

FUNDING PUBLIC HIGHER INSTITUTIONS FOR GOAL ATTAINMENT IN BAYELSA
STATE: CHALLENGES AND PROSPECTS

DAWAYE OPUDA EBIERE¹ AND KORIKIYE WENIBOWEI²

¹Department of Business Education, School of Vocational and Technical Education,

²Department of Political Science, School of Arts and Social Sciences,

ISAAC JASPER BORO COLLEGE OF EDUCATION, SAGBAMA, BAYELSA STATE, NIGERIA

Email Address: ekiyekori@gmail.com

Abstract

This study examined the challenges and prospects of funding public higher institutions and goal attainment in Bayelsa State, Nigeria. Results obtained revealed that there are numerous challenges facing funding of higher education institutions in the State ranging from the high number of state-owned higher institutions to budgetary allocation, implementation of subvention policy, other competing government programmes as well as the extent to which funding sources, mode of fund allocation and utilization of funding; affects goal attainment in tertiary institutions in Bayelsa State. However, measures already taken by the State government indicates improved funding of tertiary institutions in the State. The work adopted descriptive and analytical research techniques and thus relied on secondary data for analysis of the issues raised in the study. It was recommended that tertiary institution managers or institutional leadership should establish viable sources of funding in order to boost their financial base other than over depending on government, this would lift them relatively out of poor budgetary allocation or subventions from government as well work against misappropriation, embrace proper utilization of funds through an internal control mechanism; this would enable them attain their stipulated goals.

Keywords: Funding, Goal Attainment, Subvention, Tertiary Institution, Research, Innovation.

Introduction

Education is the supreme vehicle for national development, socio-economic, scientific and technological advancement. Education in general and university education in particular in every society is obviously known to be an indispensable tool for nations' economic growth and development. It has been empirically proven and universally acknowledged that unless the citizens of a given country are well educated and appropriately trained, the achievements of rapid economic and social development cannot

be guaranteed (Ahmed, 2013). Similarly, tertiary education empowers an individual to realize his/her potentials. This empowerment however comes with the quality of education received. Quality education confers members of the society with the ability to make positive changes (Dienye, 2011). When positive changes are entrenched, vices such as inter-ethnic conflicts, anti-social behaviors, oppression, dishonesty, corruption and other unpatriotic acts cannot find space in the lives of Nigerians. Thus, sustainable development evolves when

people perform efficiently with everyone perceiving it has a sense of duty and responsibility to contribute towards the well-being of others.

Tertiary education in Nigeria faces numerous challenges, including inadequate funding, misappropriation, and mismanagement ((Ololube, 2016; Yusuf, 2020). Despite its importance for human capital and national development, the sector faces policy challenges in balancing quality enhancement with societal demand (World Bank, 2017). The Nigerian government has not met the United Nations Education Scientific and Cultural Organization's 26% budgetary provision for education funding. The country's capital-intensive nature makes funding tertiary education increasingly complex due to population growth and the need for diversification in financing approaches (Ibara, 2011; Iyabo, 2017). The government must diversify financing approaches to improve service delivery and meet the United Nations Education Scientific and Cultural Organization standard. The federal government agencies like Tertiary Education Trust Fund and Central Bank of Nigeria have launched intervention funds for infrastructural development in tertiary institutions, but the lack of adequate funding persists. The sector's decay is characterized by paucity of funds, wrong allocation, and mismanagement (Nidinechi, 2014). Most studies have focused on the need for adequate funding and misappropriation, but no empirical evidence exists on how available sources, allocation, and utilization can enhance goal attainment in tertiary institutions in Bayelsa State.

2.0. Conceptual Clarification

2.1. The Nigeria Tertiary Education System

The tertiary education system in Nigeria is composed of Universities, Polytechnics, Institutions of technology, Colleges of

