



# Management of Higher Education for Sustainable Growth and Development in Nigeria: A Critical Analysis

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## Abstract

Sustainable growth and development of Nigeria at this auspicious time should be a paramount interest and utmost responsibility of the citizenry. The nation has suffered serious crack and incessant social and economic menace in the last decade, leading to instability. It is at this moment that effective management of higher institutions of learning should be enforced to foster in remedying the situation. This basically hinges on the fact that educational institutions act as central players and important economic actors in the world in terms of dissemination of right information which changes individuals' orientation, values, behaviours and attitudes. They further transcend to developing human potentials and fortifying man powers with knowledge and ability to break poverty. Higher educational institutions in addition, foster greatly in the promotion of national integration, security, peace and unity for peaceful co-existence and knowledge of entrepreneurship for economic growth and development. Regrettably, there is a serious decline in the functions of the higher educational institutions due to ineffective management. The system is posed with a lot of challenges ranging from inadequate funding, overpopulation, inadequate infrastructure and educational facilities to mention but a few, which have left a negative mark on the citizenry and the society as well. This paper therefore, beamed its searchlight on the management of higher educational institutions in Nigeria, challenges of sustainable growth and development of the nation and the way forward.

**Keywords:** Management, Higher Education, Sustainable Growth and Development.

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## **INTRODUCTION**

Proper management of higher education in Nigeria appears to be the panacea for sustainable growth and development. The rationale behind this assertion is based on the premise that higher education is the generator and the developer of all talents and potentials of individuals channelled towards the sustenance of the nation in all spheres. It promotes the development of knowledge, skills, understanding, values, and actions required to create a sustainable world, which ensures environmental protection and conservation as well as promotes social equity and encourages economic sustainability. Having been adjudged a powerful tool for manpower training and development, and also an indispensable factor for the nation's sustainable socio – economic development, its efficacy will be measured through both individual and societal behaviour change, strengthening environmental resilience and inculcating climate change awareness. It is on this note that the proper and effective management of higher education is considered essential. Hence adoption of the right managerial skills and principles in the higher education becomes the ultimate goal for achieving sustainable growth and development.

### **Management**

The concept of management derived its root from an Italian word “Maeggeare” meaning to handle. Handling could mean to direct, coordinate and control affairs for purpose of achieving goals. This obviously implies that management is all about handling of resources (human, material and time) to achieve a personal or group objective. However, Management is the process of getting things completed effectively and efficiently through people. It involves human activities directed towards planning, organising, directing, co-ordinating and controlling human resource for the achievement of the organisational goals (Salami & Ufoma, 2013). Corroborating the above, Nwosu and Maduiké(2015), averred that management involves strategy, innovation, initiative ideas, creativity, problem solving and decision making. It also entails formulation and reformulation of goals, scrutiny, planning, control, coordination, redeployment of resources, resolving conflicts, active leadership and evaluation of policies implemented (Nwosu & Maduiké, 2015).

Judging from the above assertions, management is the utilisation of material and human resources for the achievement of goals in the organisation. Every organisation including education is founded on the basis of goal achievement and that is why a group of people are saddled with the responsibility to pilot the affairs of the organisation. Management for achieving results could include the adoption of humanitarian principles, prudential and change principles. The objectives and importance of management in any organisation, stems from the quest for maximum results with minimum efforts and resources, increasing the efficiency of factors of production, maximum prosperity for employer and employees, human betterment and social justice.

Similarly, Wikipedia (2013), identified the following management types suitable for the achievement of goals in the organisation: project, human resource, performance, investment, brand, knowledge, supply chain, information and information technology, risk, fleet, asset, event, property, financial and emergency management. There are other management techniques that can be used to achieve maximum results vis: quality management (QM), management by objective (MBO), total quality management (TQM) and change management (CM).

These are techniques required by managers of the higher education to move the organisation to its destination. Management mainly deals with planning, organising, controlling, coordinating, reporting, staffing, budgeting, evaluation and re-evaluation of organisational programmes on periodic basis. This creates the avenue to emphasize that educational managers must possess the skill, competencies and will power to drive the organisation to the right direction. They must exhibit and adopt proper management behaviours to actualise the goals of the organisation. Finally, they must be involvers, intelligent, selfless, create vision, motivate, innovative, initiative, set and define tasks and roles, team builders, organise, control and most of all provide facilities for purpose of working out the purpose of higher education (Nwosu, 2019). Effective management therefore, remains the bedrock for higher performance, productivity, huge success and the achievable tool for sustainable growth and development of the nation.

