



## **STRATEGIES FOR FUNDING TECHNICAL VOCATIONAL EDUCATION IN COLLEGES OF EDUCATION FOR ACHIEVING SUSTAINABLE DEVELOPMENT IN DELTA STATE**

**Idowu Ojianaegbu**

*Department of Office Technology and Management Education,  
School of Secondary Education (Business),  
Federal College of Education (Technical), Asaba.  
Email: ojianaegbuidowu2021@gmail.com  
Phone No: 08037646128*

**Amyehenre Sunny**

*Department of Accounting Education,  
School of Secondary Education (Business),  
Federal College of Education (Technical), Asaba.  
Phone No: 08060037001*

### **Abstract**

*This study examined strategies for funding Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State. Two research questions were raised to guide the study. Descriptive survey research design was adopted for the study. The population of the study comprised of one hundred and eleven Vocational Technical educators in three (3) Colleges of Education in Delta State. Since the population was sizeable, there was no sampling. A researcher-developed questionnaire titled "Strategies for funding Technical Vocational Education for Sustainable Development Questionnaire (SFTVESDQ), was used to collect data. The 18 questionnaire items used in this study was structured using a four-point response scale. To ascertain the face validity of the instrument, the draft of the instrument was given to three lecturers who are experts in Educational Foundations. The researcher with the help of two research assistants administered one hundred and eleven copies of the instrument and retrieved one hundred and eight copies which were used for analysis. The data collected were analyzed using Mean and Standard Deviation. The decision was based on the criterion mean of 2.50. The findings of the study revealed that to a high extent, institution-based and community-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State. The study recommended among other that Colleges of Education should set up institution-based enterprises in other to increase their Internally Generated Revenue (IGR). The money realized from the enterprise should be used to fund technical and vocational education programmes.*

**Keywords:** Technical Vocational Education, Sustainable Development, Funding

### **Introduction**

Education is a major instrument for economic and social development of any nation. The investment in education is considered as investment in human capital development and this could increase labour productivity of a country. No country develops beyond the level of the human resources it possesses. Ogbuagu (2017), stated that to develop industrially requires among others a workforce that has the right skills, knowledge, competencies and attitude of the workplace. Ogbuagu added that such workforce must be the products of Technical vocational Education (TVE) programmes. United Nations Educational, Scientific and Cultural Organization, UNESCO (2017), posited that since education is considered the key to effective development, TVE must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help improve the economy through the labour market outcomes. To Oviawe (2018), TVE will enable individuals to acquire awareness, knowledge, skills and attitudes necessary for occupations in different sectors of economic and social life. She noted that technological and industrial development of any nation requires a workforce that possesses the right skills, competence, knowledge and attitude of the world of work. Such workforce must be the products of Technical Vocational Education programmes.

Technical Vocational Education (TVE) is recognized world over as education for self-reliance. It is the study of technology, related sciences and acquisition of practical skills, attitudes and knowledge relating



to occupation in the various sectors of the economy and social life. TVE is aimed at providing skilled workforce in applied sciences, engineering, technology and commerce. It operates, maintains and sustains the nation's economic activities for rapid socio-economic development. Federal Republic of Nigeria (FRN) (2014), stated that TVE is the aspect of education that leads to the acquisition of practical and applied skills as well as basic scientific knowledge. It is designed to facilitate the development of success in any occupation. Moreso, TVE is a learning process that is practically-oriented and learning outcomes are determined through eventual practice of what is taught and learnt. It is one of the most powerful tools that will enable all recipients to face and handle challenges and also enable them to find roles as productive members of the society to which they are part (Oviawe, 2018).

To realize these benefits however, will require a substantial commitment by governments, households and firms to fund TVE. This is because no meaningful progress can be achieved, no matter how well it is planned, structured, organized and handled. When the enabling funding are lacking, the whole efforts will amount to almost nothing. Funding is the act of providing money for a specific purpose. The purpose of providing money in education could be for building of schools, payment of teachers' salaries, procurement of instructional materials and operating cost among other things. TVE by its nature, structure and composition in terms of the occupational standards and curriculum, is expensive when compared to general education (Okoye & Arimonu, 2016). Certain aspects such as staffing, buildings, other critical infrastructure, machinery, tools, equipment, learning materials are important resources that should be adequately funded and made available in vocational institutions of learning. This therefore demands or calls for strategies for increasing the funding of TVE programmes.

