

TECHNIQUES FOR IMPROVING GENERATION OF FUNDS FOR ADEQUATE PROVISION OF EDUCATIONAL FACILITIES IN TVET TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

The Nigerian education system is suffering from an acute shortage of funds. For years now, the funding of education has been the sole obligation of the government. Higher education is the instrument par excellence for the development and there is the ultimate need to make it relevant and responsive to the needs of the society. A reliable and adequate funding platform is a necessity for achieving access to excellence in education in Nigeria. Sources and systems of funding for Nigerian tertiary institutions have shown inadequate and innovative or alternative funding mechanisms have become very important more than ever before. This paper critically inspects the current state of educational facilities as well as the funding pattern in TVET Institutions in Nigeria. It is disheartening that TVET in Nigeria is suffering the frustration and indignity of a very low rating in the world ranking due to inadequate funding by the government. Because of this, the paper examines the alternative sources of funding Vocational and Technical Education in Nigeria. It was concluded that the funding of TVET must not be left exclusively to the government, but every citizen of this nation must contribute his/her proportional part to ensure that quality education is given. It was recommended that institutions should seek aid from companies, philanthropists and alumni associations to finance Vocational and Technical Education adequately.

Keywords: TVET, Funding, Educational Facilities.

Introduction

Financing higher education has become a very crucial subject because education in Nigeria is currently poorly funded. United Nations Educational, Scientific, and Cultural Organization (UNESCO) recommends that 26% of the nation's budget should be allocated to the educational sector. This way, the educational sector will have a good impact on its national development. According to the analysis done by a leading media outlet "Daily Trust" in 2016, the joint expenditure of the federal and state governments

on education is 8.44% of their total budget for the year hence creating a huge gap in the funding of education at the different levels of the government.

There has been a rapid increase in demand for more establishment of higher education that will act as a vehicle for socio-economic transformation. The World Bank philosophy has been that developing countries like Nigeria do not need higher education, that we need more technical colleges (Ogbondah 2013). Although it is the objective of Government to provide adequate access to tertiary education for those who desire it, the sporadic student enrolment increase over the years has made very obvious the critical challenge of finding the necessary resources to support such massification of tertiary education. Inability to realize funding expectations has raised concerns about the quality of higher education in Nigeria.

Based on the budget earnings projections of the executive arm of Government in Nigeria, a budget gap to all economic sectors is provided for and tertiary education funding inclusive. One challenge of higher education in Nigeria is the incessant complaint of inadequate funding. Making available quality higher education to citizens is a must but this is not possible without adequate funding. The Federal Government of Nigeria has been investing less than two per cent of Gross Domestic Product (GDP) on education in the last 10 years (Akinyemi, Ofem, and Adebisi, 2012). As such, the segment for tertiary education is estimated to be in the region of 1.6 per cent. Since this apportion has failed to deliver on quality, there is need to re-calibrate the funding model scheme to guarantee to make the tertiary education system more nationally relevant and globally competitive; Deji-Folutile and Oketola, 2014). Also, funding has always been a major obstacle to the development of effective TVET in Nigeria (Atsumbe, Emmanuel, Igwe and Atsumbe, 2012).

At every level of Vocational and Technical Education in Nigeria, enough funds are never allocated to Vocational and Technical Education to achieve its aims and objectives, despite that TVET requires infrastructure, human resources and facilities needed for the development of skills/competencies in students. It is quite saddening that Vocational and Technical Education has always not been favoured when it comes to statutory allocation of finances to agents of its management. For Vocational and Technical Education to accomplish its goals, its funding mechanism must be re-thought and there must be a sustainable financing arrangement on ground. It is against this background that this paper aims at proffering techniques for improving the generation of funds for adequate provision of educational facilities in TVET tertiary institutions in Nigeria.

Philosophy, Vision, Mission and Objectives of TVET

Philosophy:

The Philosophy of TVET is that every citizen can develop competence in at least one skill that will contribute to a prosperous individual and the nation (Nigeria).

Vision:

TVET system is meant to meet the changing demands of global competitiveness to develop human resources potentials taking into considerations equal access, necessary competence, acquisition of skills without any discrimination to prepare adults and youths who can contribute to the socio-economic and overall development of their immediate society.

Mission Statement:

The mission of TVET is focused on the provisions of a Nigeria workforce with the requisite knowledge, skills and attitude contributing to an increase in productivity and economic development.

