

CHALLENGES IN OWNERSHIP AND FUNDING PRACTICES OF TERTIARY LEVEL OF EDUCATION IN NIGERIA

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Abstract

This study was designed to find out challenges in ownership and funding practices in tertiary level of education in Nigeria. The study employed a descriptive survey design to select a sample of 254 staff and 5 tertiary institutions from the south-eastern states. The tertiary institutions were drawn from federal, state, religious groups and private wealthy individuals in Nigeria who own, fund and administer these institutions. Ten percent (10%) of the 150 tertiary institutions and 2540 staff were selected for the study. Three research questions and one, null hypothesis tested at 0.05 level of significance guided the study. The instrument used for data collection was developed by the researchers on the four point Likert type scale to elicit information from the academic and non-academic staff. Two experts each, from the measurement and evaluation and Educational Management validated the instrument while its reliability was 0.81 using Cronbach Alpha. The data collected were analyzed using mean scores for the three research questions and test for the one null hypothesis. The result identified funds as the major challenges the owners of tertiary institutions in south-eastern states of Nigeria encounters most in terms of provision of physical facilities and equipment, instructional materials, payment of staff salaries and allowances amongst other challenges. It therefore recommended to education administrators to source for an alternative means of funding its activities by engaging in such ventures as consultancy services, sale of proceeds from its internal activities and seeking for foreign collaborators for grants, donations and loans to enhance teaching and learning.

Introduction

Historically, the establishment and funding of tertiary education institutions in Nigeria started in the 19th century and 20th century when Yaba Higher College was officially opened in 1934. The Nigerian government contributed thirty thousand pounds (£30,000) while an English man sir Alfred Jones gave ten thousand pounds (£10,000), six thousand pounds (£6,000) for building and four thousand pounds (£4,000) on equipment. Over ninety five (95) percent of the college staff were Europeans (Fafunwa; 1974).

In 1945, The University College Ibadan was established and financed by the British government and Nigeria government. As was the case with Yaba Higher College, so also it was with University College, Ibadan as their staff were mainly expatriates with few Nigerians and Africans. Their salaries and allowances were paid by government depending on their background and experiences. More than half of the students population at the university depended on one form of assistance to another like full grants to scholarships. Funds to cover annual recurrent expenditure of the college comes from three main sources, namely, students tuition fees, Nigerian government annual grants and interest on endowments.

The establishment of the University College Ibadan, was followed by the establishment of four new tertiary institutions, namely, at Nsukka (1960), Zaria (1962), Ife (1962) and Lagos (1962). The bulk of the financing of these institutions were done by farmers and government where these universities were located. Other tertiary institutions were established by the federal and state governments in different parts of the country due to the needs to bring tertiary education nearer to the people to meet their needs, aspirations and expectations as well as demand to accommodate the upsurge students population desirous for education at that level (Anowor, 2003). Later, private tertiary institutions and those specifically meant to serve the nations interest in science and technology and agriculture started springing up in late 1993-2023. This is the genesis of tertiary education in Nigeria. The state and federal governments involvement in the establishment and funding of education in Nigeria shows that the fulfillment of education programs and objectives lies in proper financing and functional policies put in place by different governments at all levels of education.

However, government intention to fund education over the years, was hampered along the line by dwindling resources, mismanagement of education funds and corruption which put much strain on the financing of education in Nigeria in 1980s due to slump in our national revenue which basically was based on agriculture and crude oil revenue. According to Aweand Ajayi (2007), this affected the

general development of Nigeria socially, economically and politically. The general belief in Nigeria that, education is an engine room for growth and national development, started to fizzle out due to lack of funds for achievement of quality and quantity education in the country. It is therefore pertinent to find out the challenges facing ownership and funding practices of tertiary level of education in Nigeria. Based on this, this paper will be explored by focusing on the following sub-headings;

- Concept of education
- Concept of tertiary education
- Goals of tertiary education
- Concept of ownership of tertiary institutions
- Sources of funds for tertiary institutions
- Financial controlling mechanism in tertiary institutions in Nigeria
- Challenges facing ownership and funding practices of tertiary level of education in Nigeria
- Summary
- Conclusions
- Recommendations on the way forward.

