

Trends and Pattern in the Funding of Taraba State Tertiary Institutions between 2010 and 2020

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Abstract

This study investigated the trends and pattern in the funding of Taraba State tertiary institutions from 2010 to 2020. The study adopted a descriptive survey design. The instrument used for data collection was a researchers developed questionnaire titled “Funding of Taraba State Tertiary Institutions Questionnaire” (FTSTIQ) and a Proforma. A reliability coefficient of 0.82 was obtained using Cronbach alpha method after pilot testing. Data collected was analyzed using mean and standard deviation, bar-chart and pie-chart. Results revealed that capital grant was higher than recurrent grant in 2011 and 2013, while 2014 has low allocation. Findings further revealed that State government contributed financially to State owned tertiary institutions. It was concluded that Taraba State government is the major financier of the State tertiary institutions, and funds allocated to State tertiary institutions fluctuated. Based on the findings of the study, it was recommended, among others, that Taraba State government should objectively increase financial budget to the State tertiary education by analyzing institutions’ needs. It was also recommended that private sector should participate in the area of research grants, adequate and enduring infrastructure and granting of scholarships in the State tertiary institutions.

Keywords: funding, tertiary, institutions, trend, pattern.

Introduction

Education is not only an investment in human capital, but also a pre-requisite as well as a correlated instrument for economic development. It is established by Abbas (2016) that formal schooling is one of several important contributors to the skills of an individual and to human capital. Education is important to the growth and development of the society because of its power to fashion an individual to be integrated into the society, and to become a

promoter of his societal culture and development. Government established tertiary institutions to boost its manpower capacity of the state and also provide means for sustainable development of the nation. Achieving these objectives requires that these institutions should be adequately funded by the government. Tertiary institutions are owned and funded either by the Federal, State, Local Government or Private organizations and individuals.

Education is a system by which the necessary knowledge and understanding are gained through the methods of teaching and learning. The role education plays in the development of any nation cannot be over-emphasized. Ugbogbo et al. (2013) averred that no country can develop beyond her educational level. The realization of the economic development, advancement or independence of any nation is a function of the educational capacity of the working class or the decision makers of that nation. Education has been recognized globally as a veritable and strategic venture pivotal to economic transformation of any nation. This shows that for any nation to maximize the benefits of education for sustainable development, it must invest heavily in education. This is one of the reasons the importance of education will continue to receive the attention of all stakeholders both at the local, state and federal levels in Nigeria.

Tertiary education is an important phase of education. It has a significant role on the development of new generation. One of the positive effects of tertiary education service is the considerable contribution to the improvement of a country's human capital. One of the major issues of tertiary education is about financing which changes over time. However, education in general and university education in particular in every society is known to be an indispensable tool for nations' economic growth and development. Production of knowledge by universities has always focused on teaching, learning and research, hence, it is believed that university education is a major investment requiring a huge amount of financial resources; thus funds allocated to university education are said to be long term investments with immense benefits both to the individual and to the society (Sani, 2015).

The Nigerian tertiary institutions comprise of Universities, Polytechnics, Colleges of Education, Institutes of Technology and other professional institutions operating under the umbrella of their parent ministries. Alper and Gonca (2015) said that tertiary institutions are to create and disseminate knowledge and to develop higher order cognitive and communicative skills in young people, such as, logical thinking ability, the motivation to challenge the status quo and the capacity to develop sophisticated values (Chan et al., 2014). As a short-definition, tertiary education can be defined as an education or learning at a college or a university. A broader definition can be that tertiary education, post-secondary education or third level education is an optional final stage of formal learning that occurs after secondary education. The institutions can be further categorized into state government owned institutions and federal government owned institutions. Tertiary institutions are also grouped into public institutions owned

by the federal and state government and private institutions owned by individuals, faith based and other private organizations (Famade et al., 2015).

