

Shortage of Funds and Tertiary institutions Development in Nigeria

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Abstract. This paper examined the impact of shortage of funds on tertiary institutions in Nigeria. This study is a review paper. Depending on secondary data that were collected from online and print publications. The paper ascertained that shortage of funds in the Nigerian tertiary institutions is responsible for inadequate academic staff, inadequate infrastructure facilities and continuous strike actions by different union groups in the various institutions across the country. Based on this discovered, the paper recommended adequate funding of Nigerian tertiary institutions to enable tertiary institutions provide adequate infrastructure facilities and to employ adequate academic staff. Increment in the funding of tertiary institutions will help to reduce strike actions in the various institutions.

Key words: Academic staff, infrastructure facilities, Strike actions, Tertiary institutions.

INTRODUCTION

Tertiary education is viewed by Ogunode, Edinoh and Okolie (2023) as a planned and organized educational system designed for the total development of man/woman and for the total transformation of the society through the utilization of teaching, research and provision of

community service. Tertiary education can also be viewed as post basic and secondary school education that embraces advanced teaching, research and community service. (Ogunode and Odo 2023) defined tertiary education as the third tiers of education that is designed for the production of skilled and professionals for the socio-economic and technology advancement. Tertiary institutions are micro section of the larger society. Tertiary institutions is an organized fraction of the whole society carved out for teaching programme, research and provision of community services. Tertiary institution can also be seen as a subset of the general society that is made of collection of different people, different culture, different life style and different value. For (Ogunode, Iyabode, and Olatunde-Aiyedun, 2022), tertiary education is an advanced educational system meant for human capital development through teaching, research and provision of community service

Tertiary education is viewed by National Policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education is an instrument for national development and manpower development. Tertiary education can be described as an organized education saddled with the production and reproduction of knowledge for the betterment of the whole country.

Nigerian tertiary institutions is faced with a lots of challenges. One of the most pressing challenge is the problems of shortage of funds (Mc Cowan, Janmaat, & Rao 2016; Olowonefa. Ogunode, & Ohibime 2022; Ogunode, Ukozor, & Agbo. 2024). Udida, Basse, Udofia, & Egbona in Ogunode (2020) asserted that the major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Higher educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of education system. This neglect has further precipitated crises in the entire higher educational systems as effective teaching, research and service are no longer taking place seriously. It is based on this that this paper is aimed to assess the impact of shortage of funds on tertiary institutions development in Nigeria specifically looking at academic staff, infrastructure facilities and strike actions.

Concept of Infrastructure Facilities

Ogunode & Agwor (2021) defined school infrastructural facilities as a social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories,

workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. Students' hotels or accommodation include Boys and Girls hostels; municipal/physical infrastructure i.e. power supply, water supply, good road networks, sports, health and sanitation, staff schools, security facilities.

Ehiamezor (2001) described infrastructure as the operational inputs of every instructional programme and constitutes elements that are necessary for teaching and learning. Such include buildings, laboratories, machinery, furniture and electrical fixtures. Osagie (2003) maintained that infrastructure represents the aesthetic picture of the school conveyed by the position of structures in relation to one another. It also represents the empirical relevance of the totality of the school environment for the realization of the school business (teaching/learning). He asserted in specific terms that school plant is made up of landscape, trees, lawns, hedges, and accompanying paths, playgrounds, buildings, security facilities and utilities. However, a well-equipped and well-maintained physical plant can make learning a more pleasant experience and discourage early drop-outs. It can as well attract better quality teachers. Ogunode & Agwor (2021) and Ishaya & Ogunode (2021) noted that the importance of school infrastructural facilities in the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. The school offices provide a conducive working environment for teachers, the classrooms help the learners to learn while the school fence protects students, the teachers, and school administrators from criminals.

Concept of Academic staff

Academic staff also known as faculty members are key component of higher institutions especially the universities. Academic staff as the name implies are professional that handles the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of the instruction in the educational institutions. Academic staff as a professional personnel in charge of teaching or lecturing in the higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching and researching and community services (Ogunode, Jegede & Musa, 2021; Ogunode, Kasimu & Ibrahim 2023).

The main duties and responsibilities of academic staff in the higher institutions include:

- (a) to teach at undergraduate and graduate level in areas allocated by the Head of Department and reviewed from time to time by the Head of Department;
- (b) to carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process;
- (c) to obtain research funding support;
- (d) to engage with the broader scholarly and professional communities;

(e) to supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students;

(f) to contribute to the development, planning and implementation of a high quality curriculum.

(g) to assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance (Ogunode, Jegede & Musa, 2021).

The teaching role involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels –example; sports, graduation, convocation etc (Ogunode, Jegede & Musa, 2021; Uchenna, Maureen & Anthony, 2018).

