Analysis of the Administration and Funding of Technical and Vocational Education in Nigeria and the United Kingdom: Lessons for Nigeria

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Abstract

Technical and Vocational Education (TVE) has been recognised as a great instrument for national development in both developed and developing countries. However it appears that it has functioned better in the UK rather than in Nigeria. Therefore, the study investigated comparative analysis of the administration and funding of TVE at the senior secondary school level in Nigeria and the UK. The study employed a descriptive survey type of *the adapted field study method and integrated with other methods which include the historical, scientific and comparative approaches. The population comprised all technical, vocational education stakeholders in the two countries. The target population comprised educational administrators from the Federal Ministry of Education in Abuja, Nigeria and Department of Education in the UK, as well as teachers of Technical Colleges in Nigeria and the UK. Out of 179 Technical Colleges in both countries, 16 Technical Colleges were purposively sampled and a total of 106 education stakeholders. Two instruments were used in the study, a questionnaire and a Structured Open-ended Interview Schedule (SOIS) with psychometric properties of content value of 0.72 reliability. The result of the study revealed that the administration and funding of TVE in Nigeria is not adequate (23.6% & 24.5% respectively); while that of the UK is adequate (84.3% & 81.4% respectively)*

The study concluded that the administration and funding of TVE at the senior secondary school level is better administered and funded in the UK than in Nigeria. This implies that TVE needs more attention in Nigeria. The study recommended that Technical and Vocational Education should be well funded and better implemented in Nigeria.

Introduction

Every nation of the world strives to achieve greatness in all spheres of life including education. Many countries have been envisaging greatness for their respective countries especially through the acquisition of knowledge, attitude and skills needed for the rapid socio-economic development (Usman, Clement & Raihan, 2013). Education that is geared

towards socio-economic development in any nation is Technical and Vocational Education (TVE). The role of education in general and TVE in particular, cannot be over-emphasised in launching a nation to greatness. To achieve this feat, the type of education cultivated must be those required by the economy. It is a common knowledge that the greatest investment a nation can make especially for national development, is the one committed to the training of its citizens in form of TVE. In other words, investment in human capital is regarded as the key to national development (World Bank, 2014).

Poor funding most times create serious crisis of confidence in the education industry. Inadequate funding has been described as the greatest problem militating against effective performances in the Nigerian technical colleges. Adeyonu and Carim-Sanni (2015) note that effective administration of TVE is crucial for the realisation of TVE philosophies and objectives in any country. Arfo (2015) also affirms that achieving quality in TVE requires quality assuring authorities to set standards and ensure periodic monitoring and supervision of TVE programmes. UNESCO (2010) indicates that TVE in many developing countries has weak monitoring and supervision systems. The FRN (2013) indicates that TVE is expensive and therefore requires adequate funding. It also states that government has an obligation to provide sufficient funding for TVE in order to maintain its quality and sustainability.

Although, Nigerian National Policy on Education indicates that adequate funds would be provided for the development and provision of TVE (FRN, 2013) empirical studies carried out by Arfo (2015) and Molagun (2015) reveal that TVE is grossly underfunded in Nigeria and this affects the quality of TVE provision in schools. The inadequate funding of TVE is responsible for inadequate teaching and learning facilities in the Nigerian Technical Colleges. In the developed nations of the world, TVE has come to assume an indispensable status in national development (Smith, 1995 & Mishra; Sharma & Hansal, 2007). Wu (2003) and UK Statistics Portal (2017) note that technology is increasingly becoming sophisticated in the industrialised societies of the world because each year, a substantial proportion of the national budget is set aside for education. The indispensable role of TVE in bringing about national development and progress is well recognised in advanced nations of the world (Agbonhale &Uddin, 2015). These nations have attained impressive heights in productivity. In fact, there is hardly any aspect of human life where these nations have not performed relatively well.

