



# Lecturers' Perception of Government Investment in Education and Institutional Effectiveness in Cross River State

**Francisca Nonyelum Odigwe<sup>i</sup>**

Department of Educational Administration and Planning  
University of Calabar, Nigeria  
[francaodigwe@yahoo.com](mailto:francaodigwe@yahoo.com)

**Ikpi. I. Okoi<sup>ii</sup>**

Department of Educational Administration and Planning  
University of Calabar, Nigeria  
[ikpi.okoi@yahoo.com](mailto:ikpi.okoi@yahoo.com)

---

## Abstract

Institutional effectiveness is regarded as essentially the process in which all students acquire basic skills and other desired behaviour within and through the school system. This study explored lecturers' perception of government investment in education and institutional effectiveness in universities in Cross River State, Nigeria. Two research questions were stated to guide the study. Survey research design was adopted. The population of the study comprised 1,851 academic staff within the University of Calabar and Cross River University of Technology. Stratified and simple random sampling technique was used. A sample size of two hundred lecturers was selected. Questionnaire titled: Lecturers' perception of government investment in education and institutional effectiveness (LPGIEIEQ) was used for data collection. Reliability coefficients of 0.63 and 0.71 were obtained using Cronbach alpha. Descriptive statistics was used for data analysis. The findings revealed that lecturer's perception of government investment in education in terms of ICT resources and entrepreneurship education and institutional effectiveness was within average. It was therefore recommended that government should increase investment in education particularly in order for students to acquire appropriate skills and for the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society.

**Keywords:** Investment In Education, Institutional Effectiveness, Manpower Development.

Reference to this paper should be made as follows:

Odigwe, F. N., & Okoi, I. I. (2018). Lecturers' Perception of Government Investment in Education and Institutional Effectiveness in Cross River State. *International Journal of Scientific Research in Education*, 11(5), 921-927. Retrieved [DATE] from <http://www.ij sre.com>.

## INTRODUCTION

Every organization, schools inclusive, is set up with specific objectives and also for particular goals. The degree of success of each organization is determined by how well the set objectives and goals are achieved or met. The schools productivity or performance is a function of its effectiveness and the effectiveness of a school helps determine what happens in each classroom. Oguntimehin and Opoola (2013), Hoy and Miskel (2001) argued that a school is deemed as effective if the outcome of its activities meets or exceeds its goals. The goals set should be reflective of students' academic ability. It is no surprise, therefore that academic emphasis and frequent monitoring of students' academic progress have been viewed as important correlates of an effective school.

Education is regarded as an important agent of change due to its role in social, economic, political and technological development. For instance, China has been able to build herself into one of the strongest economic powers in the world (at present) because of her quality education. The effectiveness of the school in knowledge building and impacting therefore appears to have a great consequence in the development of any nation.

One of the functions of the government of any nation, Nigeria inclusive, is the provision of quality education for its citizens. The quality of education provided in any particular nation reflects greatly in the effectiveness of her schools. Ineffective schools are not likely to deliver quality education (Okoi, 2007).

The inability of Nigerian Universities to function effectively is the result of lack of inadequate investment in education over the years. According to Okoroma (2015), these inadequacies have resulted in the current face up between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria. The ASUU advocates that the recommendation of the United Nations Educational Scientific and Cultural Organisations (UNESCO) that a minimum of 26% of the annual budget of member nations be allocated to education and be implemented in Nigeria. This situation is presently paratactic with all infrastructures in the system almost grounded. Education has consistently received allocations far below the minimum 26% of national budget recommended by UNESCO, despite phenomenal increases in the nation's Gross Domestic Product (GDP) since 2000. Adenipekun (2009) stated that the Federal Government had earlier initiated action plans to increase tertiary education funding which never materialized. He made it clear that over the years, the funding of tertiary institutions has been grossly inadequate because the allocation from the federal and state governments fell far short of what is actually required.

A justification for an increase in the funding of education has been driven home with a comparative analysis of what obtains in other developing countries. A comparative data published widely in the media not long ago, showed that Nigeria spends less than nine percent (9%) of its annual budget on educe compared to smaller nations like Swaziland 24.6% Lesotho 17.0%, South Africa 25.8% Cote d' Ivoire 30.0%, Burkina Faso 16.8%, Ghana, 31%, Uganda 27.0% Oguntimehin and Opoola (2013) Investment is defined by the World Bank (2004) as the outlays made by individuals, firms, or government to add to their capital to ensure growth in every economy, it is assumed that people with more education earn more than people with less education, if based on variables like type of job, salary structure and educational qualification. The cost incurred by the individual in acquiring education constitutes an investment in their future earning capacity. Investment in education does not only transform people into capital, it imparts knowledge and skills, transforms human behavioural patterns, and shapes and develops personal attributes positively.