Concept of Education

Education is the bedrock of any society . it is on it that a country's socio-economic and political development is anchored upon. That is why scholars in education sector like Fafunwa (1979), Ukeje (1979) and Farrant (1980) viewed it from three dimensions- as a process, product and discipline. As a process, they see education as a process that deals with the transmission, preservation, development and advancement of people's culture and tradition. As a product it refers to it as the outcome from the process of education while as a discipline, it viewed it as a body of knowledge such as what are those things to be taught and learnt, and why is it worthy to be taught and in what ways should it be taught and to whom.

What can be deduce from the above explanations and definitions is that education as a discipline is the totality of the process through which an individual member of the society acquire abilities, skills and knowledge that are useful to him and the society in general. In other words, that education brought out a change in behavior of an individual through the acquisition of skills and knowledge to keep him /her abreast of new development in science and technology (Udensi, 2022).

Perhaps, this may be the reason why Urevbu (1991) conceptualized it (education) as the total process of human learning geared towards knowledge acquisition, training and skill development. Thus, education is the process by which a person systematically acquires the basic knowledge , practical skills and desirable attitudes vital to the tutorial development and growth of himself in his community (Ukeje, 1979).

This is an indication that the basic aim of education all over the world today, is to equip the individual child within a given society with the knowledge and skills that will enable him on graduation to become abreast with his daily problems and to adjust himself to the ever changing societal needs, aspirations and expectations. It is therefore necessary that access to education should not be an inalienable right of every citizen of Nigeria no matter your age, race, religion or creed if National Development is to be accelerated through tertiary education (Udensi, 2022).

The achievement of National Development in Nigeria therefore cannot be feasible if our tertiary level of education is inadequately funded through the provision of physical facilities and equipment, instructional materials and qualified personnel. This stems from the fact that, education as a concept is said to be the most important instrument for change as any fundamental change in the intellectual and social outlook of any society has to be proceeded by an educational evolution, hence the need for it to be funded adequately by all and sundry in the society (Amadi;2007).

Concept of Tertiary Education in Nigeria

Tertiary education according to the National policy on education (FRN, 2004, 2013) is the level of education in Nigeria given after secondary education in universities, colleges of education, monotechnics including those institutions offering correspondence courses. The United Nations Educational Scientific and Cultural Organizations (UNESCO) defines it as education to which access is available for people who have completed secondary education level and are now ready for further studies at higher level.

The Goals of Tertiary Institution

The goal of tertiary level of education in Nigeria according to the National policy on education (FRN 2004, 2013) is to;

- Contribute to National Development through high level relevance manpower training
- Develop and inculcate proper values for the survival of the individual and society
- Develop the intellectual capability of individuals to understand and appreciate their local and external environments.
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- Promote and encourage scholarship and community service
- Forge and cement National unity and
- Promote National and international understanding and interaction.

These goals are very laudable because it turn out the manpower needs of the nation but of recent this level of education seem to have been faced with many challenges ranging from implementing educational policies and objectives to the issue of ownership and funding practices in Nigerian tertiary institutions (Omotayo, 2008). This fact was noted by Gravenir (2009) when he opined that the greatest challenges facing education in the country today is the challenges pose by ownership of tertiary institutions and its funding practices as well as its organization, administration and management by the owners.

Perhaps, this may be the main reason why Peretomode (2008) went further to list the main goals of tertiary education in Nigeria to be;

- Teaching people to think, broadly and deeply than they would have done before.
- Training the mind of students to cultivate independent mind of thinking critically and rationally and understand how to reach conclusions on issues affecting them.
- Develop in the students positive attitudes, emotional integrity and interpersonal skills
- Providing an ethical education that makes a person not just to think but to know what is right and wrong.
- Developing in the students a capacity and interest to serve others

Thus, the main purpose/ goals of tertiary education in Nigeria can thus be summarized as to transform the lives of the people for the benefit of the individual and the society in which he or she lives. The Federal Republic of Nigeria in her National Policy on Education (NPE) (2013, revised) acknowledges this hence it regarded education as an instrument par excellence for affecting National Development. In other words, the government recognizes the fact that education is an indispensable instrument for solving the social, economic, political and technological problem of the nation. It has therefore spelt out objectives for every level of the educational system in the country.

It is therefore obvious that the achievement of goals of tertiary institutions in Nigeria will require adequate financial support for it to function efficiently and effectively. This is because funds are necessary for the organization of seminars conference and workshops, setting up of educational projects (Bookshops, introductory technology workshop), payment of staff salaries and allowances, procurement of instructional materials and equipment and building of the structural facilities (Ogbonnaya, 2017).