Funding can be considered as one of the most important incentive mechanisms in the management of tertiary institutions. Aja-Okorie and Onele (2016) postulated that funding in tertiary education revolves around capital and recurrent expenditure which are considered cogent to academic survival of higher institutions in this period of global competition. Funding of Nigeria's higher education is also imperative because of the costs involved in maintaining an institution. Adewuyi and Okemakinde (2013) argued that the governments in Nigeria, especially at the federal level are the largest sources of funding higher education in Nigeria. The federal government of Nigeria mandates all higher education institutions to generate 10% of their total annual budgets internally through various means and types of revenue sources. In Nigeria, federal higher education institutions are funded by the federal government; state-owned higher education institutions are funded by the states; while the privately-owned higher education institutions, which are mostly religious, are funded by religious organizations. Christiana (2011) opined that Nigerian federal universities need to respond to the financial challenges that currently confront them by developing more creative and adaptable funding strategies to offset the likely risks of declining educational quality, resource use efficiency and learning effectiveness that now confront them. However, the federal government provides funding assistance from time to time to state-owned higher education institutions as the need arises. Other sources of funding include: students levy and charges, grant and donations, public-private partnership programmes and internally generated revenue of the tertiary institutions. For example, federal government established TETFUND to manage the disbursement of funds from education tax to tertiary education institutions in Nigeria.

Umar et al. (2017) posited that the Federal Government controls universities and other higher education institutions through the following organs: The Federal Ministry of Education; the National Universities Commission (NUC) which among other things allocates funds to federal universities and also prescribes the spending formula, and the Committee of Vice Chancellors of Nigerian Universities, and governing councils of different universities. Famurewa (2014) describes the current approved funding criteria used by NUC to disburse funds to universities as follows: Capital grants on the basis of generation, that is, year of establishment of the university; ratio of personal costs to overheads at 60:40, library 10%, research cost 5%, capacity building 1% of the total recurrent; academic to non-academic funding at 60:40; expenditure on central administration - 25% minimum, and internally generated revenue 10%. Samuel et al. (2017) opined that the legal framework for funding federal universities in Nigeria constitutionally requires the National Assembly, on recommendation by the executive arm, to make appropriation to all sectors including education. He Further said, the effects of inadequate funding are evident in the fact that the physical facilities in respective universities are in a state of disrepair, several capital and research projects

have been abandoned, laboratories and libraries are ill equipped, academic staff do not attend conferences regularly and there is a drastic reduction in the award of research grants and fellowships (Bamiro 2012, cited in Mohammed et al., 2018).

Purpose of the study

The study specifically examines:

1. The trends of funding Taraba State tertiary institutions from 2010 to 2020.
2. The pattern of funding Taraba State tertiary institutions by school type from 2010 to 2020.

Research questions

This research is aimed at finding answers to the following questions:

1. What are the trends of funding Taraba State tertiary institutions from 2010 to 2020?
2. What are the patterns of funding Taraba State tertiary institutions by school type from 2010 to 2020?

Methodology

This study employed a survey research design. The design was considered suitable for this study because it involves collection of information, assessing and describing the data regarding the investigation on analysis of trends and pattern in the funding of Taraba State tertiary institutions. The population of this study was 4,680 staff in the State-owned public tertiary institutions in Taraba State. The population comprised both academic and non-academic staff of the institutions. The sample size for the study was five hundred and sixty-five (565) staff. The sample was drawn using simple random and purposive sampling techniques from four (4) tertiary institutions out of the six (6) State owned tertiary institutions.