Investment in education is said to bring both "internal" and "external" benefits. According to AB Organization (2008), the most glaring characteristic of educational investment is externality. According to this organization, the external benefits of education lie

in the enhanced social and cultural climate, and the widening of the individuals intellectual horizon.

Investment in education is an important element of human endeavour that leads to human capital development, which produces skill and values embodied in individuals to stimulate resourcefulness and increase productivity. Developing human capital is a process towards sustaining economic growth to reduce poverty and improve productivity. According to Eluwa (2007), human capital development requires huge investment in education. Consequently, investment in education is not only seen as essential for poverty reduction but supports the supply of essential human capital. Investment in education therefore, has direct and indirect benefits on individuals and the society. It has direct benefits towards improving productivity and earnings; and the indirect benefits are seen on individual and stirring progressive changes on individual's attitude towards work, society, and the environment.

This study considered lecturers' perception of government investment in education, in terms of ICT resources and entrepreneurship education. Government investment in information and communication technology (ICT) plays a vital role in institutional effectiveness. ICT in the context of this paper is the capability and capacity to use electronic means to input, process, communicate, utilize and store processed information. It is used by teachers to enhance and improve the teaching-learning process. According to Agwumezie (1999) resources are the teaching-learning components that stimulate a learner and brings about the understanding of the curriculum content of any programme. Thus, ICT resources are the important tools required for the implementation of curriculum content of any educational programme. The ICT resources include hardware, software and telecommunications facilities, personal computers, scanners, digital camera, phones, faxes, modem, teleconferencing, compact disk, digital video disk player, recorders, radio, television and their programmes (Onah & Okoro, 2010).

The federal government of Nigeria has made some frantic efforts to enhance ICT resources for teaching-learning in its educational institutions. Two of such efforts are: (1) partnering with AfriHub-Zinox to provide ICT sustainable interaction, and (2) the commissioned Digital Awareness Programme (DAP) in tertiary institutions in Nigeria (Nudukwe, 2007). These programme efforts are involved in the provision of ICT resources in as many educational institutions as possible across Nigeria. The provision of adequate and appropriate ICT aided learning experiences will generate effective and meaningful learning requirements sufficient for the implementation of laudable educational programmes (Ugwuanyi, 2012). Regrettably, many tertiary institutions in Nigeria are not beneficiaries of the government partnership programmes due to poor funding.

The limited ICT entrepreneurship skills no doubt are no doubt the foremost contributing factor to the problem of unemployment of graduates and youth in Nigeria (Adebisi & Oni, 2012). The commonness of graduates and youths unemployment has persistently been attributed to the educational systems and programmes operated during the pre and post-independence era in the Nigeria. The programmes during these periods emphasised liberal education rather than acquisition of vocational skills. Vocational skills would have equips school leavers and graduates with better employment opportunities. Similarly, the Development Policy Research Unit of the Federal Ministry of Economic Development (DPRU, 2007) posited that many graduates and youths are unemployed because they chose the wrong career or fields of study, the quality of Nigeria's education is not up to standard to carry on an effective and reliant career path, and others lack soft skills and their expectation are often too high. According to the Nigerian National University Commission, entrepreneurial studies are out to make students and other beneficiaries to think creatively and to work towards job creation during and after their graduation from the university.

According to Nnadi (2012), entrepreneurship education will help the Nigerian youth to achieve the well cherished desire which is a transition from school to work to earn a living. He added that in discussing the role of curriculum in creating the entrepreneurial generation at all levels of school, it will prepare the youth to be responsible and enterprising individuals who will become entrepreneurs or entrepreneurial thinkers in order to contribute to economic development and sustainable communities.

Education is essential for national development, and it is also regarded as the only instrument through which individuals and society can be evenly transformed if adequately funded. Education as an outstanding factor in any transition programme, equips the human resources of any nation with the needed knowledge, skills and competencies that would make individuals functional and they can contribute to the all-round development of the nation. It is against this background that this study aims to determining lecturers' perception of government investment in education and institutional effectiveness in Universities in Cross River State.

Generally, the purpose of university education is to improve the lives of students and people who received it through knowledge and skills. The most valuable education for learners and for society is built on skills acquisition and emphasize is on usefulness, relevance and their practical expectations. But it is unfortunate to indicate that most institutions have failed in their function toward equipping the recipients with instruction that will make them relevant to their society.