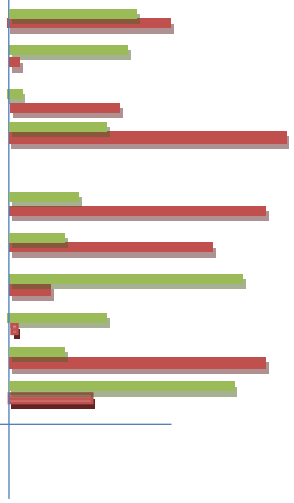
The quality of TVE offered at the high school level in developed countries such as the UK, makes an individual become self-reliant because education is mandatory to the end of secondary education (Strong, 1990 & Gov. UK, 2015). This practice is quite different in developing countries such as Nigeria where the formal statement on compulsory education terminates at the end of Junior Secondary School (FRN, 2013). Osam (2013) asserts that high rate of social insecurity in Nigeria is as a result of high rate of unemployment in the country. According to Obanya (2009), for Nigeria to respond to the changing needs of the world of

work, formal education must move towards cultivating in learners knowledge, skills, attitudes and values for creativity and adaptability that will help facilitate individual's self-reliance. Thus, the need for this study on comparison of Technical and Vocational Education at the senior secondary school level in Nigeria and United Kingdom. For more illustration please see the table below:

Table 1: UNDP Human Development Data on Nigeria and the United Kingdom 1999-2015

Variables

Index	Indicators	Nigeria (%)	U.K (%)	Graph view
1.	Labour force participation rate (% age 15 and older)	56.3	68.7	
2.	Population living below income poverty line	53.5	2.9	
3.	Government expenditure on education (% of GDP)	3.1	48.2	
4.	Gross enrolment ratio, secondary (% of the school-age Population)	44.0	98.1	
5	Internet users (% of population)	23.5	92.0	
6.	Gross fixed capital formation	15.1	73.1	
7.	Youth unemployment rate (% ages 15-24)	83.4	15.1	
8.	Inequality in education	44.3	2.8	
9.	Domestic credit provided by financial sector (% of GDP)	21.8	92.0	
10.	Dependency ratio, young age	82.7	27.6	



Source: http://hdr.undp.org/en/countries/profiles

Key: Nigeria **United Kingdom**

From Table 1, it could be seen that government expenditure on education based on percentage of Gross Domestic Product (GDP) is more in the United Kingdom than in Nigeria; while the percentage of people living below poverty line is more in Nigeria than in the United Kingdom. Export and import based on percentage of Gross Domestic Product (GDP) is higher in the UK than in Nigeria; as a result, Gross Fixed Capital Formation in the UK is higher than that of Nigeria.

Nigeria got her political independence from Great Britain, UK; the UK belongs to the G8 countries in the world (these are the group of eight highly industrialised and educationally advanced nations of the world); Nigeria and the UK have bilateral relations. The rationale for comparing Nigerian and British TVE at the secondary/ high school level is based on the fact that Nigerian TVE was patterned after the British TVE system. Bereday (1958), Brickman (1966), Adeyinka (1994) and Adejumobi (1990) assert that comparative studies in education provide

opportunity for identifying best practices in education and training. Hence, if TVE is an effective tool for national and socio-economic development in both developed and developing countries, there is the need to check how it is done in order to bring about an improvement in the systems of TVE in both countries. Given all the above, there is a need to compare TVE at the senior secondary school level in Nigeria with the UK in order to compare the similarities and differences and make recommendations for improvement.

Objectives of the Research

The general objective of this study was to find out the similarities and differences in TVE at the senior secondary school level in Nigeria and the United Kingdom. Specifically the study investigated the following:

a. similarities in the administration and funding of Technical and Vocational Education at the senior secondary school level in Nigeria and United Kingdom;
b. differences in the administration and funding of Technical and Vocational Education at the senior secondary school level in Nigeria and United Kingdom

Research Questions

The following research questions were posed to guide the study:

a. What are the similarities in the administration and funding of TVE at the senior secondary school level in Nigeria and United Kingdom?
b. What are the differences in the administration and funding of TVE at the senior secondary school level in Nigeria and United Kingdom?