Challenges of Ownership and Funding Practices of Tertiary Level of Education in Nigeria

The Oxford Advanced Learners Dictionary defines, "Challenge, as a bid to overcome something especially problems that is confronting an organization or individual or an attempt to tackle pressing needs. Ownership on the other hand, is defined as the state of having complete legal control or

possession of something or better still, a proprietorship of a property owned as his own possessions. In Nigeria education system, managers or properties are faced with a lot of problems which tend to impede tertiary education in Nigeria whether federally owned, state, privately owned individuals or religiously groups. The first factor is the issue of inadequate funds to carry out its daily programmes in terms of provision of qualified academic and non-academic staff, physical facilities and equipment, instructional materials, organization of seminars, conferences, workshops and maintenance and procurement of damaged equipment to enhance academic programmes in these institutions. The question now is how these institutions are going to tackle these issues of funding in their respective domain.

Sources of Fund For Tertiary Institutions in Nigeria

Due to dwindling revenue accrued to different tertiary institutions in Nigeria (Universities, Polytechnics, Colleges of Education, School, nursing, agriculture or correspondence colleges etc). The following alternative sources of funds are available to them apart from the traditional tuition fees. These include, government grant-in-aid, proceeds from farming activities, petroleum trust funds, annual budgetary allowances and subventions, donations from wealthy individuals in the society both local and international, world bank, UNICEF, UNESCO, TETFUND, Alumni association, endowment funds, charity organization, collaboration through affiliation, borrowing, community efforts and miscellaneous sources such as (Bookshops, printing press, poultry farms) (Ogbonnaya, 2017). It is important to note that no government grants, subventions, Petroleum Trust Fund and TETFUND or annual budgetary allocation comes to private tertiary institutions in Nigeria. They solely depend on what they can generate internally from their farms, friends in form of donation and the traditional school fees which always at the high side. How to control financial mechanism in Nigerian tertiary institutions is another major challenge facing tertiary education in Nigeria. Financial control mechanisms are techniques adopted to ensure proper receipts and expenditure in an institution. The application of financial control techniques is necessary in order to ensure proper accountability and judicious use of available funds. This is because, the growth and success of any known organization is dependent on the available funds and its efficient management (Ogbonnaya, 2017).

The internal control mechanism open to tertiary institutions in Nigeria which is suppose to serves as internal checks and balances, financial regulations of the institutions, internal audit, daily cash balances, reconciliation statement, tenders boards, control cards and budget control exist on air. Thus, the existence of these internal mechanisms which are necessary for effective organization and management of scarce resources that are available to the tertiary institutions hardly adhered to.

Externally, the following control system are put in place to guide tertiary institutions current and recurrent expenditures which include all capital projects and over head cost use for payment of staff salaries and allowances and daily running of these tertiary institutions equally face the same problem in internal one According to Okunamiri (2020) these include the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE) and the National Board for Technical Education (NBTE). Others are Federal, State and Private Tertiary Institutions Directives, Visitation Panels, Financial and General Purposes Committee and Governing Council of the respective Institutions. It is expected that, all tertiary institutions, whether own by government or private sectors abide by these policy regulations to avoid further problems.

Another challenge is in the area of curriculum content and implementation. No organization is without a problem. The challenges facing the ownership of tertiary institutions and funding practices in Nigeria can be traced to the type of educational system bestowed on us by our colonial master. This is because, our educational system since independence has fail to meet the needs, aspirations and expectations of our society. This had resulted in our tertiary institutions producing graduates with white collar job and bookish people who cannot relate the content of what they learn in the tertiary institutions to workplaces.

Commenting on the relevance of our educational system, to national development, Iloputaife, Maduwwezi and Igbo (2010) observed that the system breeds half-baked graduates who are found lacking in terms of intellectual capacity, moral dispositions and skilled development. This Udensi

(2015) noted is because the curriculum of instructional during the colonial era, was fashioned to produce devoted Christians and literate clerks who could only read and write and perhaps act as interpreters for missionaries. Great emphasis he noted was laid on liberal arts with subjects such as History, Latin, English Language and writing given prominence to the neglect of science and technology based subjects. The result was that most Nigerian early graduates turned out of our tertiary institutions served as nationalist and administrators because many of them were of liberal arts. The needs, aspirations and expectations of the people which the curriculum was meant to serve were neglected.

