JOURNAL OF ASSOCIATION OF EDUCATIONAL MANAGEMENT AND POLICY PRACTITIONERS

(JAEMPP)
https://aemapp.org/journals
Volume 3 Issue 1, 2024

DIVERSIFICATION AS A PARADIGM SHIFT IN EDUCATIONAL FINANCING: RATIONAL IMPERATIVE

Asor, Love Joseph; Erim Costly Manyo & Augustine Abuokwen

Abstract

This paper discussed the concept of diversification as a paradigm shift from the normal inadequate local, state and federal educational allocation, lack of qualified manpower, dilapidated infrastructures. The plans of stopping educational funding as well as the agitation to increase tuition fee in Nigeria calls for diversification or shift in educational financing: rational imperative. Therefore, the paper highlighted the various community resources that can be utilized as a process of enlarging or expanding to the untapped resources for educational financing as a rational imperative. The paper called for a search into the communities, states, regions and nations where these educational institutions are located for resources to augment the slim or inadequate resource allocation. Reason being that every community where these institutions are located, there are abundance of these classes of resources for diversification or a shift for educational financing. Types of resources, prospects and factors that could militate against utilization of such resources for diversification were highlighted.

Introduction

Diversification is a paradigm shift, a process of enlarging, expanding or spreading tentacles towards financing education by looking into the communities in search of the untapped resources for educational financing. This is very necessary because the current agitation to stop the funding of school, (the Nigeria Guardian's News, 2023). This calls for diversification.

There are different approaches to diversification such as concentric, horizontal and conglomerate diversification. There are types, factors, objectives, benefits, purposes and methods of diversification as a shift in educational financing. Therefore, a close and detailed attention to each minute's aspects cannot be done in this paper because of the size of the chapter. We shall however restrict the content to a few salient areas that would contribute so much to financing education.

There are pertinent reasons why institutions, are agitating for diversification or shift in educational financing. Agitating for diversification, simply speaks of a lookout for more avenues or ways of improving educational financing. No matter how adequate financial allocation could be, there is the need to still diversify or shift in financing education as a rational imperative.

Taking Adult Education as a focal point in specific terms, government investment in adult education programmes is just a mere pittance. The more obvious and practical obstacle to the progress in adult education is scarcity of educational resources; a more fundamental problem is the lack of infrastructural facilities. And the

worst of it all is: the poor financial allocation, lack of equity in educational resource distribution and the fact that education generally is not given the required priority. Nobody accepts responsibility for the poor performance of an otherwise well-conceived developmental tool.

It is on this premise that the paper suggests active diversification or a shift in financing education to enable augment the slim and inadequate educational resource distribution or allocation. Hence, the paper is suggesting a peep into the communities, states, regions where these institutions are located for different types of educational resources as a way of shifting from the normal.

Every state, region, nation or community is blessed with resources such as humans, natural, material, financial, institutional and organizational resources that can be tapped to support the inadequate financial supply.

Community Resources

Community resources are considered as rational imperative for financing education which refers to all the things found within and outside the educational or institutional locations that can be used to promote financing education. Asor and Beshel (2022), lends credence to this opinion as they state that community resources of various sorts that could be harnessed and used effectively to facilitate or expand and enrich educational services are found in every community. These resources are natural, material, human, institutional, organisational and financial resources.

Financial Resources

Financial resources are manufactured or printed and produced in a community that can be used as legal tender or for exchange of goods and services. According to Asor, Akpama and Erim (2021), financial resources are monetary inputs that are available for and expended on educational system. They are usually referred to production of human capital assets in the terms of educated manpower. They went further to define it as the cost of expenditure on education. However poor, the government, the people or community where these institutions are located may be, they are never entirely without resources. One must on the other hand be careful not to see a poor community as without resources. There are abundant financial resources such as their services, which can be tapped, their farm produced, their forest non-timber and timber resources from palm oil, fishes and the likes, can all be used as power for exchange of goods and services.

Natural Resources

These are the resources ordained and deposited by God, not man, in every community. According to Swanepoel and De Beer (2010), when they declared that natural resources are those resources provided by Mother Nature such as water, land and numerous other natural trees and animal in them. Even in locating or siting some departments, faculties and teaching, the physical features of a territory automatically call for the use of community natural resources.