Strategy is defined as a plan of action geared towards achieving specific objective(s). Over the years, educational professionals have evolved a number of strategies for increasing the funding of education (Kingombe, 2021; Amadi & Johnwest, 2016). These strategies can be categorized into institution-based funding strategies and community-based funding strategies. College-based funding strategies as the name implies are those strategies put in place by the College management in order to increase funding of education. Request for financial and material resources from college alumni association, setting of college business enterprise and production unit in the College are a few examples of institution-based funding strategies that can lead to substantial increase in funding of TVE. Community-based funding strategy on the other hand is hinged on provision of money or materials by the members of the community to fund education. Communities have been playing active role in funding TVE. Funding of education through community wealthy individuals, community development associations, Philanthropists and endowment fund are typical examples of community-based funding strategies (Offiong, Akpan & Usoro, 2019).

TVE as an economic oriented programme demands a lot of funds to succeed and when adequately funded at the various levels of education, every sector of the economy will be impacted and improved as well. Adequate funds should be provided as a critical input to ensure success in every organisation or programme such as TVE. Thus, TVE being a key player in the labour market requires adequate investment and its funding will most likely give a lift to sustainable economic development. It is against this background that this study examined strategies for funding Technical Vocational Education in colleges of education for achieving sustainable development in Delta State.

### **Concept of Technical Vocational Education**

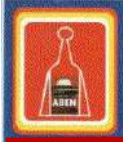
Technical and Vocational Education (TVE) is aimed at preparing youngsters for gainful employment in various occupations. TVE refers to technical and professional programmes offered within the formal education system, which lead to degrees or other types of certifications. Federal Republic of Nigeria, FRN (2014), refers TVE as a 'comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes understanding and knowledge relating to occupations in various sections of economic and social life".

TVE programme is geared towards human capital development by providing essential work skills and necessary self-reliance of recipients and labour force to the economy. TVE is a laudable government programme that has the potentials to create self-reliant work force. Onweh (2018), posited that TVE involves the provision of skills, knowledge, attitude and value needed which prepares people for the world of work which is capable of helping government realize the dream of self-reliant economy and citizens. TVE leads to improved quality of life since it helps individuals to become economically productive

### **Goals and Objectives of Technical Vocational Education**

FRN (2014), listed the following goals of Technical Vocational Education thus:

- i. To provide an applied science, technology and commerce particularly at the sub- professional level.



- ii. To provide the technical knowledge and vocational skills necessary for the agricultural industry and commercial and economic development.
- iii. To provide people who can apply scientific knowledge towards solutions for environmental problems.
- iv. To offer an introduction to professional studies in engineering and other technologies.
- v. To offer training and necessary skills that will lead to the production of craftsman, technicians and other skilled personnel will be enterprising and self-reliant.
- vi. To enable our young men and women to have an intelligent understanding of the necessary complexities of technology.

With these goals and objectives therefore, TVE is a type of education deliberately designed for the development of skills and knowledge that are useful to both the individual, society and the nation as a whole. Basically, TVE's concern is to prepare for the nation individuals whether in recession or boom with the right skills, knowledge and attitude needed to function in different positions and jobs.

### **Sustainable Development**

Sustainable development implies the practice of maintaining processes of productivity indefinitely (natural or human made) by replacing resources used with resources of equal or greater value without degrading or endangering natural biotic system. Umezulike, (2018), asserted that sustainable development involves the development that meets the needs of the present and not compromising the ability of future generations to meet its own needs. Hence, sustainable development is one that tends to fulfill present needs of the people without impairing the capacity of the future generations to satisfy or meet their own immediate needs and desires. Sustainable development demands responsible use of scarce resources, avoiding wastages and destruction of natural biotic and endowments. For this reason, there is need to enhance the quantity and quality of human resources to advance in knowledge and diffuse new ideas and objectives to stop economic retardation and enhance economic development necessary for self-sufficiency and national development.

Supporting the need for sustainable development, Aishatu and Musa (2019), identified some objectives of sustainable development to include: to respect and care for all forms of life; to improve the quality of human life; to conserve the earth's vitality and diversity; to minimize the depletion of natural resources; to change personal attitudes and practices towards the environment; to enable the communities care for their own environment; to reduce poverty; to improve and promote good governance; and to encourage urban redesign. From the foregoing, it could be seen that sustainable development is essential in order to care for and protect the natural resources from depletion and wastages to ensure reasonable consumption and application of these resources. To achieve the identified objective of TVE which are prerequisite to realistic and sustainable development, adequate funding of TVE is imperative. This will ensure enhanced and efficient economic and manpower development.