This Ochu (2005) observed contributed to the state of permanent crisis in which the attempted solution of one type of crisis inevitably led to another. He identified the crisis to include, irrelevance of tertiary institution courses, crisis of unequal expansion, crisis of unplanned expansion, and crisis of financial inadequacy and practice. That is why Anowor (2003) regarded the history of Nigeria tertiary education generally as one that has been a history ridden with crisis beyond the imagination of the proponents, initiators and propagators.

Apart from the problem of curriculum given to us by our colonial masters, Awe and Ajayi (2007) linked the challenge facing tertiary institutions in Nigeria to the role of their proprietors and those that are self-inflicted by the tertiary institutions themselves which include; internal and external problems. The internal politics among managers and administrators of these tertiary institutions affected teaching and learning in their respective institutions while the external problems has to do with owners of these institution whose methods of rulership is best described as authoritarian leadership because whatever they say in terms of employment, discipline of staff, payment of salaries and allowance, promotion and general organization of their respective institutions is final.

Other problems identified as having negative effect by Esuruoso (2004) include, enrolment explosion due to lack of physical facilities and equipment, unionism, inadequate staff training and growth opportunities, shortage of staff, examination malpractices as a result of poor academic preparation of staff, cultism and unconducive environment for teaching and learning. These factors according to him result from inadequate funds to take care of these problems when they has not overwhelm them. Although most state and federally owned tertiary institutions and these privately own have been trying over the years to find solutions to the problems posed by scarcity of funds through internal means (Poultry farms, bookshops, consultancy services, affiliation/collaboration, Alumni association, endowment funds), the problems of inadequacy of funds for implementation of educational programmes and objectives, still poses a lot of problems to them.

This confirms the assertion by Babalola, Adedeji and Erwat (2007) that despite huge amounts of money expended to tertiary institutions by government for its activities, That most of them due to mismanagement and corruption still lack necessary funds to implement various education programmes in their institutions under distressed economy. It is therefore obvious that inadequate financial resources certainly have negative effect of limiting educational development policy on both federally and state owned tertiary institutions as well as those owned by private sector, wealthy individuals and religious groups. This fact has been acknowledged by Aderounmu and Ehiamezor (2001) who stated that inadequacy of financial resources will certainly have the effect of limiting the educational development policy of the federal, state, local government areas and privately owned tertiary institutions.

The fact that various governments of the federation cannot adequately fund tertiary institution in the country implies that establishing tertiary institutions without adequate funds to manage its activities does not make any sense but that what makes sense is the ability of the school administrators to use the few available scarce resources to achieve what can be seen. This is equally applicable to those running private tertiary institutions in the country.

In summary, The challenges facing ownership of tertiary institutions in Nigeria whether bedeviled by political instability, inaccurate data, unstable education policies and objectives, sole dependence of tuition fees, slump in oil revenue, indiscipline and students population explosion is anchored on one

single digit “Funding”. The main purpose of the study therefore is to find out the challenges in ownership and funding practices in tertiary institution level of education in Nigeria. Specifically, the study sought to:

- Determine the extent, to which ownership of tertiary institutions in Nigeria affects its funding practices.
- Find out the extent, sources of funding practices affects tertiary institutions in Nigeria
- Determine the extent challenges of ownership and funding practices affects tertiary institutions in Nigeria

Research questions

The following research questions guided the study-

1. To what extent do ownership of tertiary level of education affects its funding practices
2. What extent do the sources of funding practices affects tertiary levels of education in Nigeria?
3. To what extent do challenges of ownership and funding practices affects tertiary level of education in Nigeria

Hypothesis:

The following null hypothesis tested at 0.05 level of significance guided the study.

1. H_0 : There is no significance difference in academic and non-academic staff response to the challenges of ownership and funding practices of tertiary level of education in Nigeria.

Methodology

The study was carried out in federal, state and privately owned tertiary institutions in Nigeria. The design of the study was a descriptive survey while the population for the study consisted of 2540 academic and non-academic staff drawn from 50 tertiary institutions in south-eastern states of Nigeria namely; Abia, Anambra, Ebonyi, Enugu and Imo state. The sampling for the study is ten percent (10%) of the academic and non-academic staff and ten percent (10%) of tertiary institutions in south-eastern states of Nigeria. These sample yielded 112 for academic staff and 142 for non-academic staff, bringing the total sampled size for the study to 254 out of a population 2540 staff and 5 out of fifty (50) tertiary institutions in the south-eastern states. The instrument is challenges of ownership and funding practices in tertiary education in Nigeria (COFPNTQ) A-20 research questions items was used for the study. The research questionnaire was designed by the researchers. The instrument consisted of section A,B,C and D. A section is on personal data of the respondents in which he or she were requested to supply information on name of institution, state of location and professional rank (academic or non-academic staff). B sought for information on effect of ownership on funding. C sought information on sources of funding while D is on challenges of ownership and funding practices in Nigeria tertiary institutions.