Education, that form part of or affiliated to, universities and polytechnic colleges and professional, specialized institution. They can further be categorized as state or federal universities and as first, second or third generation universities (Hartnett 2011). Three levels of university education exist in Nigeria University. First level stage offers a Bachelors' degree after a minimum of three years and a minimum of six years (e.g., in medicine). The university second level stage offers a Master's degree following one year of post Bachelor's study. The university third level offers a Doctorate degree two to three years after the Master's. To gain admission into the first level of university education, one has to pass the competitive University Matriculation Examination (UME) (IAU, 2000). Higher education in Nigeria can be further divided into the public or private, and the university sectors. Public universities owned by the federal and state Government dominate the education system. In recognition of the need to encourage private participation in the provision of tertiary education, the Federal Government issued a degree in 1993 allowing private investors to establish universities following guidelines established by the Government. The non-university sector is composed of Polytechnics, institutions of technology, colleges of education and professional institutions operating under parent ministries (Akintoye, 2008). The universities, polytechnics and colleges have a governing board or council appointed by the government and have some internal representatives of the institution as elected member or members. These councils generally govern the affairs of the institution on behalf of the government. The management of each institution is headed by a chief executive officer, that is, the vice-chancellor in the case of universities, the rector in the case of the polytechnics and the provost in the case of college of education. The federal government

has established supervisory and coordinating agencies for each group of institutions: the National Universities Commission for the universities, the National Board of Technical Education for the Polytechnics and National Commission for College of Education for the colleges. Funding is channeled through these agencies, as are government policy directives.

2.2. Trends of Higher Education in Nigeria: The Past and the Present

Public funding of education in Nigeria aims to equip people with knowledge, skills, and capacity to enhance quality of life, productivity, and participation in development. The funding is based on the idea that society continues in perpetuity, and new generations should have access to knowledge from previous generations. Initially, Ibadan was the only university adequately funded, but first-generation universities have established internationally acclaimed standards, though few remain recognized internationally. The federal budgetary allocation to education has been declining since 1970, with a decline from N6.2 million in 1970 to N1,051.2 in 1976 (Okebukola, 2002; Hinchliffe, 2002). The government funded polytechnics, colleges of education, and universities at \$251 per student, \$394 per student, and \$300 per student respectively. However, in 2000, funding for tertiary institutions improved significantly, with unit costs rising from \$370 to \$932, a 252% increase. This has led to poor remuneration for academic staff and a decrease in funding levels for tertiary institutions (Okebukola, 2002). Between 1990 and 1999, Nigeria experienced a decline in recurrent allocation per university student due to enrollment growth and currency devaluation (Ekundayo, 2007). This impact on educational quality led to a significant increase in government recurrent grants to federal universities. However, in reality, these grants

were only one-third of their 1990 level. This was due to reduced budgetary allocation, lack of political will, poor managerial skills, and misappropriation. Nigeria is currently facing a manpower development handicap, with over 1.2 million prospective students seeking admission into tertiary institutions, but only 20% secure admission (JAMB 2012). The Nigerian higher educational system faces challenges due to insufficient funding, particularly in universities. Parents and students are apprehensive about new initiatives like tuition fees (Abdu 2003). According to Akinsanya (2007) enrolments increased faster than the government's capacity to maintain financial support, leading to funding shortfalls as such universities struggle to meet their 10% internal fund generation capacity despite normal government subventions. Adequate financing is needed to resolve these issues.

2.3. Funding

Funding refers to a form of financial support that is given for the achievement of a project (Ololube, 2016). Adequate funding of education guarantees staff welfare and retention through regular payment of staff salaries and allowances assured as well as staff development through academic programs like workshops, seminars, conferences, and scholarships. Expenditure on education is seen as one of the major responsibilities of government. Poor funding and misappropriation of funds in Nigeria's educational system have led to dysfunctional practices, particularly in tertiary education. This has resulted in backlogs of results, late preparations, insufficient staffing, and non-availability of essential instructional materials. The Nigerian government's inadequate funding has contributed to the sector's decay, as the country struggles to meet UNESCO's benchmark of 26% of annual budget for education funding (Okebukola, 2002;

Ekankumo and Kemebaradikumo (2014). Despite budgetary provisions, the standard of education in Nigeria has decreased due to insincere tertiary education leaders using funds for other purposes. A study by Asiyai (2015) identified strategies for effective management of education to build a culture of peace and progressive higher education in Nigeria.

The optimal use of educational resources requires a thorough understanding of the financing system, resources, and objectives in both educational and economic fields. Official budget resources must be utilized to achieve national or regional objectives. Adherence to educational priorities is crucial in resource allocation. While there is debate about an ideal distribution of capital and current expenditure, most authors agree that it should be based on strict national criteria (Ibara, 2011). All educational expenditures should aim towards similar objectives, with the distinction only applicable at provincial or local levels. Performance budgeting can help ensure resources are used effectively and in line with priority objectives, presented in terms of programs, activities, and projects.

