

REVENUE GENERATING METHODS AND SCHOOL PLANT DEVELOPMENT IN OSUN STATE-OWNED COLLEGES OF EDUCATION, NIGERIA

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Abstract

Many students of public institutions of higher learning, especially Colleges of Education in Nigeria are found standing outside the classrooms receiving lectures, as their population has outstripped the classroom spaces that are available. This study, therefore, investigated internal revenue-generating methods to aid school plant development in Osun State-owned Colleges of Education in South-west, Nigeria. The researcher adopted a descriptive correlation research design to find out the relationships between the variables. Purposive sampling technique was used to select Principal Officers and other members of the extended management, while proportional sampling technique was used to select two-third of other members of staff from Lecturer 1 or CONTISS 11 and above making a total of 400 respondents. Three researcher-designed instruments titled: "Internal Revenue-Generating Methods Questionnaire (IRGMQ)", "School Plant Provision and Maintenance Questionnaire (SPPMQ)" and "Internally Generated Revenue Rating Checklist" were used to collect data for the study. One research question was raised and three hypotheses were formulated. Percentages were used to answer the research question raised while Pearson Product-Moment Correlation statistics was used to test the hypotheses at 0.05 level of significance. The study revealed that Colleges of Education in Osun State, Nigeria generated revenue through various methods to complement Government's subvention. There was significant relationships between internal revenue-generating methods and school plant development with r -value = 0.60. Similarly, there was significant relationship between tuition and fees charged and school plant development with r -value of 0.60 and there was a significant relationship between revenue from Colleges ventures and school plant development with r -value = 0.74. Based on the findings, it was recommended among others that colleges of education in Osun State, Nigeria should be more entrepreneurial and proactive, seeking both the resources and the autonomy that will allow them to thrive in spite of the vicissitudes of government funding.

Keywords: Revenue Generating Methods, School Plant Development, Ventures, Fees and Charges

Introduction

Education served as the engine for the economic, social and political emancipation of the citizens of all nations. It is regarded as an investment in human capital, and a pre-requisite for socio-economic development. Education is a social service whose benefits cannot be quantified. Many countries, including Nigeria, take education as an instrument for the promotion of

national development as well as effecting desirable social change.

In the past, all government-owned tertiary institutions in Nigeria depended on the State or Federal Government for funds needed to carry out the functions for which they were established. The Government was the sole source of revenue for these institutions as they were not permitted to charge fees of any kind.

The role of Colleges of Education in the production of manpower needed for all round development of the country cannot be overemphasized. It is the goal of teacher education to help the youth and the children in their formative ages to reach their destiny and contribute meaningfully to their society. Colleges of Education are geared towards the training and production of well-informed, mature and responsible middle level man-power in the teaching profession.

The forerunners of Colleges of Education were the Advanced Teacher Colleges. They were established with the primary objective of producing teachers with the highest professional non-degree teaching qualification - Nigeria Certificate in Education (NCE). They are to teach up to secondary school class three (Junior Secondary Schools). Quite a number of these institutions have gone into degree awarding programmes, in affiliation with universities. Some see their actions as a means of keeping afloat, through revenue generation. Others in addition, use part-time degree programmes in stepping up the total student population so that more revenue could be generated. Pre-NCE programmes were also introduced in most subject areas (Humanities, Science and Vocational) to supplement intakes.

There is also the problem of inadequate or deteriorating facilities and equipment, resulting to interim accreditation, or withholding of accreditation of courses. While the degrees awarded could be said to be that of the parent universities, the facilities of the affiliating Colleges carry the brunt of it all.

Problems associated with financing remain central to the administration of Colleges of Education, as in the education sector in totality. The problem of physical development, inability to pursue the execution of master plan, payment of salaries and

allowances of both the teaching and non-teaching members of staff, municipal facilities (water, electricity, intra-campus and intra-city link roads), laboratories and workshops are all anchored on finance.

Oparinde (2013) submitted that arising from large student numbers, the space requirement for classroom; lecture theatres; laboratories and workshops is hardly met in most Colleges of Education in the South Western part of Nigeria. Facilities are over stretched, thus presenting a recipe for rapid decay in the face of dwindling funds for the maintenance of the school plant. Allocations to the institutions were grossly inadequate while student enrolments continued to rise. Capital projects to meet the expanding programmes could not take off or in cases where they took off they had to be abandoned due to lack of funds. The inadequate funding of tertiary institutions has had calamitous effect on teaching and research and institutions themselves have been forced to embark on income generating projects in order to source for funds.