### **The Concept of Higher Education**

Education is the process of imparting knowledge on an individual or group of individuals in a formal or informal setting. Parankimalil (2012), described it as a process through which a child or an adult acquires, knowledge, experience, skill and attribute which makes him or her civilised, refined, cultured and educated. It is also an activity which involves the grooming of a child and equipping him with required knowledge and attitude that will mould him into a better citizenry (Keziah, 2017). Higher education on the other hand, is teaching and learning at a higher and more level which include formal university education, polytechnic, monotechnic and specialised higher education institution. It is the third level of formal education which happens after secondary school education. From Abooki in Onyewuchi (2014), perspective, higher education is a community of scholars, not excluding other stakeholders, who work to achieve the goals for setting up the institution. In line with Abooki's view, world bank in Ray-Offor et al. (2014), affirmed that it is a fundamental instrument for the construction of a knowledge economy and development of human capital all over the world. To buttress this fact, Peretomode in Ray-Offor et al (2014), maintained that higher education is the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as they are key mechanisms increasingly recognised as wealth and human capital producing industries.

Review of the above opinions establishes higher education as a vital tool for fulfilling the dreams of sustainable growth and development of any nation. Having established its fundamentality to the construction of a knowledge economy and society in all nations, Nigerians have steadfastly held the belief that higher education is the fortification to poverty and social unrest. Besides these, it also performs a vital role in equipping and developing young minds with the skills and attitudes needed to sustain our economic and social development (Nwosu et al., 2014). These basically complement the goals of higher education as stipulated by the national policy on education. These goals are to:

- Contribute to national development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of individual and society.
- Develop the individual capability of individuals to understand and appreciate their local and external environment

- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- Encourage and promote scholarship and community service
- Forge and cement national unity;
- Promote national and International understanding and interaction (national policy on education, 2014).

It is worthy to note that higher education in Nigeria has been saddled with enormous task as expressed by the national policy on education, but the question is whether these goals are achievable in the face of complex challenges. It is worrisome to identify that higher education suffers the problem of funding, improper planning, accessibility, quality and equality, poor curriculum content, poor infrastructural facilities, poor in-service programme for continuing staff self-growth and most of all corruption. This stresses the importance of effective management of higher education if sustainable growth and development are to be actualised. This prompts the immediate intervention of the educational managers by applying the right administrative principles and behaviours to ensure that the essential facilities required by higher education to reach this important goal of sustainability are adequately provided.

### **Sustainable Growth and Development**

Growth simply means the process of increasing in size. Sustainable growth could be defined as the annual percentage of increase in sales that is consistent with a defined financial policy. The Encyclopaedia of Business (2020), viewed it as a realistic attainment of growth that a company or nation could maintain without having problems. This implies that for Nigeria to sustain her growth, the higher education would have sufficiently produced the required manpower both in quantity and quality to attend to the economic yearnings of the nation. By this act the basic necessary economic needs would be ensured to avoid unnecessary borrowing. Development on the other hand is a process of growth in all spheres of a nation (<https://www.sid-israel.org>). This is to say that sustainable development underscores the capacity of actualising human development goals in juxtaposition with the sustenance of the natural systems on which the societal economy anchors (Wikipedia of Sustainable Development, 2017). It involves the actualisation of human potentials and effective management of resources for human sustenance (Anyaehe & Areji, 2015). From all indications, sustainable development consists of three aspects of human life: the physical environment, socio-political and economic aspect. A nation cannot be acclaimed sustainable when it lacks in any aspect of the above-mentioned factors. The pivotal point of sustainable development is to meet human needs all round. To this end, higher education in Nigeria is expected to train and develop individuals who can generate wealth, inculcate values and attitudes into the citizenry which will foster national integration through peace and unity.

### **Management of Higher Education in Nigeria**

The management of higher education in Nigeria can be viewed from two dimensions, the external and internal levels. At the external level, the higher education is controlled by its providers, the federal government, the state government and the private organisations and at the internal level, its management revolves around the governing council and the senate. As a result

of the different ownership structure of higher education, regulation and control is also diverse. Aside from the laws establishing the various higher institutions, there are also the regulatory agencies to which all the higher educational institutions must be subjected to (Nwosu et al, 2014). These regulatory agencies include:

- The ministry of education (federal or state as the case may be)
- The Nigeria university commission (NUC)
- The national board for technical education (NBTE)
- The various professional bodies' regulatory boards.
- And a host of other national and international agencies.