2.4. The Concept of Goal Attainment.

Goal attainment is the process through which human and other resources are mobilized for the attainment of collective goals and purposes. In a social system, the goal attainment functions are met through political activities and mobilization occurs through the generation and exercise of power. Goal attainment is a systematic and quantitative approach to evaluating the success of an intervention or program. It involves setting clear, measurable goals, planning, executing, monitoring, adjusting strategies, establishing a scale to rate each goal's achievement, gathering data, and analyzing results to determine the overall level of goal attainment. This approach is commonly used in fields like healthcare,

social services, education, and program evaluation to measure the outcomes and effectiveness of interventions.

Goal Attainment is in line with the National Policy on Education (FGN, 2014) which focuses on the ultimate goals of tertiary institution in the country. The Nigeria National Policy on Education (2014) defined tertiary education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres. The document identified the broad goals of tertiary education to include the following:

- a. Contribute to national development through high level manpower training;
- b. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians;
- c. Provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
- d. Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market;
- e. Promote and encourage scholarship, entrepreneurship and community service;
- f. Forge and cement national unity; and
- g. Promote national and international understanding and interaction (FGN/NPE, 2014).

The document equally stated the various criteria for the achievement of these goals in Nigeria. Some of these criteria include, quality student intake; quality teaching and learning; research and development; high standards in the quality

of facilities, services and resources; staff welfare and development programmes; provision of a more practical based curriculum relevant to the needs of the labour market; and generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy, etc.,. Kerr (2013) identifies three universally accepted goals in universities: transmit, extend, and apply knowledge. The teaching-learning goal is influenced by the student body, academia, and curriculum. Kartz (2016) agrees that primary teaching goals are to transmit organized knowledge and develop critical judgment, enabling students to pursue further learning independently.

In the face of mass higher education, student-centeredness must be the primary orientation of educators. This requires a partnership between students and academic staff to avoid confusion between teaching and learning (Frankel, 2016). Tertiary institutions can effectively criticize society by acting upon their own criticism. Building teaching and learning models to help students become self-directed learners is the starting point. This self-renewal mechanism is central to the identity of institutions, which re-indicate themselves based on their corporate identities. Teaching remains the core goal of the education system worldwide, and the National University Commission's accreditation program is primarily based on Nigerian universities' teaching and learning programmes (Akpan and Umo, 2019). Universities' primary roles include preserving culture, values, wisdom, and knowledge, as well as broadening and creating knowledge from generation to generation.

2.5. The Relationship between Tertiary Education and Goal Attainment in Nigeria

The nexus between tertiary institutions and goal attainment is multifaceted, impacting both

individual students and the broader society. Globally, tertiary education plays the following critical roles in society.

1. Tertiary institutions play a crucial role in providing high education that aligns with industry needs. This ensures that graduates possess the skills necessary to meet job market demands, thereby supporting economic growth and workforce development.
2. These institutions are often at the forefront of research and innovation, contributing to advancements in technology, health, and various fields. By fostering an environment for inquiry and experimentation, they help attain societal goals such as sustainability and public health improvements.
3. Tertiary education enhances critical thinking, problem-solving, and specialized skills among students. This not only prepares them for their careers but also encourages lifelong learning, which is essential for personal growth and adaptation in a rapidly changing job market.
4. Education is a powerful tool for social mobility. By providing access to higher learning, tertiary institutions help individuals from diverse backgrounds improve their socio-economic status, contributing to a more equitable society.
5. Many tertiary institutions engage with local communities through outreach programs, partnerships, and service learning. This engagement fosters civic responsibility and helps address community-specific challenges, driving progress toward collective goals.

6. Tertiary institutions often influence educational and labor policies through research and advocacy, shaping the frameworks within which educational and workforce goal attainment occurs.
7. By producing skilled graduates and engaging in research, higher education institutions contribute to a nation's global competitiveness. This is increasingly important in an interconnected world where countries vie for talent, investment, and innovation.
8. Fostering a supportive campus environment can promote mental and emotional well-being, which is crucial for students' success. Institutions that prioritize student welfare create a conducive learning atmosphere that enhances academic performance and personal growth.

