

---

# Fiscal and Physical Planning: Challenges and Way Forward in Vocational and Technical Education in Nigeria

<sup>1</sup>Ahmodu, O. L.; <sup>2</sup>Sheu, A. A. & <sup>2</sup>Adeyemi, A. B.

<sup>1</sup>Department of Management Sciences

College of Social and Management Sciences, Wesley University, Ondo State

<sup>2</sup>Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin

**Email:** ahmoduolamidateef10@gmail.com

**Corresponding Author:** Ahmodu, O. L.

---

## ABSTRACT

Vocational and technical education is a facet of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. This practical and applied skills knowledge could only be achieved through a good fiscal and physical planning and lead to the achievement of VTE objectives as stated in the National Policy on Education. This paper examines various dimensions of fiscal and physical planning and takes a cursory look on the important of fiscal planning to VTE, the sources of funding for VTE, contributions of fiscal and physical planning to the development of VTE, the challenges faced by VTE and way forward in improving VTE in Nigeria. The research method used for this study was phenomenological method of qualitative research. The study revealed that VTE programmes require adequate funding and new innovative measure should be put in place to improve the programme. Based on this study, it was recommended that government should encourage continuity of the programme by amassed the percentage of fund allocated to VTE.

**Keywords:** Fiscal Planning, Physical Planning, Vocational and Technical Education

## INTRODUCTION

In any organization, planning is required in setting goals, developing strategies and outlining task schedules to facilitate the accomplishment of such goals. Planning is the process of thinking about and organizing the activities required to achieve a desired goal. It is basically concerned with the organization of men, money, material, machine and method. Without effective planning, resources and energy will be a waste of time. It is also necessary to note that information is the key to planning and the need for adequate and timely information cannot be over emphasized. One of the major philosophies of education in Nigeria is based on the integration of the individual into a sound and effective citizen (Federal Republic of Nigeria, 2004). This and most of the national educational aims and objectives can only

be achieved through a proper planned fiscal and physical planning of VTE programme in Nigeria.

Fiscal Planning could be seen as the most appropriate way to access finance (money) and determine the best course of action to take (budget) for future benefits. In this assertion, fiscal planning of VTE could be express as financial plan and estimate of the capital required through the process of framing financial policies in relation to procurement, investment and administration of funds for the effectiveness of VTE programme in education. Fiscal planning of VTE entails functional and effective plan of money (budgeting) for the purpose of procuring physical assets (Jimoh-Kadiri, 2003). However, this support the assertion that he who fail to plan, plan to fail. A practical example that is involved in fiscal planning of VTE for instance, how much finance is needed to procure land, materials, and labour?

Ekpenyong (2010) asserted that education is universally recognized as a good thing, hence nations should spend large sum of their annual budget to provide education for their citizen. Consequently, upon this intention VTE requires a lot of fund to acquire land, building of classrooms, technical laboratory, computer laboratory/typing pool, library and manpower needed as input for operationalizing VTE curriculum in other to achieve intended goals and objective. Fiscal planning in vocational and technical education means deciding in advance, how funds will be sourced and allocated to each of the areas in vocational and technical education. This is a major function of government, budget committee on education and educational administrators. The following question was raised; how important is fiscal planning in VTE? What are the sources of funding for VTE? Why will such funds be allocated to VTE? It goes further to answers the above questions.

### **Importance of Fiscal Planning in Vocational Technical Education**

Fiscal planning ensures effective and efficient financial investment policies. Below is the importance of fiscal planning in VTE programme which are;

1. It helps in ensuring a reasonable balance between inflow and outflow of funds to ensure stability and sustainability of the programme.
2. It helps in making growth and expansion of VTE programme.
3. It helps to evaluate associated cost and benefit of the programme.
4. It ensures the availability of men and material resources needed for the programme.