Statement of the Problem

Many students of public institutions of learning are found standing outside the classrooms receiving lectures, as their population has outnumbered the classroom spaces that are available. This is because the infrastructures of these institutions are inadequate due to financial constraints. Students therefore face difficult conditions learning.

It is not uncommon to find students sit down on windows to receive instruction, and it is common to find as many as seventy students in a class designed to accommodate forty students. This study is concerned with the influence of alternative income channels adopted by the State Colleges of Education has on School Plant Development.

Conventional Sources of Funding Tertiary Education

In countries all over the world, education is given the prime of place by both the government and individuals. This is due to the role of education in individual and national developments. In a simple term, finance refers to funds raised and spent on a particular business or activity. Education finance therefore is the process of raising the required money and expending it on activities towards educational development. Education is an expensive venture requiring huge sum of money. Thus, the success of any educational system is based on adequate funding.

The continued dwindling resources of government since the early 1980s have, however, put much strain on the funding of education (especially tertiary) in Nigeria. According to Emunemu (2007), one of the greatest problems facing higher education in Nigeria is that of gross under-funding. For schools to function effectively, they need sufficient money. Money is needed to buy textbooks, construct new buildings, pay teachers' salaries, buy science equipment and maintain other services that are required by a school to carry out its functions as an educational institution.

Consequent upon the financial constraints of most of the tertiary institutions, the infrastructure are dilapidated and inadequate, and students face difficult conditions for learning in terms of overcrowded classes and hostels, inadequate library and laboratory facilities, inadequate water supply, irregular electricity supply and dehumanizing living conditions by both staff and students alike. This is so because, the institutions sources of funds are not many and money coming from these sources declines steadily. The expensive nature notwithstanding, education can be adequately funded through various sources such as:

1. **Government Subventions (Grants):** Government grants and subventions constitute a very substantial proportion of the finance that is available for use by institutions of higher learning in Nigeria. Institutions of higher learning that are publicly - owned depend on the owner government for funding.
2. **Donations and Endowment Funds:** Another source of financing institutions of higher learning in Nigeria is through donations and establishment of endowment funds. These donations are made by corporate organizations especially Multi-National Companies (MNCs), communities and individuals who are eager to contribute to the upliftment of higher institution in their states or nation. Most of these donations are essentially free willing gifts in cash or kind to institutions of higher learning. Such donations have been remarkably quite small (Dike, 2006).
3. **Tuition Fees/Levies:** When students attend school or university, they are likely to be asked to pay for the teaching they are going to receive. When such payments are made, it is said that tuition fees are paid by such students. Usually, tuition fees may not be the only payments made by students, they may have to pay levies for such purposes as examinations, laboratory use, development, uniform, municipal fees (for water and electricity consumption), hall maintenance fees, non-refundable admission deposits, etc. All these are possible forms of sourcing funds from students. Such fees represent a small percentage of the total institution's income, especially in the publicly owned schools (Tranchtenberg, 2006).
4. **Tertiary Education Trust Fund (TETFund):** The Education Tax fund was established through the Education Tax Decree Number 7 of 1993 and renamed Tertiary Education Trust Fund (TETFund) in 2011

compelled companies operating in Nigeria, which have up to 100 employees on their pay roll to contribute 2% on their assessable profit to the Tertiary Education Trust Fund for the funding of education (Toluwalope, 2016). TETFund has so far made its presence felt in many institutions of higher learning across the country through the construction and/or rehabilitation of new classroom blocks, hostels, staff office complexes, laboratories, etc.

5. **Internally Generated Revenue:** In responses to the government mandate that each institution must generate at least 10% of its total revenue, each institution of higher learning has now embraced vigorously, commercial ventures, and linkages with the productive sector. Most institutions are now involved with running commercial ventures of different kinds, ranging from hotel services, primary and secondary schools, publishing, consultancies, sales and marketing, including petrol stations, supermarkets bookshops, farms, etc.

Concept of School Plant Development and Physical Facilities Management

The school plant can be referred to as the totality of the school which make up for the successful achievement of the objectives of the school system. It is the entire physical infrastructural facilities available in a school towards achieving the education of the child. According to Amanchukwu and Ololube (2015), school plant refers to everything within the school premises which includes the site, buildings, equipment, permanent and non-permanent as well as machines and laboratory equipment and others.

The term 'School Physical Facilities' embraces school plant- school site, buildings, classroom, corridors, playgrounds and other lands, lighting, sanitary and other facilities, furniture and other equipment as well as consumables, which include paper,

pencil, chalk, clusters, gum, staples and pins

School facilities can be defined as those things that enable the teacher to do his/her work very well and helping the learners to learn effectively. They are designed to enhance the process of teaching. The successful implementation of any educational programme depends mostly on the quality of available school facilities that are to be provided for such programme. This is supported by the view of Adaralegbe (2003) who posited that "the type of atmosphere required for effective learning is that consisting of better school buildings, more and better teaching facilities".