However, a typical higher educational institution is regulated as follows:

- There is a law establishing the institution which spells out the powers and the functions of the institution and its functions.
- The said law provides for the governing council of the institution which makes decisions for the general wellbeing of the institution.
- The law also provides for the appointment of the head of the institution as in case of vice-chancellor and other functionaries of the institution for the administration of the institution. (Nwosu, et al., 2014).

To function adequately, the institution has to comply with the ministry of education and other relevant ministries' policies that affect it. It also has to comply with the NUC as well as the other regulatory agencies. In terms of funding, the higher education is regulated by its owners, federal, state government and other owners on how it will charge fees on students as well as provides subventions for the running of the institutions.

Obviously, the management of higher education towards the achievement of the philosophy and goals of higher education in Nigeria is bleak. Around the world, responsive higher education systems are agog with the responsibility of exploring various forms of management and governance. In the process, accountability, quality assurance and performance monitoring have been most important, while innovation has become a permanent quest (Oleforo & Akpan, 2014). The capacities for managing higher education in Nigeria have struggled to keep abreast with the increasing demand for sustainability. This is evident in the work of (Salami 2001 cited in Oleforo & Akpan, 2014), that professional management techniques and training generally have not been applied in the higher educational institutions in Nigeria. Also, strategic planning and management innovation do not seem to be a conscious pursuit. Clearly, progress towards a more responsive and innovation management of higher education will be difficult until the political will can be found to tackle the militating factors against the desired goals of education especially at higher level.

### **Higher Education for Sustainable Growth and Development**

The sustainable growth and development of any nation depend on the level and quality of her education, mostly the higher education. The reason has been averred due to the staunch nexus between the elements. Higher education is a social institution provided by society to provide knowledge about life, skills, societal norms and values (Macions in Nwosu, 2019). It comprises

all the series of instructions and discipline which are intended to enlighten the understanding, correct the temper, form the habits and manners of youths and fit them for usefulness in their future stations (Duru, 2011).

In the words of Obasi et al. (2017), higher education is the brain behind the scientific and technological innovations and inventions we see and enjoy today. This highlights the magnitude of the functions of education in the human life and the society in totality as it touches all aspects of human nature with the view to refining them. In the bid to maintain a stable economy and sustainable development, higher education strives to produce qualified graduates with transferable knowledge and skills. It is based on this notion that Amakiri (2014), affirmed that graduates in different fields are supposed to possess knowledge, skills and attitudes that should make them contribute positively to the growth of their society. Concurring with Asikiya, Okebukola cited in Timi-Johnson (2015), stressed the vitality of higher education for growth and development as it provides high level human resources for driving the economy and ensuring rapid societal transformation. This implies that more access to higher education, more expansion in acquisition of skills and knowledge to withstand the societal challenges as well as maintain sustainable development.

Succinctly, higher education for sustainable development as posed by Ikechukwu (2014) in Maduiké, et al. (2017), is the integration of the principles, values and practice of sustainable development into all aspects of education and learning-social, informal, non-formal and formal. Chapter 36 of agenda 21, adopted at the 1992 Earth Summit in Rio, identified four basic keys of education for sustainable development as:

- Promotion and development of basic education;
- Reorienting existing education at all levels to address sustainable development;
- Developing public understanding and awareness of sustainability; and
- Training.

Subsequently, world summit on sustainable development (WSSD), stated that sustainable development is built on three “interdependent and mutually reinforcing pillars” of economic growth, social/ human development, environmental protection and sustainability. This suggests that the role of higher education for sustainable development and growth is to help people develop the attitudes, values, skills, and knowledge to make informed decisions for the benefit of themselves and others, now for the future and to act upon those decisions (Itari & Ugbe, 2018).

To this end, managing the higher education for sustainable growth and development will incorporate the systematic use of men and women together with educational facilities to achieve this goal. From Uyanya (2016), point of view, it will require sequential, prudential and judicious control of higher educational resources to achieve the goal. Reviewing his point, the resources attributed in this context may include the academic and non-academic staff, student, time and the facilities to drive these goals. The attainment of these objectives can only be realised through quality teaching and learning, implementation of the curriculum and educational policies. Nagoba and Mantri (2015), observed that the functionality of any educational system depends on the quality of the personnel available in it. Okoroma cited in Nwosu (2019), added that the actualisation of these goals can also be facilitated through the following management strategies vis: policy making, and programme planning, procurement and development of personnel, curriculum development and programme of instruction, student personnel or public

administration, maintenance of effective inter relationship with community and external agencies and provision and maintenance of funds and facilities.

