitudes and forms of behavior, way of life and of action that reflect and are inspired by, respect for life and for human beings and their dignity and rights: the rejection of violence, commitment to the principles of freedom, justice, solidarity, tolerance and understanding among people and between groups and individuals”

Miles Horton in his autobiography said;
I have a holistic view of the education process. The universe is one; nature and mind and spirit and the heavens, and time and the future are all part of the big ball of life. Instead of thinking that you put pieces together that will add up to a whole, I think you have to start with the premise that they are already together and try to keep from destroying life by segmenting it, over-organizing it, and dehumanizing it. You try to keep things together. The education process must be organic and not an assessment of unrelated methods and ideas.

Education for peace refers to competence in the three elements of the process of education mainly; knowledge, skills and attitudes. Knowledge for peace include facts about disarmaments, the environment and sustainable development, human rights other cultures and religions and alternative ways of managing and transforming conflict. These should be included in the curricular of our tertiary institutions.

Skills for peace include communication and conflict management skills, crisis analysis, prioritization, verbal and written reporting skills, team work skills. These should be trained up partly through education methods chosen and routines in the school and well directed training.

Attitudes for peace include solidarity, curiosity, and interest in the other and the desire to promote democratic solutions, justice and equality, created through the educational methods and open debate.

Access to education and to the various forms of learning is a necessary but not sufficient condition for a culture of peace. A comprehensive system of education and training is needed for all citizens at all levels and forms of education, both formal and non formal. The development of a holistic approach, based on a participatory methods and taking into account the various dimensions of the elements of the education process is the main objective of education for peace.

The United Nations, Educational, Scientific and Cultural Organization (UNESCO) and the Unite Nations Children Educational Fund (UNICEF) are the active advocates of education for peace. UNESCO has centered its work on the promotion of education for peace, human rights and democracy. In this regard the World Declaration on Higher Education stipulates that, Higher education shall be accessible to all on the basis of merit in keeping with Article 26.1 of the Universal Declaration of Human Rights. No discrimination can be accepted in granting access to higher education on grounds of race, gender, language, religion or economic, cultural or social distinctions or physical disabilities. In assessing the role and relevance of tertiary institutions the first aspect to look at relates to the fit between what society expects of the institutions and what they actually do. In this regard tertiary institutions should reinforce their relationship with the world of work, and base their long-term outcomes to societal aims and needs, including the respect of cultures and environment protection. The development of entrepreneurial skills and initiatives should be the major concerns of tertiary institutions. It must be emphasized here that special attention is to be given to tertiary institution’s role for service to its community. Tertiary institutions have the special role of initiating activities aimed at reducing poverty, intolerance, violence illiteracy, hunger, environment degradation and disease. Tertiary institutions should also have the capacity to establish activities that aim at the development of peace, through an interdisciplinary and trans-disciplinary approach. Tertiary institutions and their staff and students have the responsibility to preserve and develop their most important functions, through the exercise of ethics and scientific and intellectual rigor in their activities. They are to enhance their functions through an ongoing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention. These functions are the core basis of academic autonomy and freedom that make the academic fully responsible and accountable to the community.

Tertiary institutions need to make a paradigm shift in their delivery by emphasizing student-oriented approaches, through curricula reviews that go beyond simple delivery of cognitive mastery of disciplines to include the acquisition of skills, competencies and abilities for communication, creative and critical
analysis; independent thinking and team work in multicultural contexts. In this regard closer partnership is required amongst all identified stakeholders especially policy makers, parliaments, media, teaching and support staff students and their families, the employer, and the community.

Peace education is seen as the contribution of education to peace building. It refers to the activities that promote the knowledge, skills and attitudes that allow the development of behavior changes that will prevent the occurrence of conflict, resolve conflict peacefully or create the social conditions conducive to peace the goals of which are to construct a fair and democratic society and discourage hegemonic tendencies and youth militancy and seek cooperation from each other instead of sticking to compromises that do nobody any good. Peace education has to do with showing respect for cultural diversity, eliminating prejudice, and emphasizing positive mutual influence between different ethnic and religious groups. Peace education tries to develop a cluster of behavioral patterns that enable peacemaking behaviors to become rooted in a society. Peace education enthrones a belief and value system that foster peace building based on the principles of equality, stewardship and equitable sharing of resources, and security of man at the individual, family, group, or national levels, without resorting to violence. 

Through the culture of peace people put in all the efforts towards overcoming physical, psychological and structural violence.