The response is divided into four point Likert Type scale of very Great Extent 4 point, Great Extent 3 points (GE), Little Extent 2 point (LE) and Very Little Extent (1point) (VLE) vice-visa. Two experts in the department of Educational Administration and planning and two from Measurement and Evaluation from institution outside the South-eastern states evaluated the instrument. The validated instrument was trail-tested outside the south-eastern states to enable the researcher generate the data for computing the internal consistency of reliability of the instrument using Cronbach Alpha. The result of the coefficient for all the three sections combined B, C, and D was 0.18. This shows that the instrument was reliable and could measure what it was suppose to measure.

The researcher used three trained research assistants whose qualification is not below National certificate of Education (NCE) to administer the validated instrument and collected it back after the academic and non-academic staff had responded to it. Through this method, over ninety percent (90%) return was achieved. Any mean score above 2.50 was acceptable ie 2.50-3.49 was accepted to “Great Extent” while 3.50-4.00 was accept as to “Very Great Extent” while those below 2.49 were rejected ie 0-1.45 “Very Little Extent” and 1.46 -2.49 was rejected as “Little Extent” Data collected were analyzed using mean scored for the three research questions (1-3) while t- test tested at 0.05 significant level was used for the null hypothesis.

Key: 3.50 - 4.00= Very Great Extent (VGE)

2.50 - 3.49= Great Extent (GE)

1.46 – 2.48= Little Extent (LE)

0 – 1.45= Very Little Extent (VLE).

Results

The results from the study area presented in tables according to research questions.

Research questions one: To what extent do ownership of tertiary level of education affects its funding practices in Nigeria.

Table 1: Mean analysis of the extent of ownership of tertiary level of education affects funding practices in Nigeria.

S/N	Ownership of tertiary institutions	ACADEMIC STAFF. N=112						NON-ACADEMIC STAFF. N=142					
		VGE 4	GE 3	LE 2	VLE 1	$\bar{x}$	R	VGE 4	GE 3	LE 2	VLE 1	$\bar{x}$	R
1.	Only private and wealthy Nigerians should own and tertiary institutions.	200	120	20	12	3.14	G	240	150	40	12	3.11	G
2.	Only Federal and state governments owned tertiary institutions are well funded.	160	150	24	10	3.07	G	200	180	44	10	3.05	G
3.	Ownership of tertiary institutions does not affect its funding mechanism.	220	135	12	6	3.33	G	260	165	32	6	3.26	G
4.	Private ownership of tertiary institutions is too exorbitant	180	156	18	6	3.21	G	200	120	32	6	3.16	G
5.	Government tertiary institution is better than private institutions	240	90	40	2	3.32	G	148	144	40	6	3.25	G
	Grand mean	–	–	–	–	3.21	G	–	–	–	–	3.16	

Results in table 1 clearly showed that all the items presented to items 1-5 have grand mean scores between 3.21 and 3.16. This means that all the academic and non-academic staff agreed that the listed items do affects education at the tertiary level in Nigeria. In other words, the type of tertiary institution ownership play a leading role in what goes on in the tertiary institutions level in Nigeria to “a great extent”.

Research Question two: To what extent do the sources of funding practices affects tertiary levels of education in Nigeria?

Table 2: Mean analysis of the extent of sources of funding practices affects tertiary level of education in Nigeria.

	ACADEMIC STAFF	NON-ACADEMIC STAFF
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S/N	SOURCES OF FUNDING	VGE 4	GE 3	LE 2	VLE 1	MEAN $\bar{x}$	R	VGE 4	GE 3	LE 2	VLE 1	$\bar{x}$	R
6	Tuition fees assist tertiary level of education to pay salaries and allowances of staff	200	120	32	6	3.19	G	160	210	60	2	3.04	G
7	Endowment funds and Alumni association aids development in schools	280	30	40	12	3.23	G	260	165	32	6	3.26	G
8	Government grants in-aid help them to set up physical facilities and equipments	140	126	42	14	2.87	G	192	174	60	6	3.04	G
9	Farm proceeds aids tertiary level of education to procure instructional materials	240	90	40	2	3.34	G	200	195	32	6	3.04	G
10	Donations from charitable and wealthy organizations assist tertiary education to set up educational projects eg Bookshops	200	120	20	12	3.14	G	232	144	60	6	3.11	G
11	Petroleum Trust Funds and TETFUND assist in staff development programmes and growth	152	144	40	6	3.05	G	320	60	60	12	3.18	G
12	It gives room for employment opportunities for our learning youths	180	156	18	6	3.21	G	260	165	32	6	3.26	G
	Grand mean	—	—	—	—	3.14	G	—	—	—	—	3.13	G