Overall, tertiary institutions serve as vital engines for achieving educational, economic, and social goals. Their impact extends beyond the individual to the community and society at large, making them essential partners in sustainable development and progress.

2.6. Impact of Funding on Tertiary Education Goal Attainment in Less Developed Areas

The nexus between funding tertiary institutions and goal attainment is a multifaceted relationship that significantly influences educational outcomes, economic development, and social progress (Olaniyan, 2008; Ajayi and Afolabi, 2016). The interplay between funding and the attainment of goals in tertiary education is critical. Institutions that are well-funded are better positioned to provide high-quality education, foster research and innovation, support diverse student populations, and engage

meaningfully with their communities. Thus, investing in tertiary institutions is not just an educational commitment but also a strategic approach to achieving broader economic and social objectives (Halidu, 2015; Famurewa, 2014). Funding plays a crucial role in the attainment of educational goals in tertiary institutions, especially in less developed areas (Akanbi and Ishola, 2020; Okolajie, 2015). Some authors and international organizations have identified several key areas of influence of funding on achieving tertiary education goals (Iweala, 2011; Ajayi and Afolabi, 2016; World Bank, 2020). These areas include:

1. Quality of Education: the quality of education provided, enabling students support services, such as counseling, mentoring, and career services, enhances the overall student experience. For personal development and can lead to improved graduation rates and job placements.

2. Access and Inclusivity: Sufficient funding enables institutions to offer scholarships, financial aid groups. This inclusivity contributes to diverse perspectives and, and service-learning initiatives, aligning their goals with international tuition fees and cultural exchange.

3. Infrastructure Development: Adequate funding is essential for building and maintaining physical infrastructure, such as classrooms laboratories, libraries, and technology facilities. Poor infrastructure can hinder the quality of education and limit access to resources.

4. Access to Resources: Funding enables institutions to provide essential educational resources, including textbooks, online materials, and technological tools. This is particularly important in less developed areas where resources may be scarce.

5. Quality of Instruction: Sufficient financial resources allow institutions to attract and retain qualified faculty members. Well-trained educators are vital for delivering high-quality education and can significantly impact student learning outcomes.

6. Student Support Services: Funding supports various student services, including counseling, mentorship, and academic advising. These services are critical for helping diverse student populations navigate their educational journeys and achieve success.

7. Research and Innovation: Additional funding can facilitate research opportunities and innovation initiatives within tertiary institutions. This not only enhances the institution's reputation but also contributes to local and regional development through applied research that addresses community needs.

8. Economic and Community Engagement: With adequate funding, institutions can develop programs that engage with local communities, providing training and support that align with regional economic needs. This helps create a skilled workforce that can contribute to local economies.

9. Scholarships and Financial Aid: Funding allows for the creation of scholarship programmes and financial aid that can help lower-income students access higher education. Reducing financial barriers is essential for increasing enrollment and retention rates in less developed areas.

10. Sustainability and Growth: Consistent funding enables institutions to plan for long-term growth and sustainability. This includes developing new programs, expanding existing ones, and continuously improving the quality of education offered.

11. Equity and Inclusion: Proper funding can promote equity by addressing disparities in access and support for marginalized groups. This ensures that diverse populations have opportunities to succeed in higher education. Therefore, funding is a pivotal factor in enabling tertiary institutions in less developed areas to meet educational goals from infrastructure and resource availability to student support and community engagement, ultimately influencing the broader socio-economic development of the region.

3.0 Theoretical Framework

This study's theoretical framework is based on the Resource Mobilization theory, developed by McCarthy and Zald in 1979. It suggests that group action is successful through effective resource mobilization and equal opportunity for all members. The theory assumes individuals weigh the costs and benefits of participation before acting, and suggests that progress in achieving organizational goals is influenced by long-term resource changes. Resource mobilization theory emphasizes that decision-making in an organization is rational, based on individual costs and benefits, rather than psychological predispositions (Klandermans, 2014). It explains how organizations mobilize resources from within and outside the organization to achieve goals. The theory argues that organizations succeed through effective resource mobilization and the development of political opportunities for members. It also suggests that organizations with powerless or resource-poor resources require external support and funding. This theory is relevant to the study as it explains the need for rationality in resource mobilization and emphasizes equality among competitive uses. In schools, administrators should seek resources from external entities to ensure effective resource mobilization (Fuchs, 2006; Ojo, 2016). The theory emphasizes the

importance of cooperation between school administrators and teachers in mobilizing financial resources, as limited resources necessitate prudent use. This cooperation can help achieve goal attainment by minimizing resource wastage and achieving prudent financial resource mobilization.