Peace education takes place in formal, non formal and informal settings in this situation we are concerned with formal tertiary education. According to Bodine and Crawford there are four approaches to implementing peace education in the formal system as follows:

i) The process curriculum approach in which a distinct curriculum on the principles and skills of non-violence and teaching the contents as a separate course to be taken by students, in addition to their existing courses. In this context learning takes place by way of structured activities.

ii) The mediation programme approach where students are trained within the institution to provide neutral third party facilitation services to their peers with the advantage of continuity to serve as mediators in the larger society.

iii) The peaceable classroom approach in which conflict resolution principles and skills are infused into multiple subject areas, such as social studies, language arts, history, mathematics and sciences.

iv) The peaceable school approach that builds on the peaceable classroom approach by allowing the entire institution to benefit from the teaching of peace principles and skills.

In sub-Sahara Africa a big gap exists as conflict management principles and or techniques are acquired through short workshops and the trainers themselves learn the principle on the job rather than through formal training. This has led to creating more problems than solving conflict as the trainers do not care enough to update their skills though the nature and dynamics of the problems they work on constantly change. This usually led the so called experts to build on their mistakes and in the process create more problems than they resolve. The other side of this problem relates to the academics that may have earned the necessary qualifications in peace and conflict resolution yet they usually remain on the ivory tower leading to little grasp on the realities of conflict situation on the ground and mainly specific to the region.

This situation led to calls for the establishment of institutions for providing formal peace education in the region. Secondly the ivory tower scholars need to work with practitioners to ensure what they teach and how they plan interventions reflects the realities on the ground.

In Nigeria the first attempt at providing peace education at the tertiary institution level was initiated by the British Council when in 1996 it supported the University of Ibadan to start an academic link with the University of Ulster, in Northern Ireland, in peace and conflict studies. As a result of this arrangement the University of Ibadan developed a Peace and Conflict Studies programme in 1998 which began admitting master’s degree students in 2000 with Center for Peace and Conflict Studies (CEPACS) that also run short courses in conflict management.
METHODOLOGY
The research design used for this study is both quantitative and qualitative. The study area is Bauchi state. Stratified sampling technique was used to select 400 sample sizes. This was based on the sample size guideline that when the population is about 5000 or more, 400 sample size is adequate for the study (Leedey and Ormrod, 2005; Olatunji, 2010 and Usman, 2015).
Questionnaire and interview will be used to source data for the purpose of this research. The strata comprise of institutions in Bauchi State. The data will be analyzed using analysis of variance (ANOVA).

DISCUSSION OF FINDINGS
The findings of this study reveal that the Tertiary institutions especially the universities were expected to contribute to human resource development, and governments tried to steer them towards development goals. This objective was not achieved because the governments in most instances do not have any coherent development plans. This was caused by the confusion on the role of tertiary institutions in development. In the end, in most African countries, tertiary education especially university education became a luxury item to have.
The findings of the study also reveals that Tertiary institutions have to make pacts with the community in order to establish their relevance and account for the public funds they receive to execute their mandate. Government coordination efforts must be focused and sustained toward evolving a knowledge economy in order to reorient tertiary institutions into transforming actively in developing the engine of development
The findings of the study also further reveal that Tertiary education is seen as the key to providing the knowledge requirements for development. Research has established the association between tertiary education participation rates and level of development, and that higher levels of education are essential for the provision of new technologies for continuous innovation and capacity to develop. This has made many countries to key in knowledge and innovation in their tertiary education policies as the core for their development strategies. In Africa the role of tertiary education in development has remained elusive.
The findings of the study provides employment opportunities and provision of social responsibilities

CONCLUSION
In conclusion the potential of tertiary institution situation in Nigeria will be determined to guide policy makers in the future and will guide government and policy makers to have an insight into the potential situation in the tertiary institution with a view to re-strategize in the future. There is therefore the need for more efforts toward forging agreements between the governments and the institutions’ leadership with the understanding that knowledge and tertiary education are the necessary and key ingredients to development. It has to be understood that while capacity building is important, consensus building is also important, because capacity building without agreement on capacity for what, may be part of the bottomless ditch syndrome our tertiary institutions find themselves today.
Tertiary institutions are specialized institutions whose business is knowledge both in its production reproduction, and dissemination. The institutions can only do this business if their academic core is strong. It is only then, that they can successfully participate in the global knowledge economy in order to contribute to sustainable development. Unfortunately our tertiary institutions are not in any way along this line and it will very difficult to turn them around.

RECOMMENDATIONS
Based on the findings of this study, the following recommendation were made
1) The potential of tertiary institution situation in Nigeria will be determined to guide policy makers in the future
2) The research will advance the efficiency of tertiary institution level of coordination, implementation and their roles on community development
3) The shortcomings and inadequacies of previous and current government policies towards potential of tertiary institutions will be highlighted and the stakeholders advised accordingly
4) It will guide government and policy makers to have an insight into the potential situation in the tertiary institution with a view to re-strategize in the future

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