Review of the Literature Reviewed

In Nigeria, the Federal Government divided the role and responsibilities in the administration of TVE (Nzorkurum & Obi, 2015). Justification for this is based on the fact that there are Federal government owned technical colleges. These institutions are directly administered, financed and funded by the Federal Ministry of Education, Abuja, Nigeria. Similarly, the state owned technical colleges look forward to receiving assistance from the Federal government. Nzorkurum and Obi (2015) assert that reviewing teachers strength and weaknesses in a friendly manner, regular visitation of the classroom during lesson delivery by the school head, checking, marking of lesson notes by the subject head teacher, assessing of teachers during the course of teaching, discussing lapses observed with the teachers involved, matching what is taught by the teachers with the contents in the curriculum, regular visitation of external supervisors, regular reviews of diaries and class registers and students notes.

Angbulu and Olaitan (2002) argue that the administration of technical and vocational subjects within the educational system in Nigeria is in the hands of general educators with less facilities and qualified staff. The administration of vocational and technical subjects in the in- built structure of secondary school in Nigeria makes technical and vocational subjects

receive less attention in terms of implementation of favourable policies, appropriation of funds, procurement of facilities and equipment, recruitment of qualified teachers. Moreover, due to the bias towards liberal education, about 20% of the Nigerian youths are found in technical colleges and polytechnics where skills for productive work are taught while in general education, about 80% of youths are recorded (Angbulu & Olaitan, 2002). These young school leavers graduate to stock the labour market with non-skilled experience.

This administrative problem has led to the production of youths who are not self-reliant. Technical and vocational subjects are never allocated adequate resources for equipment or qualified teachers (Offiong, Usoroh & Akpan, 2013). African Development Bank (2009) reports that the administrative capacity of the Federal Ministry of Education in Nigeria appears inadequate to improve the underperforming technical colleges.

Methodology

This study focused on comparative analysis of Technical and Vocational Education (TVE) at the senior secondary school level in Nigeria and the United Kingdom. A descriptive survey type of the adapted field study method and integrated with other methods which include the historical, scientific and comparative approaches was used for the study. The population for the study comprised all TVE stakeholders in both countries, while the target population comprised the Director(s), Deputy Director(s) and Inspector(s) of Technical and Vocational Education as well as Policy Makers and Computer Analysts who have spent at least three years in the Federal Ministry of Education, Abuja, Nigeria and Department of Education in England and Wales, United kingdom. In addition, teachers of Technical Colleges in Nigeria and United Kingdom were part of the target population.

A total of 120 educational administrators and teachers of Technical Colleges were purposively sampled from Nigeria and United Kingdom. 60 educational administrators and teachers of Technical Colleges were sampled from Nigeria (20 educational administrators and 40 teachers); while 60 educational administrators and teachers of Technical Colleges were also sampled from the UK (20 educational administrators and 40 teachers). Sixteen Technical Colleges were purposively sampled from the North, South, West and East of Nigeria and United Kingdom (8 from Nigeria; 8 from United Kingdom).

A questionnaire and an interview schedule were used to elicit information from 106 respondents drawn from educational administrators (Directors, Deputy Directors, Inspectors and Computer Analysts) and teachers of Technical Colleges in the two countries. The questionnaire: Technical and Vocational Education at the Senior Secondary School Level in Nigeria and the UK (TVESSL); and the interview schedule, Structured Open-ended Interview Schedule (SOIS) were both adapted from Ajala (2015). Finally, quantitative and qualitative methods of data analysis were used to analyse the data gathered. The quantitative data gathered for the study were analysed using the percentage, while the qualitative data gathered for the study were analysed using thematic and content analyses.

Data Analysis and Results

The data collected for the study were analysed using the percentage, thematic and content analyses

Research Question 1

Research Question 1: What are the similarities in the administration and funding of TVE at the senior secondary school level in Nigeria and United Kingdom?