4.0 Higher Education Institutions in Bayelsa State

Bayelsa State have eight (8) tertiary institutions all funded by the State government. There are two conventional universities (The Niger Delta University, Wilberforce Island, and University of Africa, Toru-orua), a Specialized university (Bayelsa Medical University, Yenagoa), one Polytechnics (Bayelsa State Polytechnic, Alaibiri), one College of Education (Issac Jasper Boro College of Education, Sagbama), others include the International Institute of Tourism and Hospitality, Elebele, College of Health Technology, Otuogidi, and the Bayelsa State Maritime Academy, Okpoma, Brass. Though, established by different governments, but in line with the goals and objectives of the National Policy on Education and the cardinal values of higher education institutions in Nigeria, the various institutions are structured to attain the following objectives which are in line with the objectives of National Policy on Education:

- the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies;
- the development of the intellectual capacities of individuals to understand and appreciate environment;
- the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;

- The acquisition of an overview of the local and external environments.
- Enculturation and progressively equipping the individual, the socio-cultural skills that should enable one to fit neatly into ones immediate society.
- Acculturation, progressive exposure to outside influence from which one can intelligently borrow from to expand the horizon provided by ones immediate society.
- Intellectual skill acquisition, for the pursuit of self-development through the acquisition of knowledge in a variety of forms and by a variety of means.
- According to Ojo (2016), the primary aim of the tertiary institution is to awaken or quicken the human potentials. These potentials are developed through:
 - Affective traits development, progressively improving on the imbibe attitudes, values, and other behavioral traits that facilitate ones relationships with fellow human beings as well as ones capacity for continuous self-employment.
 - Manipulative and psychomotor skills development, progressively awakening the physical powers of the
 - individual, and progressively working towards a perfect coordination of activities of the body with those of the mind.
 - Inculcation of lifelong learning skills (also called learning-to-learn skills), a constellation of activities, habits, mind-set, etc. that predispose one to develop the spirit of inquiry and a perpetual thirst for knowledge.

4.1. The Need for Continuous Funding of Higher Education Institutions for Goal Attainment in Bayelsa State

The continuous funding of higher education institutions in Bayelsa State is essential for following reasons:

1. **Provision of Quality Education:** Adequate funding ensures that institutions can provide quality education, including up-to-date facilities, resources, and qualified personnel to meet the demands of the job market.

2. **Research and Innovation:** Higher education institutions play a vital role in research and innovation. Continuous funding supports research initiatives that can lead to technological advancements and solutions to local and global challenges, needs to leverage innovation for growth.

3. **Access and Inclusivity:** Increased funding can help improve access to higher education for underrepresented groups, including women and rural populations. Scholarships, grants, and infrastructure development can make higher education more inclusive for such groups.

4. **Economic Growth:** A well-funded higher education system contributes to the economy by creating a skilled workforce that can drive productivity and competitiveness. Graduates from these institutions are essential for various sectors, including healthcare, engineering, technology, and education.

5. **Addressing Educational Inequalities:** Continued investment can help mitigate disparities in educational quality between urban and rural institutions, thus promoting a more equitable education system.

6. **Global Competitiveness:** As globalization intensifies, countries with strong higher education systems tend to perform better in the global economy. Continuous funding helps

Nigeria enhance its higher education sector to compete internationally.

7. **Sustainability:** Institutions require stable funding sources to plan for the long term. This includes maintaining infrastructure, hiring staff, and implementing programs that align with national development goals.

8. **Curriculum Development:** Ongoing funding allows for the regular updating of curricula to reflect current trends and technologies, ensuring that graduates are well-prepared for the evolving job market. Therefore, continuous funding for higher education is critical for goal attainment in Bayelsa State, as it supports quality education, research, economic development, and social equity. It is an investment in the State's future and long-term sustainability.