These issues have caused institutions in Cross River State to be operating below a standard that could enhance good productivity as a result of inadequate investment in education. The expectation of stakeholders is that students in their schools should excel in academics and also gain employment after graduation in order to complement the huge finances invested on them. This has been the worry of most researchers, parents, school administrators and government. But the situation has been worsened by the mass production of graduates and school leavers without any commensurate arrangement for their gainful employment. The rationale for this study is therefore to examine; to what extent lecturers' perception of government investment in education relate with institutional effectiveness in Cross River State?

## **Research Questions**

The following questions were stated to direct the study:

- What is the level of lecturers' perception of government investment in ICT resources and institutional effectiveness?
- What is the level of lecturers' perception of government investment in entrepreneurship education and institutional effectiveness?

## **METHODOLOGY**

This study adopts survey design. The population of the study consisted of one thousand eight hundred and fifty one (1,851) academic staff within University of Calabar and Cross River University of Technology. Stratified and simple random sampling technique was used. A sample size of two hundred lecturers was selected for the study. A Questionnaire titled "lecturers' perception of government. Investment and institutional effectiveness" (LPGIEIEQ) was used for data collection. Reliability coefficients of 0.63 and 0.71 were obtained using Cronbach alpha. The questionnaire was designed using the 4-point Likert

scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The questionnaire contains 18 items, six for each variable.

## RESULTS

**Research Question One:** What is the level of lecturers' perception of government investment in ICT resources and institutional effectiveness?

Table 1: Mean responses of respondents on lecturer's perception of government investment in education in term of ICT resources

S/N	Items	X	SD	Decision
1.	Government usually provides ICT facilities to the institution at subsidized rate.	4.43	0.52	Agreed
2.	You can access ICT facilities in your school regularly	1.02	0.42	Disagreed
3.	Most ICT facilities used in the school are obsolete.	1.21	0.13	Disagreed
4.	There is always an appeal for donations of ICT facilities in your school.	0.39	0.27	Disagreed
5.	Students pay less for ICT facilities provided by the government.	4.31	0.31	Agreed
6.	You benefitted from government intervention programme on ICT for staff	3.09	0.33	Agreed
<b>Grand mean</b>		<b>2.86</b>	<b>1.31</b>	

Table 1 revealed lecturers' perception of government investment in education in terms of ICT resources. Three items had mean responses of between 4.43 and 3.09 signifying that the respondents also showed low perception on item 2, 3, 4 with a low mean score of 1.21 and a standard deviation of 0.13 when compared with the average mean.

**Research Question Two:** What is the level of lecturers' perception of government investment in entrepreneurship education and institutional effectiveness?

Table 2: Mean responses of respondents on lecturer's perception of government investment in education in term of entrepreneurship education.

S/N	Items	X	SD	Decision
1.	Entrepreneurship programmes are organized regularly in the school	3.42	1.26	Agreed
2.	New programmes are established for your Universities.	3.26	1.43	Agreed
3.	Entrepreneurship activities are usually not well coordinated	1.31	0.31	Disagreed
4.	School administrators usually provide money in encouraging creative activities	3.61	1.21	Agreed
5.	Government subsidized entrepreneurship programme for staff.	3.28	1.13	Agreed
6.	My institution hardly creates good avenues for sponsorship programmes in entrepreneurship.	3.48	1.26	Agreed
<b>Grand Mean</b>		<b>2.96</b>	<b>1.18</b>	

Table 2 also revealed that with the grand means of 2.96 and 1.18 standard deviation responses above the average scores were agreed. While responses below the average mean were disagreed. The implication of this table is that lecturers' perception of government investment in education in terms of entrepreneurship education is high

## DISCUSSION

With regard to question one, the result showed that lecturers perception of government investment in education in terms of ICT resources showed a high perception in 3 items while also responses showed a low perception in 3 items when compared with the average mean.

The implication of this result is that the state of ICT resources in Universities of Cross River State is not totally encouraging.

The study also showed that the prospects for ICT resources in our digitally driven campus are still bleak. This is a major reason why our universities are not effective in producing students with good competencies and skills in ICT resources. This is why the government must endeavour to make ICT resources available and accessible to institutions. These findings are in agreement with those of Agwumezie (1997) who posited that ICT resources are the ingredients that stimulate learners, which will bring about the understanding of the curriculum content of any programme. ICT resources are the most important tools that are needed for the effective implementation of curriculum content.