School physical facilities are the essential materials that must be put in place and considered so that the objectives of the school system can be accomplished. In other words, the availability of these facilities determines the quality of instruction and performance of the students in the school.

Facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. It is the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioural and engineering sciences (Atolagbe, Oparinde and Oyeniran, 2015).

Efficient management of the school facilities is mandatory in order to achieve a pleasant, safe, and comfortable centre for the community's activities. The management of school facilities implies the application of the theory, principles and practices of management to ensure that all available school facilities in the school system are available in required number and properly maintained against destruction.

Purpose of the Study

This study investigated and identified various methods of internally

generated revenue and the rating of each of these methods contribution to IGR in Osun State owned Colleges of Education. The study also examined the relationship between internally generated revenues and school plant development in these Colleges.

Research Questions

In this study, one research question was raised and addressed:

What are the methods of internally generated revenue and the rating of each of these methods contribution to IGR in the Osun State owned Colleges of Education, Nigeria?

Research Hypotheses

Three null hypotheses were tested in this study:

- Ho₁:** There is no significant relationship between revenues generated from various methods in the college and school plant development in Osun State-owned colleges of education, Nigeria
- Ho₂:** There is no significant relationship between Tuitions and Charges and school plant development in Osun State-owned colleges of education, Nigeria.
- Ho₃:** There is no significant relationship between revenue from College business Ventures and school plant development in Osun State-owned colleges of education, Nigeria

Research Methods

This study is a survey research of the co relational type. The population for

this study consisted of principal officers and staff members involved in revenue generation in government owned colleges of education in the South Western part of Nigeria.

In each of the colleges of education, purposive sampling technique was used to select some of the respondents because of their relevance to the investigation under consideration. These included all the Provosts, Registrars, Bursars, Librarians, Directors of Works and Services. Also faculty officers such as Deans, Heads of Academic and Service Departments, and Directors of academic programmes and all non-teaching staff from CONTEDIS 11 and above.

Three main instruments constructed and validated for the collection of data were "Internal Revenue Generating Methods Questionnaire (IRGMQ)", "School Plant Provision and Maintenance Questionnaire (SPPMQ)" and a "Internally Generated Revenue Rating Checklist".

In answering the research questions, percentage was used while Pearson Product-Moment Correlation statistic was used to test the operational hypotheses at .05 level of significance

Results

Research Questions 1: What are the methods of internally generated revenue and the rating of each of these methods contribution to IGR in Osun State-owned colleges of education, Nigeria?

Table 1: Methods of Internally Generated Revenue and Revenue Generation Ratings

Category	Methods of generating	Internal Revenue
Rating of Method (1- 10)		
A	Tuition and Charges	
8	Degree Programme	Sandwich
7	Degree Programme	Regular
8	NCE Programme	Sandwich
6	NCE Programme	Regular
5	Alumni	Charges
B	School Ventures	
8	School	Farms
5	Bookshop	
5	Book	Bindery
5	Guest	Houses
5	Block	making

5		School	Shop/kiosk	spaces
6				
C		Donations/Assistance Rendered		
		Philanthropists		
2		External		Aids
1		Business	Organisations	(CSR)
1		Political		Associations
0		Alumni		
4		CDA's		
4				

Source: Field Work by Researchers.

Ratings (0-10) complement what was being generated from tuition and charges. Finally, they usually appeal to various organisations for financial assistance.

0 - 2	Poor Contribution
3 -5	Fair Contribution
6 -8	Good Contribution
9 -10	Very Good Contribution

The efforts of the colleges to generate revenue internally was categorised into three. The colleges charge tuition and fees for various academic Programmes delivered, while doing this, they also embark on revenue yielding business ventures to

H₀₁: There is no significant relationship between revenues generated from various methods in the College and School Plant Development in Colleges of Education in Osun State.

Table 2: Correlation analysis testing the relationship between revenue generated from various methods in the Colleges and School Plant Development

Variables	No	\bar{X}	SD	Df	Calculated r-value	Critical r-value	Decision
Internal Revenue Methods	400	3.13	42.41				
School Development Programme	400	4.77	24.21	398	.60	.062	H0 Rejected

From the data in table 2, it is obvious that the calculated r-value of .60 is greater than the critical r-value of .062 at .05 level of significance and for 398 degree of freedom. Hence the null hypothesis which stated that there is no significant relationship between revenues

generated from various strategies in the College and School Plant Development is rejected.