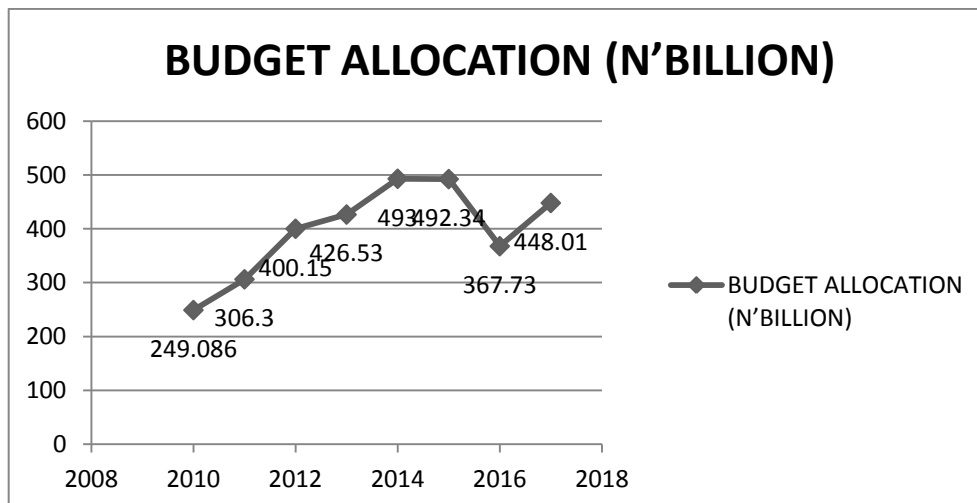
5. A good fiscal plan for VTE will make provision for extensive research, innovation and development of the programme.

### Sources of Fund in Vocational and Technical Education

In fiscal planning, there is need to identify the sources of funding in order to achieve the aims and objectives of VTE as stated in the national policy on education, and these sources include:

- (a) **Government allocation:** This is the amount of money set aside by the government to fund VTE programmes in tertiary institutions in Nigeria. It is true that Nigeria has consistently not met the UNESCO benchmark of 26 percent fiscal allocation, yet it is not alone in the list of countries that have not met the same. All the member of States of the United Nations, only about five of them have ever met the benchmark at one point in time or the other. This implies that Nigeria might not be the worst in fiscal allocation to education sector. Notwithstanding, a report by World Bank show a vagaries of allocation to education in Nigeria.

Presented below is a graphical representation of budget allocation to education sector in Nigeria between 2010 - 2017.



Source: World Bank 2017

Having looked critically at some budget allocation to education systems around nations of the world, one can say that policy changes are not the major challenges, allocation to the sector may not be 100%, but there is need for accurate fiscal planning in VTE in other to be effective in the use of resources allocated to programmes.

- (b) **Internally Generated Revenue (IGR):** This refers to the various internal means of sourcing fund to augment government allocation to successfully run a VTE programme such as returns from sales journals, forms, levies from VTE centre and so on.
- (c) **Education Tax Fund:** This is a trust fund established to improving the quality of education. The fund was established in the realization that the private sector being a major beneficiary of the product of education should take part in the burden of its financing and this is a source of funding VTE programme in tertiary institutions in Nigeria.
- (d) **International Aid from World Bank and Developed Countries:** This is another source of financing VTE programme in tertiary institutions in Nigeria from World Bank and other developed countries that supports anti-poverty programs to developing countries with long-term loans with no interest.
- (e) **Non-Governmental Agencies (NGO):** These are private organization set up by individuals to assist in the provision of financial and non-financial resources needed to promote education.
- (f) **Tertiary Education Trust Fund (TETF):** Tertiary Education Trust Fund was established and charged with the responsibility for imposing, managing and disbursing the Education Tax to public tertiary education institutions in Nigeria; and for related matters.
- (g) **Special Government Grant:** This is fund in form of an award, gift, or donation given by a government to fund a project.

### **Allocation of Funds to Vocational and Technical Education**

Funds should be made available to run VTE programme so as to achieve the aforementioned goals in the national objectives and result to building of:

1. A free and democratic society
2. A just and egalitarian society
3. A united, strong and self-reliant nation
4. A great and dynamic economy
5. A land of bright and full opportunities for all citizens.

### **Physical Planning of Vocational and Technical Education**

Physical planning entails the organization of land and infrastructure use, while emphasizing the need for providing a balanced economic development and conserving resources. Physical Planning could therefore be defined as optimum disposition of people, infrastructure and activities in a particular area for optimum use of that area. It becomes clear that physical

planning is a collection of diverse activities that need to be carried out systematically and continuously and must represent an integral part of economic and social activities. However, VTE required enormous land space, equipment, men and materials that are very costly in quantitative terms for its successful implementation in schools. As highlighted by David (2014) in his comparative study, he believed that VTE is capital intensive in nature, that enough fund is needed for the procurement of these inputs, as required by the national commission for college of education (NCCE, 2008) in Nigeria.