### **Strategies for Funding Technical Vocational Education**

Despite the priority displayed by the states and the international community to skills development, TVE remains largely underfinanced. UNESCO (2017), confirmed that the reason for this is firstly because it is expensive compared to general education (given the high cost of material, equipment and facilities), and also because of the low share of public budget dedicated to TVE compared to other levels of training. It is clear from evidence that Federal, State and Local Governments cannot handle this TVE alone because of heavy financial burden in respect of other administrative overheads and infrastructural facilities which government has to bear.

Presently, cases abound where many tertiary institutions offering TVE programme in the country do not have adequate accommodation and instructional materials because of the cost involved in providing them. If an effective TVE programme is to be successfully achieved, then comfortable and encouraging learning environment and atmosphere need to be provided. This necessitates a heartfelt call on the Federal Government to completely take over the funding of all important aspects of TVE. There is also need to diversify strategies for funding TVE given the heavy financial burdens on the government at all levels.

Umezulike (2018), suggested that strategies and ways of sourcing funds for TVE include: grant funds for TVE from local governments, establishment of consultancy services by school management; assistance from non-governmental/philanthropic organizations; support/donations from Alumni Associations; academic/social clubs donations/support; religious bodies support/donations; contributions from authorities/management of various institutions; international/foreign assistance; periodic review of programme; separation of TVE from other general education for budgetary allocations; judicious use of



available funds; joint partnership between government and private sector; grants/loans from financial/non-Governmental Organizations, etc.

### Statement of the Problem

Technical Vocational Education (TVE) with its relevant practical training components is widely recognized as the key to any nation becoming technologically relevant and internationally competitive in the world market. In Nigeria, TVE is fully accepted and funded by governments (state and federal) aside pockets of donor agencies. Nonetheless, it seems that both levels of government have over the years not been able to provide adequate budgetary allocation for the running of TVE programmes in federal and state-owned institutions. In support, Bamiro (2019), stated that Technical Vocational Education is very much still neglected in the aspect of adequate funding, personnel, modern facilities, staff motivation, which consequently is robbing the country of the economic and national sustainable development to be contributed by graduates of TVE. It is against this background that this study examined strategies for funding Technical Vocational Education in colleges of education for achieving sustainable development in Delta State.

### Research Questions

1. To what extent does institution-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State?
2. To what extent does community-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State?

### Methodology

This study adopted the descriptive survey research design. Such design enabled researchers to seek the opinion of respondents on the strategies for funding of technical and vocational education. The population of the study comprised one hundred and eleven vocational technical educators in three (3) Colleges of Education in Delta State. Since the population was sizeable, there was no sampling. A researcher-developed questionnaire titled "Strategies for funding Technical Vocational Education for Sustainable Development Questionnaire (SFTVESDQ), was used to collect data. The 18 questionnaire items used in this study was structured using a four-point response scale weighted: Very High Extent (VHE) - 4; High Extent (HE) - 3; Low Extent (LE) - 2; Very Low Extent (VLE) - 1. To ascertain the face validity of the instrument, the draft of the instrument was given to three experts who are lecturers in the Department of Educational Foundations. The researcher with the help of two research assistants administered one hundred and eleven copies of the instrument and retrieved 108 copies which were used for analysis. The data collected were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. For the research questions, the decision was based on the criterion mean of 2.50. Thus, any item whose mean value was 2.50 or above were accepted while any item having a mean value lower than 2.50 was rejected.

### Presentation of Results

**Research Question 1:** To what extent does institution-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State?

**Table 1: Mean Scores and standard deviation of Responses on the Extent to which Institution-Based Strategies Enhance Funding of Technical Vocational Education in Colleges of Education for Achieving Sustainable Development in Delta State.**

| S/N | STATEMENT  | $\bar{x}$ | SD   | REMARK      |
|-----|--|-----------|------|-------------|
| 1.  | Attracting special financial interventions from industrial training fund will enhance founding of TVE programmes.            | 2.94      | 0.94 | High Extent |
| 2   | Running Satellite Campuses will enhance founding of TVE programmes.  | 3.32      | 0.9  | High Extent |
| 3   | Institution-based enterprise (eg. Carpentry workshop) will enhance founding of TVE programmes.                               | 3.45      | 1.0  | High Extent |
| 4   | Liaising with National Directorate for Employment (NDE) for training their students will enhance founding of TVE programmes. | 3.44      | 1.0  | High Extent |
| 5   | Attracting special financial intervention from tertiary education fund   | 3.97      | 0.36 | High Extent |
| 6   | Increasing students' enrolment in vocational and technical education   | 3.10      | 0.68 | High Extent |