From the foregoing, it could be adjudged that the achievement of sustainable growth and development can be attained by enforcing good and effective leadership, fixing the right people at the right places, making right policies and properly implementing them, providing adequate facilities for teaching and learning, exhibiting accountability and transparency, evaluating and re-evaluating educational programmes, motivating the workforce, constant training and organisation of refresher courses for staff, combination of all the administrative principles for effective management and elimination of corruption (Nwosu, 2019).

More so, other measures for sustaining growth and development in the nation may include:

- Entrepreneurship education;
- Value and moral education;
- Peace and unity education;
- Education for national integration and development;
- Security education;
- Conflict and resolution; and
- Staff development.

### **Entrepreneurship Education**

Entrepreneurship is the acquisition of skills that make an individual or a group independent, self-reliant, employable and an employer of labour. It is a process of creating new ideas to be implemented through energy exertion and passion (Russel, 2012). Entrepreneurship education is therefore a programme that inculcates creative, innovative, managerial and productive skills needed in business enterprises for self-reliance and consequently in national development. It is that type of education and orientation that makes one bold and willing to utilize his skills, ability, capability and drive to identify and harness an investment opportunity through the judicious utilisation of available resources to achieve a given objectives (Maduiké et al., 2017).

An in-depth look at the above definitions exposes the attributes and importance of entrepreneurship to a nation's economy. This gives credence to entrepreneurship education as the most appropriate tool to drive the goals of sustainable growth and development in Nigeria. No doubts that the government has tried its best to establish entrepreneurship education to equip the youths for future through the 6-3-3-4 system of education. Secondly the new senior secondary school curriculum of 2011 was established to furnish the students with functional trade/skills needed for poverty eradication, job creation and wealth generation. It is important to mention that entrepreneurship studies are prevalent in the higher education. Unfortunately, the essence of the programme has not been realised perhaps due to mismanagement.

Effective and efficient management of entrepreneurship education will lead to the following;

- Developing the interest and attitudes of the students towards self-reliance and self-employment
- Creating necessary awareness and motivation in students for promoting self-employment as an alternative to wage employment

- Training potential entrepreneurs to establish small enterprises that will increase the supply of goods and services and bring about improved standard of living of the people
- Identifying world of work and its prospects and challenges and to make choices in consonance with their potentials and interests.
- Promoting entrepreneurship among students, graduates so as to enable them to make effective distribution to the economic development of the nation.
- Bring job satisfaction economically, psychologically and socially.
- Makes the individual his/her own boss and be free from job rules, regulation, routine work, external annual assessment for promotion worries about gratuity and pensions, working place politics and the likes and dislikes of bosses (Maduiké et al., 2017).

In fact, the above mention roles of entrepreneurship education declare its capability as the ultimate and the most powerful instrument to drive the sustainability of growth and development.

### **Moral and Value Education**

The word moral is derived from a Latin word “mores” which means habit. Moral implies conforming to one’s behaviour which appeals to one’s conscience. It could also be expressed as an action which positively affects the mind, confidence or will. A moral person could be described as one who has good conduct such as honesty, respect for others, loyalty, responsibility for personal actions, fair dealing, selfless etc. (Nwosu, 2019). Value itself sprang out of a Latin word “valere” which means worth. Rokeach (2018), posited that value is a continuous belief and conduct considered important. It is a factor which aims at determining what actions are best or wrong. Moral education is the process of equipping the individuals in the society with the knowledge of morals. It is the manner of teaching that will help to mould and develop the citizenry as civic, good, mannered and patriotic persons. Sharma in Nwosu (2019), maintained that moral education is the education of the heart, which makes an individual whole, while value education is the process of inculcating knowledge about humanism and a deep concern for the wellbeing of the citizenry and the nation. It is on this premise that Paul (2018), stressed that the absence of moral value education in schools has adversely affected the orientation of students towards the cultural values and morals of the society.