4.2. Bayelsa State Government Funding of Higher Education Institutions: Key Areas of Intervention

i. Salaries and Allowances of Personnel:

Government funding of salaries and allowances for tertiary education staff is a critical aspect of maintaining the quality and stability of the education sector in Nigeria in general and Bayelsa State in particular. Adequate compensation is necessary to attract and retain qualified educators and researchers, which directly impacts the overall effectiveness of institutions. Inadequate funding can lead to delayed salary payments, reduced morale among staff, and ultimately affect the quality of education provided to students (Olaniyan, 2008). Therefore, ensuring sustainable funding models for salaries and allowances is crucial for the long-term viability of tertiary education in the State. On the other hand, when salaries and allowances are delayed or insufficient, it affects staff morale and productivity, which in turn impacts the quality of education and services provided to students (World Bank, 2020). Nigeria in general frequent industrial actions by

university and other tertiary institutions staff unions, often due to unpaid salaries or poor working conditions, and this disrupts academic calendars and hinders students' educational progress. Therefore, consistent and transparent funding models are essential to ensure that institutions in the State can meet their operational costs and invest in infrastructure and resources. In conclusion, addressing the funding of salaries and allowances for tertiary education staff is essential for nurturing a robust higher education ecosystem that can support national development and foster socio-economic growth in Bayelsa State in particular and Nigeria in general.

ii. Staff welfare programmes

The second key area of government funding intervention in the tertiary education in Bayelsa state is staff welfare and development. Staff welfare and development programmes are essential for fostering a positive work environment, enhancing staff satisfaction, and improving overall institutional performance. Implementing welfare and development programmes can enhance staff morale, retention, and overall effectiveness, ultimately leading to improved educational outcomes for students (Uche, 2022; World Bank, 2018). These programmes include regular workshops, seminars, courses, conferences, certifications, mentorship, and access to resources, flexible working hours, achievements, incentives, open communication, surveys, promotions, and sponsorship for advanced degrees or specialized training.

iii. Provision of High Standard in the Teaching and Learning Facilities

To maintain a high standard in the quality of teaching and learning high quality facilities are required. In most cases individual institutions do not have the financial capacity to provide these facilities and thus rely on the government to

provide them (Adeleke and Ojo, 2021). Several key factors are considered for need to make available high quality school facility for teaching and learning. For example, to enhance the learning experience, educational institutions should maintain modern facilities, incorporate advanced technologies, ensure accessibility for all students, and offer robust support services. Faculty should receive ongoing training and feedback to improve teaching methods

iv. Research and Development:

An essential component of innovation is research and development (R&D), which focuses on both creating new goods and services and refining already-existing ones. Research activity remains a cardinal component of higher education institutions. Its importance to the development of society cannot be underestimated. Cutting edge research breakthroughs are results of rigorous research. However, research activities often implies large amount of money. Government intervention is usually required in this area of institution management. Innovation is fueled by R&D, which helps businesses remain competitive in their market (Akanbi and Ishola, 2020). It enables businesses and society generally to resolve challenging problems, which may result in innovations. Through the development of new sectors and the creation of jobs, R&D advances a given economy.

4.3. Challenges of Funding Tertiary Education for Goal Attainment in Bayelsa State

Funding tertiary education in Bayelsa State faces several challenges that impact on goal attainment. Here are some key issues:

1. Economic Constraints: Nigeria's economic challenges, including fluctuating oil prices and inflation, limit the government's ability to invest