There is a direct relationship between the fiscal and physical planning and VTE. Will there be human and materials presence without putting in place a good financial budget? The physical planning of VTE includes the following; **Building:** Architectural Designs and Drawings, Construction of Office and Classrooms Blocks, and Library and Computer Laboratory.

**Equipment:** Computers/Typewriters, Industrial machines, Textbooks, Photocopier, Maintenance and preventive facilities and Office and class room furniture.

**Personnel:** Facilitator, Administrative staff, Technologist.

From the foregoing listed requirement needed to run a VTE programme, it is actually clear that the programme needs huge sums of capital to initiate and run it, for its logical realization of the set aims and objectives in our schools as Ijaiya (2004) suggested that “Good equipment motivate students attitude towards skill acquisition in order to get the desired quality of graduates for the world of work and self-employment in the country”

#### **Contributions of Fiscal and Physical Planning to the Development of VTE**

1. There is improved awareness and acceptance of vocational and technical education.
2. It has provided a basis for timely decision making.
3. There is more intervention in the area of infrastructure.
4. It has promoted more effective and efficient utilization of available resources.
5. It has ensured continuity of vocational and technical education in our various institutions.

#### **CHALLENGES OF VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA**

Vocational and Technical Education have the greatest challenge of convincing the stakeholders on the reason they should give priority

attention to the programme on resource allocation. By implication, the challenges of VTE will be viewed from the general perspective. The few among numerous challenges of VTE in particular are:

1. **Poor Organization and Slow Pace of Implementation:** Those who formulated the National Policy on Education had a clear vision of an intended mission that is the vocationalising the school system particularly at the secondary school level. Unfortunately, the programme is bedeviled by organizational and implementation problems. According to Akombi (2005) most secondary school principals are products of general education, which brings about problems in the implementation of vocational education policies. These general education principals will definitely give priority to their own type of education before considering vocational education and this action to a great extent will reflect in the quality of the Vocational and Technical Education system.
2. **Acquit Shortage of Qualified Manpower:** This is a serious problem in VTE, the quest for technical personnel in the present stage of development is very important as one strive towards being a self-reliant nation, meaning that, no meaningful development can take place without a conscious effort to develop manpower. Most of the graduates from our numerous vocational and technical institutions do not like to teach, they prefer to work in the industry, and those who are ready to teach are most of the time not employed and so they become unemployed. The effect of this is that most vocational subjects are not offered in schools, while some are offered and taught by unqualified teachers. For instance teaching of Bookkeeping and Accounting by Business Administration or Economics graduates, this can greatly affect the quality of teaching and examination of the students.
3. **Lack of Equipment and Infrastructural Facilities for Teaching and Learning:** The shortage of equipment and facilities has been a serious problem in Vocational and Technical Education. Osuala (2004) opined that the condition under which vocational education is imparted is poor. Most secondary schools and tertiary institutions lack relevant equipment for training, lack workshop and its facilities have ill-equipped laboratories and outdated laboratories.
4. **Low Level of Funding:** The low level of funding Vocational and Technical Education has been a problem in the implementation of quality teaching and learning of Vocational and Technical Education

in Nigerian Schools and Colleges. The strict implementation of this type of education will remain elusive without competent vocational and technical teachers; many of the institutions of higher learning producing vocational teachers due to low funding, lack equipment, accommodation, workshops, training materials and money for maintenance of equipment have been producing limited number of graduates.

5. **Poor Remuneration of Vocational Technical Teachers:** This is a serious problem affecting most states in Nigeria today. Teachers' salaries, allowances, entitlements are always paid in arrears at times they are denied of these entitlements. This problem is responsible for the poor attitude to work of some teachers, they go about doing their private businesses instead of concentrating on how to improve teaching and learning in the school. This problem also renders vocational teachers ineffective and thereby affects quality of teaching.

#### WAY FORWARD IN VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA

1. **Adequate implementation of VTE curriculum:** government should ensure that there is an orientation in form of sensitization to the non-vocational principals so as to change their attitude towards vocational subjects.
2. **Teacher Education Programme:** for quality assurance in teaching of students in vocational and technical subjects, there is need to have high quality teachers to impart high quality knowledge, skills in competencies that are required in Vocational and Technical Education. Teacher education should aim at producing high quality teachers who are well equipped with variety and effective ways of teaching in and out of school setting. Also, there should be opportunity to train the untrained and re-train the trained. A system of feedback should be devised to monitor deficiencies present in vocational teachers and effort made to remedy, observed lapses through seminars, workshops, in-service training etc.
3. **Provision of Facilities:** To teach Vocational and Technical Education, there must be adequate provision of facilities in terms of space, equipments, to ensure quality of education in VTE. The training environment should be like the work environment. Teaching with real materials and real situation can help to encourage the students to learn and enhance quality.