Table 1 and figure 1 below present the analysis of respondents' opinions on the items on administration and funding of TVE at the senior secondary school level in Nigeria and United Kingdom to show the similarities and differences in both countries; from where the similarities can be extracted separately from the differences

Table1: Respondents' Opinions on Administration and Funding

Code	Items	Country	To a large extent (%)	To a fairly large extent (%)	To a little extent (%)	Not at all (%)	Total (%)
C1	TVE at the senior secondary school level is well funded	Nigeria	3(5.5)	11(20.0)	33(60.0)	8(14.5)	55(51.9)
		United Kingdom	29(56.9)	12(23.5)	3(5.9)	7(13.7)	51(48.1)
C2	The remuneration of TVE teachers at the senior secondary school is adequate	Nigeria	3(5.5)	10(18.2)	28(50.9)	14(25.5)	55(51.9)
		United Kingdom	25(49.0)	17(33.3)	8(15.7)	1(2.0)	51(48.1)
C3	There is adequate training on the job for TVE teachers at the senior secondary school level.	Nigeria	3(5.5)	7(12.7)	28(50.9)	17(30.9)	55(51.9)
		United Kingdom	16(31.4)	26(51.0)	8(15.7)	1(2.0)	51(48.1)

C4	The Supervision of TVE at the senior secondary school level is effective.	Nigeria	4(7.3)	12(21.8)	24(43.6)	15(27.3)	55(51.9)
		United Kingdom	16(31.4)	28(54.9)	7(13.7)	0(0.0)	51(48.1)

Source: Author's computation from survey, 2018

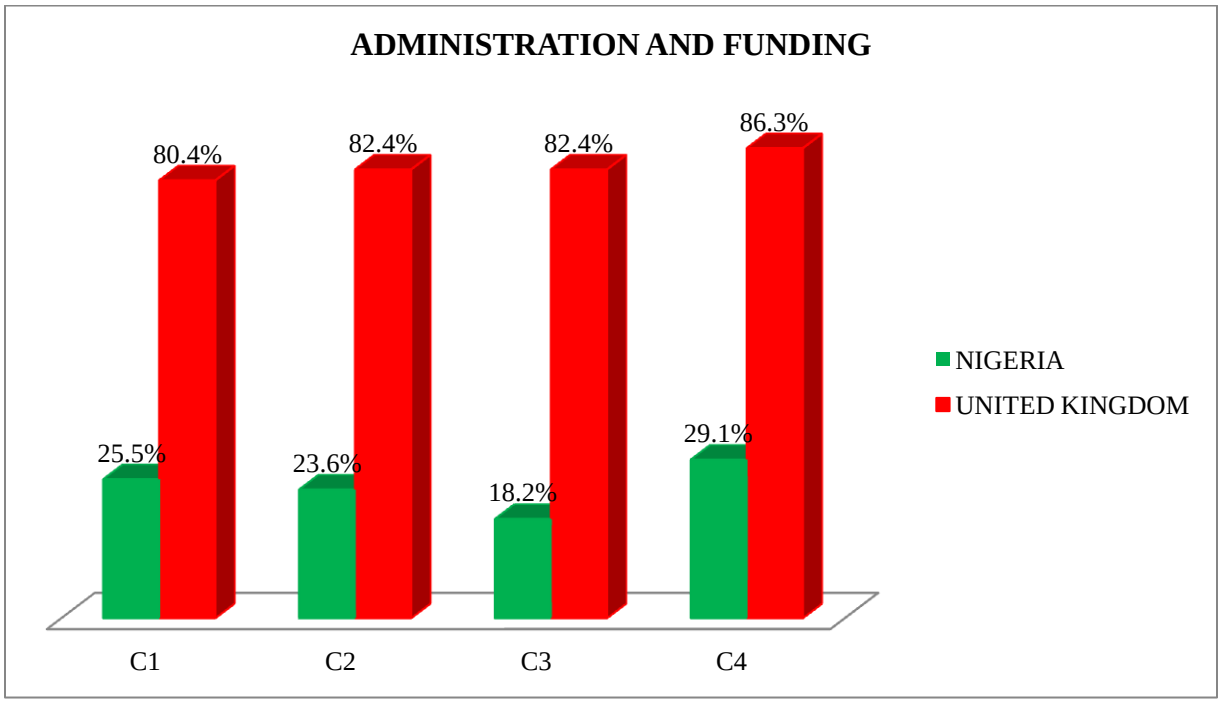


Figure 1: Opinions on the administration and funding of TVE at the senior secondary school level in Nigeria and the United Kingdom.