- adequately in education. This puts pressure on universities to raise funds through tuition fees, further limiting access for students from low-income backgrounds.
2. **Tuition Fees and Financial increased tuition fees.** This can deter potential students, particularly those from economically disadvantaged backgrounds, thereby limiting access and equity in higher education.
 3. **Inequitable Distribution of Funds:** There are disparities in funding across different regions and institutions in Bayelsa state, often favoring established and urban universities over remote and emerging ones. This inequity can hinder overall educational development in less favored areas.
 4. **Corruption and Mismanagement:** Issues of corruption and misallocation of funds further exacerbate funding problems. Limited oversight can lead to funds not being utilized effectively for their intended purposes.
 5. **Lack of Financial Accountability:** Universities may lack the financial management systems needed to ensure transparency and accountability in the use of funds, which can erode trust among stakeholders and potential investors.
 6. **Limited Research Funding:** There is a significant gap in funding for research initiatives, which can inhibit academic growth and innovation within Nigerian universities, affecting their global competitiveness.
 7. **High Operational Costs:** Rising operational costs, including maintenance of facilities and payment of staff salaries, strain the financial capabilities of institutions. When these costs are not met, it affects the quality of education provided.
 8. **Impact of Global Trends:** Global shifts, such as online education and technological advancements, require financial investments that many institutions are unable to afford, putting them at a disadvantage in the evolving educational landscape.
 9. **High number of Tertiary Education Institutions in the State:** The high number of tertiary institutions in Bayelsa state presents a significant challenge to adequate funding with over 8 tertiary institutions, the allocation of resources becomes spread thin. The distribution of the government's education budget among numerous institutions is one of the major funding challenges all tertiary institutions face in Bayelsa State. With a population of about two million people only, the state government takes responsibility for funding eight higher institutions with a large number of academic and non-academic staff on the payroll of the state government. This has resulted in inadequate funding for each institution in the State. Many of these institutions require substantial investment in infrastructure, such as classrooms, laboratories, and libraries. With limited funds, prioritizing these needs becomes easier. However, insufficient funding affects the quality of education, making it challenging for institutions to hire qualified staff, maintain facilities, and provide necessary materials for students. Due to the several institutions vying for the same few funds, tertiary schools frequently require assistance in securing financing for research projects that are essential for innovation and development.

10. The Subvention Policy: The subvention policy in Nigeria's tertiary education sector plays a crucial role in funding and supporting universities, polytechnics, and colleges of education. This policy aims to provide financial assistance to these institutions to ensure they can maintain quality education and achieve their stated goals. The Bayelsa State government through its subvention policy allocates funds to tertiary institutions to cover operational costs, salaries, and infrastructure development. This funding is essential for maintaining academic standards and providing necessary resources for students and staff. One major challenge of the subvention policy is the inconsistency in government funding. It sometimes leads to delays or reductions in budget allocations to institutions thus disrupt operations and have negatively impacted the attainment of institutional goals in Bayelsa State. In the same vein, institutions in the State often become overly reliant on government subventions, limiting their ability to diversify funding sources or engage in entrepreneurial activities.

4.4. Prospects of Funding Higher Education Institutions in Bayelsa State

The subvention policy and its impact on goal attainment are significant, as they enable institutions to provide quality education, facilitate research, and contribute to socio-economic development. However, for the policy to be more effective there needs to be consistent funding, transparency in allocation, and a focus on diversifying revenue sources for educational institutions. In the same vein, it is crucial for the Bayelsa State government to enhance transparency, efficiency, and accountability in the education budget process.

The government is also engaging stakeholders, such as civil society organizations and international partners, for effective allocation of funds to meet educational goals. Despite the subvention policy, the government is poised to increase funding to allow more students to access higher education by the introduction of the student's loan facility, also improves staff hiring, facility maintenance, and technology investment through funding of research proposals.

The creation of the Educational Developing Trust Fund (EDTF) by the Bayelsa State government is a bold move meant to solve various issues and enhance the state's owned educational institutions and infrastructure in these institutions.

Recommendation

The following recommendations were made:

1. The management of higher institutions should continue to search for alternate means of funding in order to remain less dependent on Government allocations.
2. Stakeholders in the higher education should engage financial experts in order to ensure effective allocation of the available fund to optimize tertiary education goal attainment.
3. Policies and stringent measures should be taken to ensure that allocated funds are utilization appropriately.

Conclusion

Tertiary institutions serve as vital engines for achieving educational, economic, and social goals. Their impact extends beyond the individual to the community and society at large, making them essential partners in sustainable development and progress. However, funding is a pivotal factor in enabling tertiary institutions in less developed areas to meet educational goals from infrastructure and resource availability to student support and

community engagement, ultimately influencing the broader socio-economic development of an area. Thus, there is a relationship between funding and tertiary institutions' attainment of goals. The interplay between funding and the attainment of goals in tertiary education is critical. Institutions that are well-funded are better positioned to provide high-quality education, foster research and innovation, support diverse student populations, and engage meaningfully with their communities. Thus, investing in tertiary institutions is not just an educational commitment but also a strategic approach to achieving broader economic and social objectives. However, findings of the study indicate that there are several challenges facing the funding of tertiary education in Bayelsa state. Addressing these challenges requires a concerted effort from the government, private sector, and international community to create a sustainable funding model that ensures equitable access to quality higher education for all Bayelsans.

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