The instrument used in this study for data collection was a self-designed questionnaire titled: 'Funding of Taraba State Tertiary Institutions Questionnaire' (FTSTIQ) and a Proforma. The questionnaire is divided into two sections; section A contained questions on academic and non-academic staff personal information that would help in the demographic analysis of the sampled population. Section B contained items that were grouped into clusters A-D. Cluster A sought information on trends of funding Taraba State tertiary institutions as reflected in items 7-16, cluster B sought information on pattern of funding Taraba State institution by school type, (items 17-26). Information regarding challenges associated with funding Taraba State higher education constituted cluster C (items 27-36), cluster D presented items on impact of funding (items 37-46). The questionnaire was used to get information from academic and non-academic staff to establish their views on funding of tertiary institutions of Taraba State, Nigeria. A total of forty (40) respondents were used to trial-test the questionnaire and a reliability coefficient of 0.82 was obtained. Data collected was analyzed using mean, standard deviation, bar-chart and pie-chart in answering the research questions.

Presentation of result

Research question one: What are the trends of funding Taraba State tertiary institutions from 2010 to 2020.

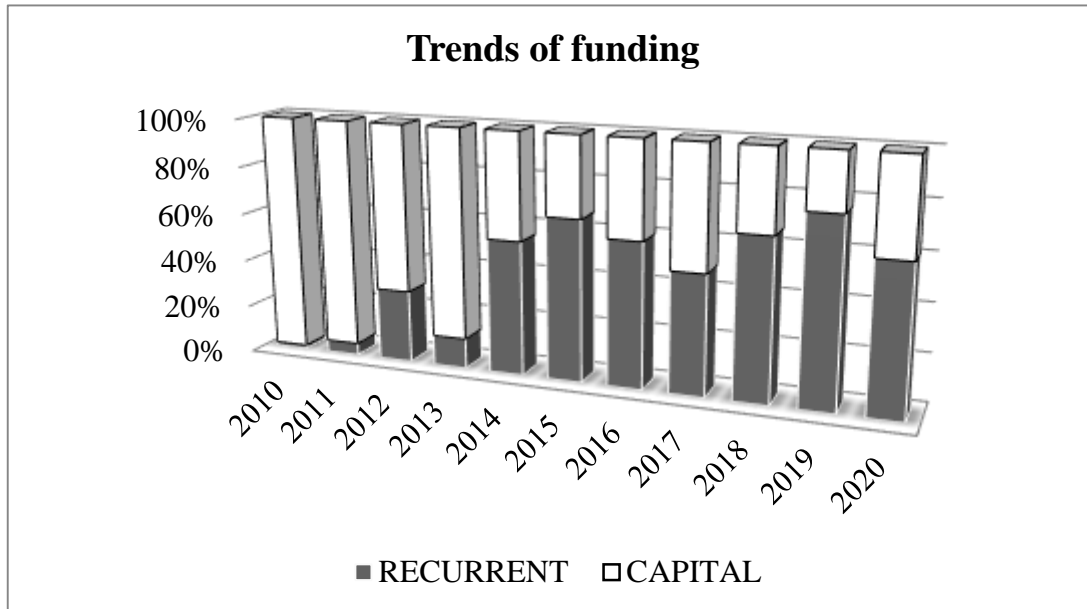


Figure 1: Trends of funding by Recurrent and Capital Grant

Figure 1 shows the allocation of funds on the basis of recurrent and capital grant. It indicates that capital grant is higher than recurrent grant as in 2011 and 2013, while 2014 has low allocation. There is no stability of funding trends in the State-owned tertiary institutions from 2010 to 2020.