Objectives:

The Objectives of TVET according to Federal Republic of Nigeria (2013) include the following: to-

- a) provide trained manpower in Applied Science, Technology and Commerce particularly Art, Advanced Craft and Technical level;
- b) provide the Technical Knowledge and Vocational Skills necessary for Agricultural, Industrial, Commercial and Economic Development;
- c) provide people who can apply Scientific Knowledge to the improvements and solutions of environmental problems for the use and convenience of men;
- d) give an introduction to professional training in Engineering and other Technologies;
- e) give training and impart the necessary skills leading to the production of Craft men, Technicians and other self-reliant individuals; and,
- f) enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

At present, preparation of skilled personnel and increase in national productivity and competitiveness seem to be the urgent objectives of TVET hence the need for regular and uninterrupted funding of TVET institutions in Nigeria. The goal of Education and TVET is to fight ignorance and illiteracy to produce competent human resources for economic and social development which will contribute to national development hence referred to as benefits of TVET which are:

- i) TVET is the driver of employment, prosperity and social inclusion embracing a commitment to environmental responsibility and best practices. An effective TVET system in any country enables adults and especially youths to fulfil their career aspirations and contribute to economic growth and social development. In a nutshell, Atsumbe et al (2013) summarized the purpose of TVET as being the needed avenue to promote peace, justice, equity and poverty alleviation.

- ii) TVET assist nations in developing policies and practices concerning education for the world of work and skill development for employability and citizenship.
- iii) TVET contributes to increased opportunities for productive work, sustainable livelihood, personal empowerment and socio-economic development especially for youths, girls, women and the disadvantaged.
- iv) TVET helps to restore human dignity through skill empowerment and makes the recipient relatively secured from poverty.
- v) TVET reduces inequality, filling income gaps that would otherwise exist between the rich and the poor.
- vi) TVET reduces crime and high cost of combating crime.
- vii) TVET reduces migration and offsets the high rate of brain drain among others.

It has been proved beyond a reasonable doubt that TVET has significantly improved the development of several countries around the world. Olaitan (2009) posited that vocational-technical education is that type of education designed to prepare skilled personnel at lower levels of qualification for one or group of occupations. Okoro (1999) asserts that vocational and technical education is that form of education that prepares an individual for a meaningful life in society. Technical education is designed to prepare the youths for skilled employment in the workplace, skill-upgrading and worker-retraining programmes. According to Odu (2007), for technical and vocational education and training to be effective, the training should be fashioned in the same way, same operations using the same tools and machines in respect of the occupation being prepared.

Major Areas of TVET

The five major areas of Technical and Vocational Education and Training in Nigeria are:

1. Agricultural Education (AE)
2. Business Education (BE)
3. Computer Education (CE)
4. Home Economics Education (HEE)
5. Industrial and Technical Education (ITE)

Educational Facilities in Nigerian Tertiary Institutions

According to Emetarom (2004), educational facilities are material resources in the school which are physical and spatial enablers of teaching and learning which will increase the production of results. Then combined with other resources inadequate quality and quantities, constitute vital inputs for achieving desired educational goals. Owuamanam (2005) noted that the inadequacy of infrastructural facilities is one of the

major problems facing the Nigerian Education System. Nwadiani (2012) is also of the opinion that infrastructural facilities in tertiary institutions in Nigeria are inadequate. The inability of the government to provide TVET educational facilities has slowed down the country's technological growth and development in general. Fakorede (2013) lamented that Nigerians depend a lot on products from Europe, Asia, America and other countries in Africa. He further opined that there is also a strong need to invent truly Nigerian technology for the production and consumption of made in Nigeria products including foods and services that the nation could be proud of and TVET can proudly provide that.

Studies on physical facilities in public schools have revealed that what is on the ground in most schools, both at the higher and lower levels is a far cry from the recommended benchmark for the provision of infrastructural facilities in schools. Akinkugbe (2014) revealed that wherever you visit be it primary, secondary, special, technical, tertiary institutions, there is glaring evidence of crippling decay, neglect and a pervasive condemnation in value and standard. The quality and quantity of facilities have an impact on educational outcomes, as well as the wellbeing of students and teachers. This perhaps necessitated the interest by many scholars, researchers, administrators and educational planners in this area. The consensus among them is that educational facilities in Nigerian schools are inadequate owing to the increase in school enrolment.

In a study carried out by Ikoya and Onoyase (2008), it was found that only a few schools across the country have school infrastructure inadequate quality and quantity. Ajayi (2009) also reported that many public schools are ruined due to inadequate funding while many tertiary institutions are living in their past glories and have been described as glorified secondary schools as a result of the grossly inadequate facilities in that level of education. Students are admitted to study science courses and computer engineering with ill-equipped laboratories and without computers. They still need to enrol in roadside business centres to learn how to operate the computer after graduation or while still in school. This has led to a situation where some courses have had to be discredited in some tertiary institutions. The state of instructional facilities in Nigerian schools is generally poor, library facilities and books are grossly inadequate and so is the provision of classrooms, furniture, laboratories and workshops, maps, charts, cardboards and so on. In a study carried out by Asiyai (2012) on the state of facilities in Delta State Public Secondary Schools, it was discovered that they were generally in a state of disrepair. Similarly, Adeogun (2008) reveals that facilities in schools in Ekiti State are in a state of disrepair. Though efforts are being made to rehabilitate these schools, many of them are still yearning for attention due to lack of funds.