|                   |  |             |      |                    |
|-------------------|--|-------------|------|--------------------|
| 7                 | Running consultancy services will enhance founding of TVE programmes.  | 3.88        | 0.45 | High Extent        |
| 8.                | Funding technical and vocational education through Alumni Association. | 3.91        | 0.42 | High Extent        |
| 9.                | Organizing skill acquisition programme to unemployed youth             | 3.22        | 0.63 | High Extent        |
| <b>Grand Mean</b> |  | <b>3.47</b> |      | <b>High Extent</b> |

Source: Researcher's field survey data, 2023.

Analyses on Table 1 reveals that the mean scores range from 2.94 – 3.97. This indicates that the respondents rated high extent to statements in items 1-9. Data in Table 1 further shows the grand mean for the entire item which is 3.47, and falls within the response option of high extent. This indicates that to a high extent, institution-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State.

**Research Question 2:** To what extent does community-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State?

**Table 2: Mean Scores and standard deviation of Responses on the extent to which Community-Based Strategies Enhance Funding of Technical Vocational Education in Colleges of Education for Achieving Sustainable Development in Delta State.**

| S/N               | STATEMENT  | $\bar{x}$   | SD   | REMARK             |
|-------------------|--|-------------|------|--------------------|
| 10.               | Corporate social responsibility funding will enhance founding of TVE programmes.   | 3.23        | 0.6  | High Extent        |
| 11.               | Faith-based organizations will enhance founding of TVE programmes.   | 3.53        | 0.7  | High Extent        |
| 12.               | Foundations (eg. Billgate and Melinda Foundation) will enhance founding of TVE programmes.   | 3.90        | 0.5  | High Extent        |
| 13.               | Requesting for assistance from wealthy individuals within the community to donate equipment, machines, consumables, cash or build workshops to vocational and technical institutions within their community. | 3.99        | 0.1  | High Extent        |
| 14.               | Taxing wealthy individuals to fund vocational and technical education within their community.  | 3.76        | 0.6  | High Extent        |
| 15.               | Funding technical and vocational education through philanthropists' donations will enhance founding of TVE programmes.   | 3.12        | 0.57 | High Extent        |
| 16.               | Asking wealthy individuals within the community to sponsor the education of vocational and technical students.   | 3.02        | 0.49 | High Extent        |
| 17.               | Applying for endowment funds will enhance founding of TVE programmes.  | 3.96        | 0.23 | High Extent        |
| 18.               | Asking local governments to assist in funding vocational and technical education within their area.  | 3.44        | 1.0  | High Extent        |
| <b>Grand Mean</b> |  | <b>3.55</b> |      | <b>High Extent</b> |

Source: Researcher's field survey data, 2023.

Analyses on Table 2 reveals that the mean scores range from 3.02 – 3.99. This indicates that the respondents rated high extent to all the statements in items 10-18. Data in Table 2 also shows the grand mean for the entire item which is 3.55, and falls within the response option of high extent. This indicates that to a high extent, community-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State.

### Discussion of Findings

The first finding of the study revealed that to a high extent, institution-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State. The study shows that the following strategies will enhance funding of TVE programmes: attracting special financial interventions from industrial training fund will enhance founding of TVE



programmes; running Satellite Campuses will enhance founding of TVE programmes; college-based enterprise (eg. Carpentry workshop) will enhance founding of TVE programmes; liaising with National Directorate for Employment (NDE) for training their students will enhance founding of TVE programmes; attracting special financial intervention from tertiary education fund; increasing students' enrolment in vocational and technical education; running consultancy services will enhance founding of TVE programmes; funding technical and vocational education through Alumni Association; and organising skill acquisition programme to unemployed youth. This finding is in line with Umezulike (2018), who submitted that the strategies and ways of sourcing funds for TVE include: grant funds for TVE from local governments, establishment of consultancy services by school management; assistance from non-governmental/philanthropic organizations; support/donations from Alumni Associations; academic/social club's donations/support; religious bodies support/donation among other things.