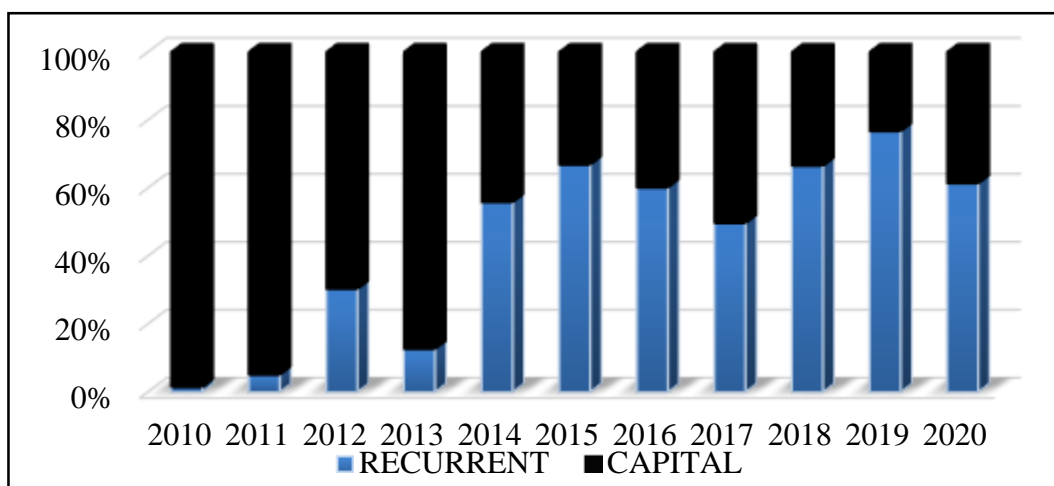


Figure 2: Illustrating trends of funding Taraba State tertiary institutions from 2010 to 2020

Research question two: What are the patterns of funding Taraba State tertiary institutions by school type from 2010 to 2020?

Table 1: Pattern of Funding Taraba State Tertiary Institutions

Year	Institutions	Recurrent Grant	Capital Grant
2010	TSUJ	28,474,500:00	6,747,864,864:00
	COEZ	54,496,500:00	903,000,000:00
	COAJ	14,440,000:00	50,000,000:00
	CONMJ	12,340,000:00	460,000,000:00
2011	TSUJ	554,856,865:00	5,482,891,265:00
	COEZ	817,198,025:00	1,000,000,000:00
	COAJ	563,414,255:00	30,000,000,000:00
	CONMJ	15,400,000:00	600,000,000:00
2012	TSUJ	818,404,480:00	4,520,746,000:00
	COEZ	1,269,694,150:00	1,500,000,000:00
	COAJ	861,121,120:00	760,241,666:00
	CONMJ	12,340,000:00	45,000,000:00
2013	TSUJ	1,052,492,988:00	3,260,782,101:00
	COEZ	1,394,663,565:00	1,000,000,000:00
	COAJ	945,733,232:00	25,000,000,000:00
	CONMJ	874,544,256:00	300,000,000:00
2014	TSUJ	1,400,626,993:00	11,000,000:00
	COEZ	1,727,944,248:00	303,000,000:00
	COAJ	1,035,283,232:00	9,500,000:00
	CONMJ	106,350,352:00	15,000,000:00
2015	TSUJ	1,707,887,516:00	1,492,675,862:00
	COEZ	1,527,944,248:00	500,000,000:00
	COAJ	1,032,283,232:00	400,000,000:00
	CONMJ	610,250,253:00	30,000,000:00
2016	TSUJ	1,573,702,987:00	1,962,000,000:00
	COEZ	1,482,351,315:00	575,000,000:00
	COAJ	990,147,870:00	95,236,063:00
	CONMJ	596,145,152:04	450,000,000:00
2017	TSUJ	1,538,573,462:00	2,135,143,394:59
	COEZ	1,459,065,347:00	1,649,274,074:00
	COAJ	941,162,237:00	697,330,683:00
	CONMJ	522,242,113:00	50,000,000:00

2018	TSUJ	2,092,708,145:00	1.183,817,140:00
	COEZ	1,774,059,256:00	511,105,000:00
	COAJ	949,091,090:00	201,142,471:00
	CONMJ	235,420,245:00	650,000,000:00
2019	TSUJ	3,371,333,369:14	1,311,931,729:00
	COEZ	2,101,640,895:00	900,000,000:00
	COAJ	1,186,443,405:00	201,142,471:00
	CONMJ	1,569,145,152:04	950,000,000:00
2020	TSUJ	2,644,567,852:00	1,775,850,532:00
	COEZ	1,922,728,310:00	1,113,993,444:00
	COAJ	1,127,095,986:00	870,139,884:00
	CONMJ	267,670,566:00	950,000,000:00
TOTAL		45748195532.22	102624808643.59

The results on table 1 revealed pattern of funding State owned tertiary institutions, according to tertiary institutions based on capital and recurrent grant. It indicated that capital grant allocated to state tertiary institutions for the period of 2010 to 2020 is higher than recurrent grant.