Concept of strike Actions

Parker (2012), defined strike in labour or employment relations as a combined action of a group of employees, thereby withdrawing their labour totally or partially, with the purpose of persuading an employer to succumb to their combined demands. Strike is workers' refusal to work as protest for inadequate service or poor condition. Strike is conceptualized by Chijioke (2013) as an organised work stoppage by a body of workers to enforce compliance with demands made on an employer or a group of employers." It is an aspect of industrial conflict used by workers to express their grievances. Amadi and Urho (2015) observed that strike is the collective, organized, cessation or slowdown of work by employees, to force acceptance of their demands by the employers.

Concept of Shortage of Funds

Shortage funds refer to a situation whereby the budgetary allocation for a project or programme is not adequate. Shortage funds means that there is financial limitation in an institutions. It is the inability of an institutions to have access to adequate funds.

Impact of shortage of funds on tertiary institutions development

Is there any relationship between inadequate funds and shortage of academic staff in tertiary institutions in Nigeria?

Shortage of funds in the various tertiary institutions in Nigeria is among the factors responsible for shortage of academic staff in the universities. This assertion is attested to by Tunde & Issa (2013); Ogunode & Adamu (2021); Ogunode & Okwelogu (2022);, they concluded that inadequate funding of public higher institutions in Nigeria is responsible for the shortage of academic staff. The public higher institutions in Nigeria are underfunded. The inability of the government to implement the recommendation of the UNESCO 26% annual budget allocation for education for the developing countries like Nigeria is affecting the development of higher education. Due to inadequate funds in the system, the school administrators cannot employ

adequate academic staff require to implement the teaching programme as expected (Okani, Ogunode & Ajape 2021; Omale Ojo, Ibrahim & Yusufu 2023).

Is there any relationship between inadequate funds and shortage of infrastructure facilities in tertiary institutions in Nigeria?

Inadequate funding is a major problem responsible inadequate infrastructural facilities in the Nigerian public universities. The budgetary allocation released by the federal and state government the administration of public universities in Nigeria is inadequate and this is affecting the infrastructural development of the universities across the country (Akomolafe & Ibijola, 2014; Ogunode & Jegede 2021). Ebehikhalu and Dawam,(2016) and Ifeyinwa & Okemute (2023) observed that the abysmal state teaching and learning infrastructure in Nigerian Universities is a consequence of the financial imbroglio in the nation's ivory tower, due to government refusal to accord the university its pride of place in terms of funding, and the high level of corruption in the management of universities' resources. Nigerian universities have been grossly underfunded and the consequence of this has manifested in the deficiency of teaching and learning infrastructural facilities development in the universities. Subair (2011); Urdu & Kneed (2014); Okoli, Ogbondah, & Ewor (2016); Fagbohunka (2017); Ukozor & Ogunode (2022) and Ogunode & Ibrahim (2024) established that the problem of funding in Nigerian universities is responsibilities for the decay in the infrastructure facilities.

Is there any relationship between inadequate funds and strike action in tertiary institutions in Nigeria?

Strike action in the Nigerian education institutions is linked to poor funding of the educational institutions. This submission is attested to by Abubakar, & Ogunode (2021) and Offem Anashie & Solomon (2018) who asserted that underfunding of higher institutions has been one of the major reasons that different union groups like ASUU and ASUP, NUT goes on strike. Uzoh. (2017) submitted that the issues of funding and facilities have caused of friction between ASUU and the government in almost all instances. This is because the union at different periods has been finding it difficult to teach in an environment without the expected amenities or with poor facilities. ASUU's contention has been to refuse underfunding of the universities, which undermines the capacity of universities to maintain standards at desirable levels. Underfunding has made staff and students not to have access to the latest books and journals, laboratories lack equipment, so experiments cannot be conducted and local research funds have virtually dried up (Pemedede, 2007, Omotere, 2014; Abubakar, & Ogunode 2021). Ahaotu & Ogunode (2021); Amadi, & Urho (2015) in agreement affirmed that strike actions in Nigerian tertiary institutions cause by poor funding.

Discussion of Finding

The study discovered that there is a relationship between shortage of funds and inadequate academic staff, shortage of infrastructure facilities and the continuous strikes actions in the tertiary institutions in Nigeria. This result is in agreement with the conclusion of Ogunode, Edinoh & Okpunukpang, (2024); Ogunode, Cletus & Christiana (2024); Sabarudin & Arnifa (2015) and Musa (2019) and Sajuyigbe, Madu-Igwe & Babalola (2015) that maintained that inadequate funding is responsible for strike actions, inadequate funds, shortage of academic staff, inadequate infrastructure facilities and poor quality of education.

Conclusion and Recommendations

This paper examined the impact of shortage of funds on tertiary institutions in Nigeria. The paper ascertained that shortage of funds in the Nigerian tertiary institutions is responsible for inadequate academic staff, inadequate infrastructure facilities and continuous strike actions by different union groups in the various institutions across the country.

Based on this discovered, the paper recommended adequate funding of Nigerian tertiary institutions to enable tertiary institutions provide adequate infrastructure facilities and to employ adequate academic staff. Increment in the funding of tertiary institutions will help to reduce strike actions in the various institutions.

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