State of TVET Facilities in Nigerian Institutions

According to UNESCO (2019), access to TVET is constrained by inadequate and obsolete educational facilities. There is a lack of practical laboratories, workshops and there are a limited number of lecture rooms. The inadequate infrastructure also hinders institutions' ability to catch up with the latest technological developments which are core yardstick from current flourishing TVET practices all over the world. Ekundayo and Ajayi (2009) said the underfunding of education in Nigeria has led to

insufficiency of institutional facilities and services. This has negatively influenced technical and vocational education development in Nigeria.

Funds are usually allocated for the purchase of equipment, machinery, land and development, building, administrative equipment and purchase of facilities. The fund from the capital costs is used for this purpose. Due to the changes in the world today, TVET education equipment must be changed regularly to meet the challenges that the future pose. Due to the expensive nature of the equipment, materials and facilities needed by TVET education to develop technologically, they are grossly inadequate for the students' population. The fund released is often not made available for the procurement of the required institutional materials, equipment and provision of the necessary facilities as the administrators of these institutions divert them into other areas.

TVET modern classrooms require multimedia, laboratories and outdoor facilities essential for running many environmental or energy programmes. With so many environmental laws, regulations, and cases online, access to a computer and the internet is a must. TVET facility can be very expensive to design, build and maintain and the constant maintenance required needs a lot of finance.

Current Funding System of Nigerian Tertiary Institutions

The Ministry of Education, the Ministry of Finance and the Ministry of Labour and Productivity are responsible for financing the formal and non-formal TVET education in Nigeria. The Federal Government allocates the budget for the TVET system.

Additional resources are mobilized through the Tertiary Education Trust Fund (TETFUND). The TETFUND imposes a 2% education tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the education tax, and the TETFUND administers the tax and distributes the resources to tertiary educational institutions at the federal and state levels. It also monitors the projects executed with the funds allocated to the beneficiaries. TVET in the formal education system is not free. There are no uniform fees charged among institutions. Governments at various levels charge different fees, UNESCO (2019).

The continued dependence on the government funding and on the little tuition fees charged by schools and colleges as the principal sources of financing the growth and development of vocational/technical education in Nigeria will not lead to the accomplishment of the national objective and it will create more frustrations and reduce the anticipated benefits from this aspect of education.

Conclusion

It is the responsibility of the government to ensure that every child has access to a functional education because education is the source of empowerment that every individual needs to contribute to the national and economic growth of a nation. Vocational and Technical Education as a skilled based programme is capital intensive due to the infrastructure, equipment and resources needed to develop the right skills in

the students to ensure technological growth of the nation. It has been observed that the government of this nation finds it difficult to release the meagre 26% recommended by UNESCO as budgetary allocation to Education. For an individual to have access to quality Vocational and Technical Education (VTE) that will enable he/she to be self-reliant/sufficient, the funding of VTE must not be left solely to the government.

Every citizen of this nation must contribute his/her quota to guarantee the delivery of quality education. If Vocational and Technical Education which is the panacea to the increasing rate of unemployment is adequately funded, rate of kidnapping, stealing, maiming and incessant killing by Boko Haram and Herdsmen will be reduced in this country. Sufficient funding of Vocational and Technical Education needs to be emphasized if Nigeria is to provide the required training and competencies to her citizens that will proffer adequate solutions to industrial apathy and technological backwardness in the country.

Recommended Techniques for Generation of Funds

TVET cannot be ignored or underfunded as this can pose grave consequences to its system. Therefore, based on the conclusion, this paper suggests that:

1. The government should enhance more on the funding of vocational-technical education to meet the staffing, facilities and equipment of the sector to meet the global standard. The Federal government should endeavour to abide by the recommendation made by UNESCO that 26% out of the yearly budget should be allocated to education. At the same time, 26% should not only be on the paper but must be released to the education sector.
2. The institutions of Vocational and Technical Education programmes should develop a good relationship with the host community to make it easy for them to approach them for assistance and for the community to be able to patronize their products from time to time.
3. International aids should be sourced by tertiary institutions in Nigeria to boost the implementation of action plans for the sector. Financial assistance could be sourced via companies, philanthropists or the Institutions Alumni Associations
4. TVET institutions should be practically oriented to provide goods and services to various sectors which will, in turn, bring in reasonable funds to the institution from time to time.
5. The parents of the students of TVET programmes should not default when asked to pay school fees or other levies.

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