The result of research question 2 also showed a moderate perception on the part of the lecturers on government investment in education in terms of entrepreneurship education and university effectiveness. The implication of this result is that there is the need to achieve a better entrepreneurial skill and abilities in order for students to contribute to the development of the society. The result of this study also showed that some lecturers disagreed with some items, which showed that lack of entrepreneurial skills is no doubt a contributing factor to the problem of unemployment in Nigeria. This calls for an increased investment by government in this direction. It is based on this that the result showed that entrepreneurship education is out to make beneficiaries think creatively about job creation and the understanding of it during their undergraduate days and thereafter.

## **CONCLUSION**

From this study, the researcher concluded that presently the Internet is at the core of ICT, which offers limitless access to diverse information, and entrepreneurial education is necessary for the development of the individual to guarantee meaningful contribution to the growth and development of society. There is need for increased government investment in education in all its ramifications.

## **Recommendations**

- Government should increase investment in education in order for students to acquire appropriate skills and development of mental, physical and social abilities and competencies to equip them for life and to contribute to the development of the society.
- Government should increase investment in education in order to reposition and transform education especially tertiary institutions toward the entrepreneurial drive for job creation, and global competitiveness of Nigerian graduates.

## **REFERENCES**

- AB Organization (2008). Education investment in developing countries. Retrieved from <http://ortho.net;tyblogspot.com/nos/12education-at-investment-in-developing.html>.
- Adenipekun, O. (2009). Federal Government Initiates action plan to increase funding of tertiary education Weekly. Vanguard, p.41.
- Arinze, I. (2015). The structure and curriculum of education in Nigeria and Afghanistan. The official website.
- Eluwa, C. F. (2007). Education practiced and learning process: A handbook on school administration: Benedict Press.

- Hoy, W. K., & Mickel, C. G. (2001). *Educational administration, theory, research and practice, 6<sup>th</sup> edition*. New York: McGraw Hill.
- Koka, A. (2013). Investing in science, vocational and technical education: The emerging challenges.
- Komala, D. (2005). *Co-curriculum helps students develop their individual personalities*, Pendidik, No. 18, 2005.
- Lim, H. (2006). An effective leader, the star, 13<sup>th</sup> July, 2006.
- Ndukwe, C. I. (2007). *Instructional strategies in business education*. Awka: Ikenga Publishers.
- Nnachi, C. (2012). Embedding entrepreneurship into school education for job creation and self-reliance. Retrieved from [www.africaec.org/presentation/bay](http://www.africaec.org/presentation/bay).
- Ojukwu, K. & Ojukwu, F. K. (2006). *The secretarial studies and office information technology*. Kaduna: Euneeks & Associates.
- Oguntimehim, Y. A., & Opoola, A. O. (2013). Strengthening School Effectiveness Characteristics for High Quality System. *Journal of Capital Development in Behaviourial Science*, 1(1), 21-27.
- Okoi, I. I. (2007). Staff development programs and teachers productivity in secondary schools in Central Senatorial District M.Ed. unpublished thesis, University of Calabar, Calabar.
- Okoroma, N. S. (2015). University Education in Nigeria and Funding Problems. *IJERD*, 1(2) 16-27.
- Onah, B. I., & Okoro, F. (2010). Strategies for enhancing the accessibility and use of information and communication technology in the colleges of education in Enugu state of Nigeria, *Nigeria vocational journals*, 14(2), 104-114
- Ugwuanyi, M. O., & Eze, M. E. (2007). An assessment of the educational resources available for implementing the mandates of secretarial studies programme in Nigeria polytechnics. *Business Education Journal*, 6(2), 198-208.
- UNESCO (2005). *Financing education investments and returns*. Montreal: UNESCO.
- World Bank (2004). How Have the World's Poorest Fared Since the Early 1980s? *World Bank Research Observer*, 19(2), 141-70.

 © JSRE

---

<sup>i</sup> **Dr. Francisca Nonyelum Odigwe** is a lecturer in the Department of Educational Administration and Planning, University of Calabar, Nigeria. She can be reached via email at [francaodigwe@yahoo.com](mailto:francaodigwe@yahoo.com).

<sup>ii</sup> **Dr. Ikpi. I. Okoi** is of the Department of Educational Administration and Planning, Faculty of Education, University of Calabar, Nigeria. He can be reached via email at [ikpi.okoi@yahoo.com](mailto:ikpi.okoi@yahoo.com).