Table 1 shows the analysis of opinions on the items of administration and funding of TVE at the senior secondary school level in Nigeria and United Kingdom. Figure 1 presents opinions on the items. Based on this, only 25.5% of Nigerian respondents agree that remuneration of TVE teachers at the senior secondary school is adequate while 80.4% of the respondents in the UK affirm this. Also, on the question whether TVE at the senior secondary school level is well-funded, only 23.6% of respondents in Nigeria respond positively while 82.4% of respondents in the UK affirm it. In the area of supervision, only 18.2% of Nigerian respondents accept that the supervision of TVE at the senior secondary school level is effective, while in the UK, 82.4% of the respondents attest to this. On the issue of training on the job, 29.1% submit to the view that there is adequate training on the job for TVE teachers at the senior secondary school level in Nigeria while 86.3% of their counterparts in the UK share the same view.

In an open ended question, some of the respondents in Nigeria are of the opinion that there is a need for the government to set up committee on TVE supervision. Besides, a well-trained and professional administrative officer should be employed in the administration of TVE. Others are of the opinion that there should be adequate follow-up by supervisors to ensure proficiency of the TVE graduates because supervision, monitoring and follow-up are known strategies that contribute to making the TVE relevant to the needs of the society.

In the aspect of funding, respondents were of the opinion that a percentage of the consolidated revenue fund should be earmarked for the funding of TVE, adding that the funding of TVE should be seen as investment because it pays back fast and will draw the country out of poverty when the products are effectively trained, they become self-reliant and procure jobs and wealth, as a result, unemployment will reduce drastically.

Likewise, in the open ended question, some respondents in the UK are of the opinion that there should be adequate and maximum supervision and monitoring. There should be opportunities and incentives for teachers and students such as scholarships, in service training, seminars and workshops, and adequate funding. For the purpose of effectiveness, the UK government should give more support and pay more attention to the TVE sub-sector.

This was supported through the opinion of some respondents in the interview session: One of the respondents in Nigeria said that "*TVE is not well funded and effectively administered at the senior secondary school level in Nigeria" (Interviewee 5, Male; Appendix III).* A respondent in the UK said that *"well! I can say it is well funded and administered although there is need for improvement so that our citizens can develop their analytical skills that will encourage invention*" (Interviewee 3, Female, Appendix IV).

On the issue of similarities in the administration and funding of TVE at the senior secondary school level in Nigeria and the United Kingdom, the results from the respondents reveal that:

There is no similarity.

Research Question 2: What are the differences in the administration and funding of TVE at the senior secondary school level in Nigeria and United Kingdom?

Table 1 and figure 1 present the analysis of respondents' opinions on the items on the administration and funding of TVE at the senior secondary school level in Nigeria and United Kingdom to show the similarities and differences in both countries; from where the differences will now be presented.

On the issue of differences in the administration and funding of TVE at the senior secondary school level in Nigeria and the United Kingdom, the results from the respondents reveal that:

a. Education stakeholders feel that TVE at the senior secondary school level is well funded more in the UK than in Nigeria (80.4% & 25.5% respectively);

b. Education stakeholders feel that remuneration of TVE teachers at the senior secondary school level is more adequate in the UK than in Nigeria (82.4% & 23.6% respectively);
c. Education stakeholders feel that there is more adequate training-on-the-job for TVE teachers at the senior secondary school level in the UK than in Nigeria (82.4% & 18.2% respectively);
d. Education stakeholders feel that the supervision of TVE at the senior secondary school level is more effective in the UK than in Nigeria (86.3% & 29.1% respectively).

Discussion of Findings

Similarities in the Administration and Funding of TVE at the Senior Secondary School Level in Nigeria and United Kingdom

Findings of the study have shown that there is no similarity in the administration and funding of TVE at the senior secondary school level in both countries. This can be seen clearly in the issues of supervision, training of teachers on the job, remuneration of TVE teachers, provision and maintenance of workshops, laboratories, equipment, buildings and furniture (Obiyai & Ehimen, 2016; O'Brien, 2015).