The role of moral education in sustaining growth and development in the country cannot be over emphasized, as it has enormous powers and ability to mould an individual to the accepted standard of the society. Through moral value education, a child is equipped with norms, ethics and attitudes which aids him to differentiate between good and right. Despite that; it will foster the citizenry to imbibe the right culture and beliefs of living in harmony with the society, by exhibiting love, brotherhood, respect for others, honesty, sincerity, truthfulness, nonviolence, tolerance, sense of responsibility and cooperation. On the contrary, the heinous activities perpetrated by some group of individuals against human kind for almost a decade portrays a clear picture of loss of moral values. Another aspect is the manner in which leaders coordinate and handle the affairs of the citizenry they ought to protect.

Moral value education will act as a medium of disseminating information that will train the mind of individuals in a right way, to have conscience and discerning spirit to determine the wrong and right actions, being accommodative, generous, respectful, caring, obedient, considerate, sensitive and having dignity. Acquisition of these virtues will help in the sustainable



growth and development of the nation. This therefore, should be instructive to the managers of education from the lowest to the higher level to enforce moral and value education in all the institution of learning.

### **Peace and Unity Education**

Peace and unity are essential phenomenon for comfortable existence of any given society. Peace means a natural condition devoid of conflict and social antagonisms. To David in Nwosu (2019), it is the absence of war, fear, conflict, anxiety, suffering, violence and about peaceful co-existence, while unity is a total bond among people or a group of persons. Nwosu (2019), defined it as a condition of living as one indivisible or indissoluble nation, showing solidarity and being formidable against inference. It could also be referred as a process of forming national identity among various groups that have differences in beliefs, cultures, customs, politics, socio-economic functions and location into a political entity (Igudiatophan, 2014).

In light of the above, the role of peace and unity education cannot be underestimated. It is a formidable force that breaks through challenges and transcends to a powerful coexistence of the citizenry as they strive to achieve their needs. Inculcation of peace and unity will strengthen and cement relationship among individuals in the society. Accordingly, Iwegbu and Ossai (2013) cited in Nwosu (2018), expressed that culture of peace is the act of making peace a way of life of a people, reflective in their lives as individuals, as family members, as members of various groups and establishment in the society. Once the culture of peace is imbibed, unity is ensured, therefore, every other distracting factor is with stood and surmounted to create way for growth and development. This corroborates the philosophy of the nation which emphasized living in unity and harmony as one indivisible, indissoluble democratic and sovereign nation founded on the principles of freedom, equality and justice (FGN, 2014).

### **Education for National Integration and Development**

National integration is imperative for peaceful coexistence, socio-economic development and sustainability of a nation. Nigeria as a heterogeneous nation with diverse culture will be impaired if the awareness about national integration is not created. National integration by Nwosu (2019), refers to oneness, unity, collective responsibility towards the development and growth of a nation. Joseph (2015), in his own view, opined that national integration implies being aware of a common identity among the citizenry. Nwosu (2018), added that it means the creation of a feeling of oneness where the diversities are recognised and respected by imbibing a sense of nationhood.

To buttress the expressed view, national integration is a multi-dimensional concept with many interlocking elements that operate independently to some degree yet interactive, cumulative, and complimentary. It is posed with the challenges of language variation, communalism, politics of caste, regionalism, religious, social economic and extremism. These necessitate the reason for education on national integration. It is through the medium that these issues are addressed by inculcating the culture of oneness and brotherhood. In the true sense of it, no nation can strive economically, politically and socially in diversity. Clashes of interest will abound leading to conflicts. The struggle for resource control, politics and religion will not arise. A citizenry with one mind and agenda will obviously strive. Education for national integration

will play the following roles for the sustainability of growth and development in Nigeria if effectively managed:

- Promotion of national citizenship, peace, independency and critical thinking.
- Promotion of construction rather than destruction.
- Eradication of racial, religious, cultural and national prejudices.
- Redesigning the curriculum to reflect the policy of the national policy on education, including art, language, science, history, economics, philosophy, mathematics and extra-curricular activities.
- Developing the faith of students (Goldsmith, 2012).

### **Security Education**

Security education is a capital factor in producing sustainable growth and development. A nation without security is exposed to infiltration of unwanted violence and attacks which may cause distraction on the achievement of goals. Security as the activity involved in protecting a country, building and persons against attack, danger or worry should be advocated for. The protection of the citizenry at all times should be the paramount concern of every nation. Audu, Lukeman & Muhammed (2014), considered security as any mechanism deliberately fashioned to alleviate the most serious and immediate threats that prevent people from pursuing the cherished values.