H₀₂: There is no significant relationship between Tuition and Charges and School Plant Development in Osun State-owned Colleges of Education, Nigeria.

Table 3: Correlation analysis testing the relationship between Tuition and Charges and School Plant Development in the Colleges.

Variables	No	\bar{X}	SD	Df	Calculated r-value	Critical r-value	Decision
Tuition & Fees	400	4.01	1.99				
School Development Programme	400	9.51	4.77	398	.60	.062	H0 Rejected

Data in table 3 show that the calculated r-value of .60 is greater than the critical value of .062 at .05 level of significance and for 398 degree of freedom. Hence the null hypothesis which stated that there is so significant relationship between

Tuition and Charges and School Plant development is hereby rejected.

H₀₃: There is no significant relationship between assistance rendered by the community and School Plant Development in Osun State-owned Colleges of Education, Nigeria

Table 4: Correlation analysis of the relationship between College Ventures and School Plant Development in Colleges of Education in South-West, Nigeria.

Variables	No	\bar{X}	SD	Df	Calculated r-value	Critical r-value	Decision
College Ventures	400	5.98	2.24				
School Development Programme	400	9.51	4.77	398	.74	.062	H0 Rejected

Results in table 4 indicate that the calculated r-value of .74 is higher than the critical r-value of .062 at .05 level of significance and for 398 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between College Business Ventures and school plant development in Osun State-owned Colleges of Education, Nigeria is rejected.

Discussion

The revenue coming from the various categories were rated between 0 -10, to see how each method had helped the colleges to fund school plant development. It must be noted that, the study did not assume all revenue coming from the various methods were expended on school plant development. Tuition and charges for various academic programmes rendered were rated very well in terms of its contribution to school plant development, while school farm venture and school shop was equally a very good contributor. However, the colleges' revenue from donations and financial assistance were not good enough, only Alumni members' donations and contributions from Community Developments Associations in the towns and cities where the schools were located looked good enough to significantly help improve school plant development. The study revealed that high significant relationship

existed between revenue realized from various strategies in the College and the School Plant Development.

The study found in hypothesis one that the calculated r-value of .60 is greater than the critical r-value of .062 at .05 level of significance and for 398 degree of freedom. This implies that there is significant relationship between revenues generated from various strategies in the College and School Plant Development. Similarly, it was discovered that that there is significant relationship between Tuitions/ Charges and School Plant development. This result is in line with the opinion of Ogunu and Ogbuehi (2004) that every institution will need to explore various strategies to generate more funds towards the provision, maintenance and development of school plant in their institution.

The study revealed in hypothesis three that the calculated r-value of .74 is higher than the critical r-value of .062 at .05 level of significance and for 398 degree of freedom. This implies that there is significant relationship between College Business Ventures and school plant development in Osun State-owned Colleges of Education, Nigeria. This is in line with the positions of Adaralegbe (2003), Oparinde (2013) and Atolagbe, Oparinde and Oyeniran (2015) who all believed that revenues from business ventures could be used to develop

school plants so as to facilitate the type of atmosphere required for effective learning through better school buildings, more and better teaching facilities.

Conclusion and Recommendations

Education is both a private and social investment that is shared by individuals, students, their families, employers, government and other groups including international agencies. Nigerian government appears to appreciate the importance of colleges of education in the provision of middle level manpower, especially in the teaching profession; yet, it has not adequately invested in this level of tertiary education. There is the problem of inadequate and/or deteriorating facilities and equipment, resulting to interim accreditation, or withholding of accreditation of courses. Facilities are over stretched, thus presenting a recipe for rapid decay in the face of dwindling funds for the maintenance of the school plant. The inadequate funding of higher education in Nigeria and its effect on the quality of education combined with continued strong private demand for higher education have led policy makers and higher institutions' authorities to consider the possibility of increasing the share of financial support provided by students and their families by various cost recovery measures which include user fees, community effort, donations from philanthropists and college ventures that can yield high return on investment.

Arising from this, therefore, it is hereby recommended that colleges of education in Osun State, Nigeria should be more proactive in getting revenue to supplement what government is providing through budgets. Since business ventures especially farm projects seems to contribute very much to independently generated revenue, it then sounds reasonable for them to embark on various ventures that can bring good returns. It is therefore

recommended that, in addition to what were already on ground, Colleges in Osun State should also consider planting arable and cash crops such as cocoa, cashew and palm oil on large scale.

The colleges should also consider investments that yield high returns such as Gas and Petrol stations. Since higher institutions in addition to their primary functions of training teachers are also research centres, they should look at ways of commercialising their research findings and innovations.

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