Table 2 clearly showed that all the items presented to them have mean scores between 2.87 to 3.34. This means that all the items from 6-12 for academic staff has a grand mean score of 3.14 while non-academic staff on the other hand, rated the same items 6-12 between 3.04 to 3.26 with a grand mean score of 3.13. Both items rated the items to “a great extent” meaning they accepted them as sources of funding tertiary level of education in Nigeria in the face of funding challenges.

Research Question Three

To what extent do challenges of ownership and funding practices affects tertiary level of education in Nigeria.

Table 3. Mean analysis of the extent of challenges of ownership and funding practices affects tertiary level of education in Nigeria

S/N	Challenges of ownership and funding practices	ACADEMIC STAFF						NON-ACADEMIC STAFF					
		VGE 4	GE 3	LE 2	VLE 1	$\bar{x}$	R	VGE 4	GE 3	LE 2	VLE 1	$\bar{x}$	R
13	Crisis of funds and enrolment explosion due to lack of infrastructural facilities.	240	90	40	2	3.32	G	240	150	40	12	3.11	G
14	Lack of funds for staff training and development programmes.	220	135	12	6	3.33	G	260	165	32	6	3.26	G
15	Poor student's academic performance due to strike and depth of infrastructural facilities and equipment.	180	156	18	6	3.21	G	148	144	40	6	3.25	G
16	Shortage of qualified staff for most of the academic programmes.	200	120	32	6	3.19	G	192	174	60	6	3.11	G
17	Poor execution of institution projects due to mismanagement of funds and corruption.	280	30	40	12	3.23	G	232	144	60	6	3.11	G
18	Examination malpractices due to lack of preparedness on the part of students.	240	90	40	2	3.34	G	200	195	32	6	3.04	G
19	Irrelevance of academic programmes due to poor curriculum content.	152	144	40	6	3.05	G	200	120	32	6	3.16	G
20	Government annual budgetary allocation	240	90	40	2	3.34	G	320	60	60	12	3.18	G
	Grand mean.	-	-	-	-	3.25	G	-	-	-	-	3.14	G

Result in Table 3 clearly showed that all the items presented to them have grand mean scores of 3.25 and 3.14. The mean scores of academic and non-academic staff ranges between 3.05 and 3.34 and 3.04 and 3.26 respectively. This means that all the academic and non-academic staff agreed that the listed items are challenges facing ownership and funding practices at tertiary level of education in Nigeria to “a great extent”

Hypothesis: There is no significant difference in academic and non-academic staff response on the challenges of ownership and funding practice at tertiary level of education in Nigeria.

Table 4, Test of the challenges of ownership and funding practices at tertiary level of education in Nigeria by academic and non-academic staff.

STATUS	N	$\bar{x}$	DF	t-cal	t-tab	P<0.05
ACADEMIC STAFF	122	3.21	252	1.04	1.96	Not significant
NON-ACADEMIC STAFF	142	3.20				

Table 4. above showed that t-calculated is 1.04 against t-tab, hence the null hypothesis of no significance difference is Accepted. Therefore there is no significance difference in academic and non-academic staff on the challenges of ownership and funding practices at tertiary level of education in Nigeria.

Discussion

Table 1 above shows that all the academic and non-academic staff agreed to “a great extent” that all the listed items are challenges faced by ownership of tertiary level of education in Nigeria since all the items have mean scores values that is above 2.50. This agrees with Omotayo (2008) who believe that the goals of tertiary level of education in Nigeria are very laudable but seem to have been faced with many challenges among which are implementation, realization of the national goals and objectives of education and the issue of ownership and funding of tertiary level of education.