Differences in the Administration and Funding of TVE at the Senior Secondary School Level in Nigeria and United Kingdom

Findings of the study have shown that TVE at the senior secondary school level is well funded more in the UK than in Nigeria. This implies that more attention is paid by the UK government than Nigerian government to funding of TVE at the senior secondary school level. Generally, investment and resources needed to sustain TVE tend to be more expensive than general education due to the high cost of materials, equipment, facilities, and maintenance (UNESCO, 2013). Although, Federal Republic of Nigeria in the National Policy on Education (2013) affirms that TVE is expensive and therefore requires adequate funding, the government has not displayed adequate funding of TVE. The government plays a major role in funding of TVE in Nigeria and only receives supplementary support from organisations, bodies and individuals (Odunsi, 2016). In addition to Government's allocation in the UK, government generates funds for TVE from organisations, bodies and individuals as well as levies imposed on enterprises which are in form of taxation (O'Brien,2015). Financial and material supports from international donors also help to support teaching and learning process as well as staff development (Zengeya, 2009). For effectiveness of implementation of TVE, it is important that the government releases adequate funds for provision of adequate workshops, laboratories, equipment, buildings and furniture. Odiba (2008) found that high percentage of the Gross National Product (GNP) is spent on education in the UK. Hughes (2017) found out that, in 2016, Secretary of State for Education reported a £4 m cash injection for TVE provision across England and also in January 2017, £72 m budget allocated by government for local partnerships with early years

providers, schools, colleges and universities to ensure learners have opportunity to reach their full potential. In England, a unique structural arrangement for government–funded TVE provision exists; compared to other home nations of the UK such as Wales, Scotland and Northern Ireland.

Nigeria on the other hand spends about 2.3% of GDP on education (Okoroafor & Nnajiofor, 2016). In 2010 the Federal Government spent 249.08 billion on education out of a budget of about ₦4.07 Trillion. This sum translates to just about six percent of the total budget. Capital allocation for TVE in 2011 showed that 0.13% of total FGN budget and 0.05% of total proposed budget were allocated to TVE in 2011 (Chukwumerije, 2011).

The findings of this study have shown that remuneration of TVE teachers at the senior secondary school level is more adequate in the UK than in Nigeria. This is consistent with the findings of Arfo (2015); Ogbondah (2017) & Ajere and Akinbi (2017) that technical colleges in Nigeria are inadequately staffed with well qualified teachers and instructors. Likewise, poor remuneration of vocational and technical school teachers contributes to the poor implementation of TVE. Most state governments in Nigeria have failed to either pay teachers' salaries regularly or maintain existing technical colleges.

The findings of this study have shown that there is more adequate training-on-the-job for TVE teachers at the senior secondary school level in the UK than in Nigeria. This is consistent with Arfo (2015) who also found that one of the problems facing the implementation of TVE in Nigeria is inadequate training-on-the-job for TVE teachers.

The findings of this study have also shown that supervision of TVE at the senior secondary school level is more effective in the UK than in Nigeria. This is consistent with the report of UNESCO (2010) which indicates that TVE sector of many developing countries including Nigeria has weak monitoring and supervision systems.

Lessons for Nigeria

The education of a country should be sensitive to the political and cultural environment because education cannot be divorced from politics and it is important for countries to employ strategies that would help overcome challenges such as inadequate funding and poor supervision.

Policy makers must realise that attention should be given to administration and funding of TVE in order to realise the objectives of quality teaching and learning of TVE subjects in technical colleges.

The education system should be sensitive to the economic environment, for instance if the economy is buoyant, the country will be able to drive policies and enforce conscientious implementation of TVE.

Conclusion

The expectations that TVE at the senior secondary school level would help in the improvement of the economy of the Nigerian and UK societies materialise more in the UK than in Nigeria. The government and the people of the UK direct a lot of energy into the pursuit of TVE than the government and the people of Nigeria. The results are that the beneficiaries and products of TVE in Nigeria perform less in terms of realisation of self–employment and social life development than beneficiaries and products of TVE in United Kingdom. Therefore, there is the need for more government and people's efforts in the pursuit of the administration and funding of TVE at the senior secondary school level in Nigeria.

Recommendations

Based on the conclusions the following recommendations were made. The government and the people should direct more attention to the promotion of self-employment and social life development through better administration and funding of Technical and Vocational Education in Nigeria as it is done in the United Kingdom.

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