The second and final finding of the study revealed that to a high extent community-based strategies enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State. The finding shows that corporate social responsibility funding, faith-based organizations, foundations (eg. Billgate and Melinda Foundation), requesting for assistance from wealthy individuals within the community to donate equipment, machines, consumables, cash or build workshops to vocational and technical institutions within their community; taxing wealthy individuals to fund vocational and technical education within their community; and funding technical and vocational education through philanthropists' donations will enhance founding of TVE programmes. Other strategies include asking wealthy individuals within the community to sponsor the education of vocational and technical students; applying for endowment funds will enhance founding of TVE programmes as well as asking local governments to assist in funding vocational and technical education within their area. This finding aligns with Offiong, Akpan and Usoro (2019), which stated that community-based funding strategy is hinged on provision of money or materials by the members of the community to fund education.

### **Conclusion**

It is no doubt that Technical and Vocational Education (TVE) is a skill-based programme and as such the increasing costs of establishing and running vocational/technical education in Nigeria, due to high cost of materials and facilities, require that urgent measures be taken to source for new areas of funding. Funding in the areas of regular payment of teachers' salaries, purchase of instructional materials and tools, periodic retraining of teachers and regular maintenance of workshop equipment and machines are critical to students' acquisition of skills in various areas of technical and vocational education programmes. However, the present economic down turn seriously affected the funding of the programme in various colleges of education in Delta State. It could be concluded however that to a high extent, institution-based strategies and community-based strategies will enhance funding of Technical Vocational Education in Colleges of Education for achieving sustainable development in Delta State.

### **Recommendations**

The following recommendations are therefore made.

- i. Colleges of education should set up institution-based enterprise in order to increase their Internally Generated Revenue (IGR). The money realized from the enterprise should be used to fund technical and vocational education programmes.
- ii. Colleges of Education should approach Philanthropists and well-meaning citizens for donation in cash or materials to support technical and vocational education programmes.

### **References**

- Aishatu, E. E., & Musa, S. U. (2019). *Technical Vocational Education (TVE) and the nation's industrial development*. Munich, Germany: The Clute Institute of International Academic Conference.
- Amadi, N.S., & Johnwest, E.K. (2016). Current Trends in Financing Vocational Education in Nigeria. *International Journal of Education*, 2 (2), 12-18.
- Bamiro, O.A. (2019). Sustainable financing of higher education in Nigeria: Funding models. A paper presented at the two-day consultative policy dialogue by the committee of Vice-Chancellors (CVC) and Trust Africa, A Dakar-Senegal based Higher Education Development Partner.
- Federal Republic of Nigeria (2014). *National Policy on Education*. Lagos: NERDC Press.
- Kingombe, C. (2021). Lessons for developing countries from experience with technical and vocational education. International Growth Center Working Paper 11/1017. [http://www.theigc.org/sites/default/files/christian\\_kingombe\\_paper.pdf](http://www.theigc.org/sites/default/files/christian_kingombe_paper.pdf) Accessed 26th July, 2023.



- Offiong, A.A., Akpan, A.G., & Usoro, S.H. (2019). Funding of Vocational and Technical Education in Nigeria in Times of Global Economic Recession. *International Journal of Arts and Humanities*, 2 (2), 149-158.
- Ogbuagu, J. O. (2017). Information and Communication Technology (ICT) and Technical Vocational Education (TVE) instructional delivery for the 21st century. Lead paper presentation at the national conference of the Nigerian Vocational Association held at the University of Nigeria Nsukka from 3rd to 6th of May, 2017.
- Okoye, R., & Arimonu, M. O. (2016). Technical and vocational education in Nigeria: Issues, challenges and a way forward. *Journal of Education and Practice*, 7(3), 113 – 118.
- Onweh, V. E., & Onyeukwu, F. O. (2018). Marketing Technical and Vocational (TVE) for the labour market. *Journal of Education*, 6 (1), 220 - 227.
- Oviawe, J. I. (2018). Revamping technical, vocational education through public-private partnerships for skill development. *Journal of Higher Education*, 10(1), 73-91.
- Umezulike, A.N. (2018). Achieving a reliable and desirable sustainable national development through adequate funding of business education programme. *ABEN conference proceedings*, 1 (1), 21-29.
- UNESCO, (2017). Diversifying the funding sources for TVE. Report of the UNESCO- UNEVOC Virtual Conference 16 to 22 January 2017. UNESCO-UNEVOC International Centre for Technical and Vocational Education, UN Campus.