This assertion was further supported by Gravenir (2009) when he opined that the greatest challenge facing education in the country today is the challenges of ownership and funding practices at tertiary level of education in Nigeria due to over proliferation of tertiary education with little or no infrastructural facilities and equipment and funds for provision of teaching and learning materials. The implication of this is that federal, state, local government area, religious groups and wealthy individuals who today own and run tertiary institutions in the country should breast up to the challenges by meeting up to the needs, aspirations and expectations of Nigerian citizens who are in the dear need of tertiary institution. This stems from the fact that education is an inalienable right of every citizens of Nigeria no matter their age, creed, race or religion if national; development is to be accelerated (Udensi; 2015).

Table 2 showed that all the academic and non-academic staff agreed “to a great extent” that all the items listed are sources of funding tertiary level of education in Nigeria because no educational programmes in Nigeria can succeed without adequate funds to run its operation. This also agrees with the assertion and acknowledgement of Aderounmu and Ehiametalor (2001) that inadequacy of financial resources will certainly have the effect of limiting the educational development policy of federal, state and local government areas. The fact that various governments cannot adequately fund the educational institutions in the country implies that tertiary level of education in Nigeria must look elsewhere for sourcing of their internal and external revenue apart from the traditional tuition fees to support its programmes. This statement was further supported by Ogbonnaya (2017) and Okunamiri (2020) who listed tertiary level of education sources of funds in Nigeria as tuition fees, government grants-in-aids, proceeds from school activities, endowment funds, Alumni association, TETFUND, UNICEF, UNESCO, government annual budgetary allocation and monthly subventions.

Table 3 showed that both academic and non-academic staff of tertiary level of education in Nigeria agreed to “a great extent” that all the items listed from 13-20 are challenges associated with poor funding of tertiary level of education in Nigeria which invariably affects teaching and learning in schools. Ilopateife, Madueweri and Igbo (2010) and Udensi (2015) listed the challenges to include; poor curriculum content, enrolment explosion, inadequate funds for staff training and development and poor academic performance of students. Others listed by Okunamiri (2020), include; shortage of

qualified staff, examination malpractices, poor execution of tertiary institutions projects due to mismanagement of funds and corruption and channeling of education funds to other sectors of the economy. The implication is that tertiary level of education all over the country today do not have enough funds for first class infrastructural facilities and equipment, instructional materials and qualified lecturers to meet the world standard hence they seek for alternative means of meeting their needs so as to be ranked among the best both in Nigeria and abroad.

The null hypothesis in Table 4 is accepted by both the academic and non-academic staff as challenges in ownership and funding practices of tertiary level of education in Nigeria. This means that there is no significant difference in the challenges in ownership and funding practices of tertiary level of education in Nigeria. The implication is that challenges of ownership and funding practices at this level of education, do play a leading role in the realization of the aims and objectives of setting up tertiary institution, if there is adequate funding mechanism put in place for its activities.

Conclusion

The challenges of ownership and funding practices in tertiary level of education, cannot be solve single handedly if all concern fail to work collectively as a team. Federal government, state, local government areas, religious groups and wealthy Nigerians who own funded these tertiary institutions should find a level playing ground that will help them find an alternative means of funding their respective tertiary institutions instead of the traditional tuition fees which is now getting out-dated due to the influence of science and technology in our society. A mechanism that will endure prudent management of few available financial resources such consultancy service, sale, farm proceeds etc should be put in place to avoid most of the institutions going bankrupt

Recommendations

Based on our discussions above and for the fact that, no organization, no matter how big or small it may be, can be run without adequate funds, the following recommendations are made as follows;

- That adequate funds be made available to tertiary level of education for the provision of physical facilities and equipment for building of classrooms, furniture and laboratories.
- Provision of modern instructional materials for teaching and learning.
- Employment and payment of staff salaries and allowances regularly and not in piece meal.
- Meeting the social needs, aspirations and expectations through organization of seminars, conferences, workshops, in-house training and in-service training for academic and non-academic staff to enhance their knowledge and skills in teaching and learning
- Purchasing of appropriate instructional materials and for implementation of educational programmes and objectives and for setting up educational projects such as educational technology centre, bookshops, complex and poultry farms etc
- That an alternative means of funding tertiary level of education in Nigeria be developed. These should include, foreign cooperation in form of affiliation, consultancy service, Alumni association, endowment funds, seeking for world bank loans, UNECO, UNECEF and Non-Governmental organizations to complement local sources of revenue from Petroleum Trust Fund, TETFUND, government annual grant, subventions and budgetary allocation to mention but a few sources.

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