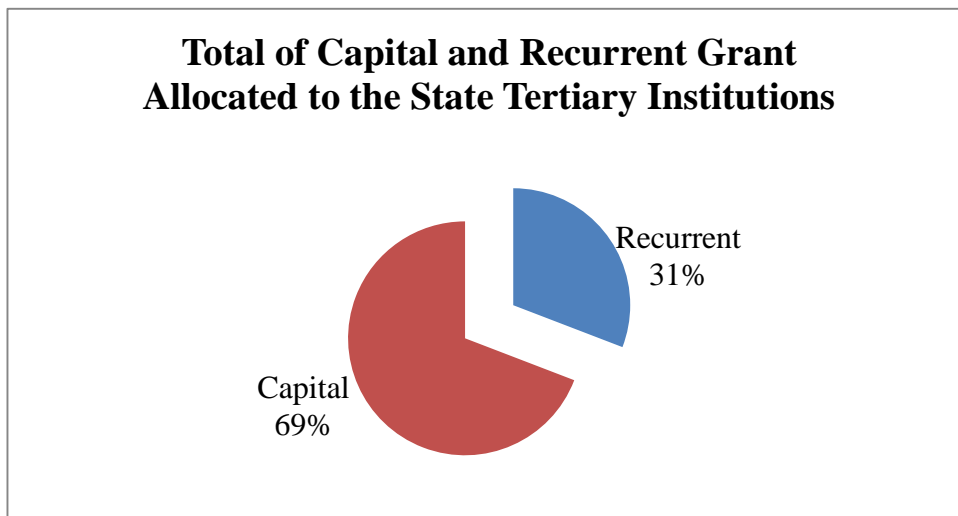


Figure 3: Pie-chart showing grant total of recurrent and capital for the State-owned tertiary institutions from 2021 to 2020.

Therefore, capital grant has the highest percentage of 69% and recurrent grant with lowest percentage of 31%.

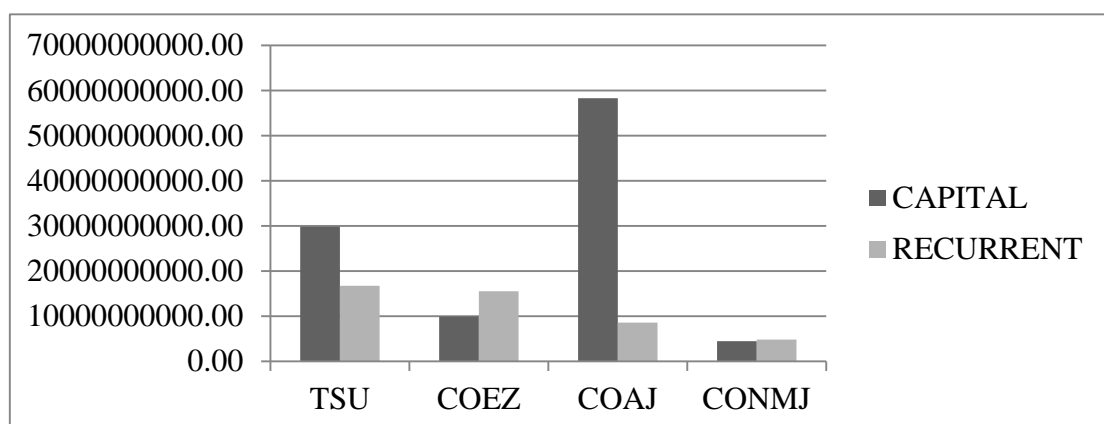


Figure 4: Pattern of funding based to capital and recurrent grant by each tertiary institution in Taraba state

The figure indicates that COAJ received the highest capital grant followed by TSUJ, COEZ and CONMJ received the less capital and recurrent grant.