4. **Adequate Funding of Vocational and Technical Education:** VTE needs to be funded adequately to enable the programme achieve its aim of empowering the learners after graduation. The funding needs of VTE are quite enormous and they need to be addressed promptly, these needs include the purchase of equipment and materials for teaching, maintenance of equipment, funding of students work experience scheme, payment of allowances to Vocational and Technical teachers. Also, the government should provide funds for vocational education to have a meaning in the country. Effort should be made by the schools to generate funds through Parents Teacher Association (PTA), host community contribution, etc.
5. **Teachers' Motivation:** Teachers in Vocational and Technical Education should be motivated to enjoy the profession instead of enduring it in their salaries, allowances and their entitlements like promotions, in-service training should be given to them as at when due. The vocational teacher should be encouraged in order to ensure this optimum performance of the job which will ensure quality teaching in schools.

## CONCLUSION AND RECOMMENDATION

The fiscal and physical planning in VTE programme is paramount to actualizing the already stated aims and objectives of the programme in National Policy on Education (NPE). Therefore, there is need for effective planning, evaluating and report of the VTE programme in all tiers of institutions in Nigeria. Indeed, VTE programme requires adequate funding for the smooth running of the programme. It is essential as well as the provision of men, money and material resources that will promote effective and efficient utilization of available resources in other to ensure continuity of VTE in our various institutions. The attention given to VTE in Nigeria of today is far below the desired level as a result of inadequate funding. The need to refocus on fiscal and physical planning of VTE programme in tertiary institutions is to provide a viable solution to modern societal challenges and meet human need for survival in solving the problem of unemployment, empowered individual to be skilled and sustain human development by eradicating poverty.

The study therefore recommends that VTE stakeholders should come together and ensure adequate provision of resources should be apportioned to the VTE programme. It also recommends that government should



encourage continuity of the programme by amassing the percentage of fund allocated to VTE. The stakeholders should similarly embolden the sustainability of the programme by persuading the VTE experts who have left the country over the years to come and implement their innovative knowledge acquired in other countries.

## REFERENCES

- African Union (Ed). *Strategy-to-Revitalize-Technical-and-Vocational-Education-and-Training-in-Africa*. [www.africa-union.org/](http://www.africa-union.org/)
- Akombi, I. (2005). Strategies for Ensuring Quality in the Teaching of VTE in Secondary Schools. *Journal of Qualitative Education* 1(2). 111-122
- David, S. (2014). An overview of VTE in Nigeria under secondary school education system. *IJIEEER* vol. 2, issue 6, ISSN2347-4289.
- Ekpenyong L. E. (2010). "Business Education and Entrepreneurship: The missing link". Lead Paper Presented at the 22nd Annual National Conference of Association of Business Educators of Nigeria (ABEN) held at Federal College of Education, Osiele, Abeokuta on 12th – 15th October.
- Ekpenyong, L.E. (2011). *Foundations of Technical and Vocational Education: Evolution and Practice for Nigerian Students in TVE and Adult Education, Policy Makers & Practitioners*. Benin City: Ambik Press.
- Federal Republic of Nigeria (2014). "National Policy on Education" (4th ed). Yaba. NERDC Press.
- Ijaiya, N.Y.S (2004). Falling Schools' and National Development: Time for Reappraisal of School Effectiveness in Nigeria. *Nigerian Journal of Education Research and Evaluation* 2(2); 42
- Jimoh-Kadiri S. (2003). *Refocusing Technical Education in Nigeria: The Way Forward*. A Book of Readings, 1(7): 6
- National Commission for Colleges of Education, (2008). *Minimum Standard for Nigeria Certificate in Education*. Vocational and Technical Education (4th ed.) Abuja: NCCE.

Osuala, E.C. (2004). *Foundations of Vocational Education*. Enugu: Cheston Agency Limited.

UNESCO, (1978). *A Practical Guide to International Terminologies in the Field of Technical and Vocational Education*, (Prelim. Ed.), Paris: UNESCO.

World Bank (2017). *The annual budgetary allocation report*. Online report.