In recent times, the nation has been dominated by the activities of bombing, killing, kidnapping, banditry and a host of other unwholesome activities. Insecurity in Nigeria has manifested itself in various negative ways including: hampering the development of the country and weakening the unity of the federation, bringing about distrust and disharmony between conflicting communities, leading to destruction of lives and properties, a drop in economic production, political instability, unemployment, slowing down foreign direct investment, causing dislocation in the educational system, causing fear and anxiety in the population and a general drop in development and in all facets of national life is slowed down (Ijaiye cited in Bala, 2014).

The issue of insecurity seems to have devastated the nation as the end is not in sight. Security education will help in curtailing these excesses and promote sanity. Bala (2014), clearly stated that security education is an eye opener, doctor of the mind and agent of change which produces a humane person, not one that can easily take up arms and endanger the lives of other citizens and their properties. This indicates that a citizenry that feel safe and secured from harm or danger has defence and protection from threats can sustain growth and development.

### **Conflict and Resolution Education**

Conflict arises when more than one individual co-habit in an environment. In the case of Nigeria, conflict is expected because of her heterogeneous and multilingual nature. Conflict is a state of disagreement, controversy or opposition. It could also mean the existence of a prolonged battle, struggle or clash between two or more parties (Igudiattohan, 2014). Ezeuzo (2011) cited in Nwosu (2019) maintained that conflict is a struggle over values and claims of scarce resources, status and power in which the aim of the opponent is to neutralize injury or eliminate their rivals for the purpose of gaining personal interest. The Latin word “confligere” from where it emanated means to strike together.

Clearly, it is understandable that quarrel begets destruction. A nation whose citizens are at logger heads cannot strive in her development. Cultural, individual, group, political and social differences have set the nation on serious tension, struggle over resource control on one side and political, religious, social and economic dominance on the other side. It is pertinent to state at this juncture, that conflict resolution education is the solution to this huge menace. Furnishing the individual with information that will reform their reasoning and prepare their minds to accept and cherish one another irrespective of tribe, culture or creed is important. Conflict resolution education equips individuals with skills to live a meaningful life in the society as well as fosters universal and external values oriented towards the unity and integration of the people. Sensitisation about peaceful co-existence, unity and the need for dialogue for progress is very essential. When the citizenry is aware of these facts, involvement in conflict will be maximally reduced craving way for growth and development.

### **Challenges of Nigerian Higher Education**

The challenges of Nigerian higher education are numerous. Emmanuel in Nwosu et al. (2014), enumerated them as a combination of limited access, increasing cost, decreasing quantity and inflexibility in course selection. These problems have obviously affected the growth of the higher education, barring it from achieving its goals,

However, the system is struggling with the following problems:

- Inadequate funding.
- Lack of infrastructure.
- Problem of population explosion.
- Problem of curriculum and course system.
- Improper planning.
- Autonomy and external control.
- Cultism and students activism.
- Examination malpractice.
- Access, equality and quality.
- Poor management.
- Unemployment and brain drain.
- Improper recruitment of staff.
- Problem of corruption (Nwosu et al., 2014)

### **Prospects of Nigerian Higher Education**

Nigerian higher education shall achieve its goals if, the following measures are adopted.

- Adoption of effective management strategy.
- Overhauling of system to put the right things in place.

- Proper implementation of policies and programmes.
- Provision of required facilities.
- Need for innovation in content and delivery method.
- Need for skill acquisition integration in the curriculum.

## CONCLUSION

The x-ray of Nigerian higher education reveals its importance in activating sustainable growth and development if properly managed. In this era of global change in all ramifications, the higher educational system requires to equip the youth to live in this fast changing and technologically developing society. Dolence and Norris in Amadioha (2014), suggested that survival of organisation would need to change from rigid, formula driven entities to organisations that are fast, flexible and fluid. The higher education should be open for innovation and initiation of programmes that will develop the innate potentials in the younger generation. Most importantly is the acquisition of skills that will make individuals employable and employers of labour, as well as adopting management principles, strategies and behaviours that will propel the actualisation of the desired goals.

## Recommendation

Based on the above discussion, the following suggestions are made:

- Fortification of entrepreneurship studies is very important in the higher institution of learning if sustainable growth and development is to be achieved.
- Total overhauling of the entire system is required to ensure that things are fixed at the proper places.
- Right management strategies, principles and administrative behaviours should be adopted by the managers of higher education to achieve goals.

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