Discussion of the findings

Data obtained by the proforma from the sampled state tertiary institutions in this study is based on recurrent and capital grants. The recurrent expenditure deals with the welfare of staff and running cost of an institutions which includes payment of pensions and salaries, health insurance, office maintenance and supplies, travels and allowances, and more. Capital expenditure is directed to capital spending which includes infrastructure, fencing, equipping of laboratories, and more. Results obtained from research question one on trends of funding is as presented in the bar-chart. The result revealed that capital grant is higher than recurrent grant as in 2011 and 2013, while 2014 has low allocation. There is also no stable allocation, looking at the funding trends in the State-owned tertiary institutions from 2010 to 2020.

The analysis of research question two revealed that COAJ received highest capital grant followed by TSUJ, COEZ and CONMJ. Therefore, result on recurrent and capital grants of Taraba State College of Agriculture Jalingo indicates a total recurrent of 8,610,932,427.00 and capital grants total of 58,284,733,238. The capital grants allocated to the college was low and inadequate to manage it capital expenses. In other words, the allocation was not enough for the actual budgets of the tertiary institutions. The increase in funding figures between the years seems encouraging and impressive, though inadequate. Total recurrent grants allocated to Taraba State College of Education Zing from 2010 to 2020 is 15,531,785,859 and total of capital grants allocated is 9,955,372,518. Therefore, despite the increase in funding trends, capital grants were low; there is need for more grants to enable smooth and effectiveness in the state tertiary institutions.

The findings were in congruent with Alper and Gonca (2015) who pointed out that, as a result of developments, the balance between the contribution levels of private and public sectors to higher education financing has changed. The finding also showed that TETFund intervention increased infrastructural facilities in the State tertiary institutions. The study equally revealed that fund allocation for Taraba State tertiary institutions from 2021 to 2020 does not increase to meet the demand of the State-owned institutions. On the other hand, the finding agreed with finding of Christiana (2011) who concluded that part of the solutions to cost-revenue squeeze in Nigerian universities is the development of proactive mechanisms that facilitate both the identification of multiple sources of funding as well as their optimal utilization in order to maintain financial balance and enhance performance. These include private support from parents/students and donors, since education is both a government and private investment. State tertiary institutions consultancy programmes contributes financially to revenue inflow as Mohammed et al. (2018) affirmed that Internally Generated Revenue (IGR) in higher institution serves as alternative means of financing higher education in general and university education in particular.

Conclusion

The results from this study shows that in trends of funding state tertiary institutions, Taraba State government is the major financer of the State tertiary institutions and funds allocated to State tertiary institutions fluctuate. The global economic downturn has made it difficult for the state government to fully fund State tertiary institutions alone. State government, Tertiary Education Trust Fund, monthly statutory allocation from all 16 local government areas, internally generated revenue (IGR), alumni relations and associations are patterns of funding State tertiary institutions.

Recommendations

Based on the findings of the study, it is recommended that:

- i. Taraba State government should objectively increase financial budget to the State tertiary education by analyzing institutions' needs.
- ii. Private sector should participate in the area of providing research grants, adequate and enduring infrastructure and granting of scholarships in State tertiary institutions.
- iii. There is need for government and institutions responsible for monitoring tertiary institutions to ensure inclusion and continuity of curricular that are more responsive to societal needs in the state tertiary institutions.
- iv. Tertiary institutions in the State should widen their Internally Generated Revenue by thoroughly evaluating the options.

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