Natural resources are all the different resources created by God found in the different communities. Asor, Erim and Akpama (2021) succinctly observed that

natural resources must usually be shared with others because as the river flows through other communities that is how it flows even to generations yet unborn. In support Swanepoel and De Beer in Asor, Akpama and Erim (2020) observed that if it were to be in Western world this same would be used as imperative sources of improving their economy not just educational system but in many ways. For example, tourist's attraction. Especially the highlands-mountains, hills, plateaux; lowlands such as valleys; and bodies of water such as rivers, streams and lakes. What rational imperative can be more rewarding than the real things available? These various resources and their locations can be turn into centres of attraction were people pay handsomely just to have a view. This is because a wealth of any country is dependent so much upon its natural resources. That is why many are tapping from our untapped natural resources of Nigeria to their advantage while the owners are rather empty in the midst of plenty.

Community Human Resources

Any parastatal that must grow would first of all see its human resources as a blessing rather than a curse. Asor and Ojuah (2020), supporting the opinion, declared that we quite often regard people as the reason for certain needs, we see them as part of the problem and from there it is easy to treat them as if they are the problem. Every project, programme and activity is largely people-centred and the main contention is that people are the world's greatest asset. Therefore, utilising them as a rational imperative for diversification or a shift in educational financing is very apt. And should be seen as a means as well as the end of any given task. Asor and Ojuah (2012) posited those human resources like villagers, voluntary associations, traditional institutions, well-meaning sons and daughters of the soil, and the government functionaries of the day can be employed to support. Elaborating further, Asor and Ojuah outlined what these human resources can do and has been able to do; built classroom blocks for school located within, been able to construct and maintained markets shop and market square, roads, jointly built halls, clear and maintained their streams, clear their farmland and cooperated in the cultivation and harvesting of crops. This implies that they can also go a long way to help.

Though, the use of technology with computer and robots today had replaced human resources. One thing is sure, any outfit, reform and agendas that does not consider human resources can only lead to a dead end because it is hardly possible to implement any meaningful project or curriculum without human resources.

Material Resources

Material or manufactured resources are all the resources that are made by human hand. They are the physical or items found in each community that can be put to use to support inadequate or low financial supply to educational programmes. Material resources are definitely more readily available; they are more versatile in the sense that they can be put into three categories. The first category comprises the basic physical facilities such as structures, fillings and fixtures that are usable. They could be classroom, lecture hall /auditoriums, administrative blocks, libraries, laboratories. The second category

has to do with instructional material and the third is the stationaries. All we need is to know whose permission must be sought for the use of such infrastructure. Therefore, for diversification or shift for educational financing, actually the availability and adequacy in quantity and quality of the material resources could make possible smooth operation and enhance effective financing. These material resources can also be used in teaching and for administrative conveniences.

Organisational Resources

Organisational resources are all the organisations, governmental agencies associations, clubs within and outside the community that can be used to support diversification or a shift for educational financing. This opinion is properly captured in the work of Ekong in Asor, Akpama and Erim (2021) where they succinctly observed that this organisational resources characterised our communities commonest of such organisation are community-based organisation (NGOs), governmental agencies, professional clubs, business organisations, farmer's co- operative society, women and men association, age grade and town unions.

Organisational resources in a community, on the other hand, is a process by which a community is mobilised to identify its needs or recognise its problem in the environment. Then develop the will to work as a team in meeting such needs or solving the problems in a very adequate way of bridging the gap between what is needed and what is available. In the same vain, organisation like Pastoral Resolve Education (PARE), Miryetil Allah castle Breeders Association of Nigeria (MACBAN), and Fulani Development Association of Nigeria (FULDAN), can contribute effectively towards nomadic education. Now that the federal government is talking about no more funding of tertiary institutions, it is really ideal rethinking about diversification to address the looming challenges.

Stressing further, Swanepoel and De Beer declares that no resources is of use if organisational resources are absent. That is why this resource is so important because societal structures and external structures influencing a society are very important organisational resources that make the use of all other resources possible.

Institutional Resources

These resource components are in every community, that can be effectively capitalise on for diversification of funding and teaching. These institutional resources are religious, economic, political, health and even the bank actually with effective partnering, affiliating and with the consent, of the authorities of these institution they can be used as diversification avenues. They can be used as accommodation, lecture rooms, sites for institutional teaching. Especially when teaching on how to leave together as a nation is taking the centre stage as we seek for unity as a way of improving basic life quality.

These societal structures both internal and external has significant influence on a society, hence these extraordinary resources must be identified and used. There are colleges, schools, campuses, department and units that are sited in some areas because the curriculum, courses or programmes, content and learning experiences that are systematically

organized based on what is available in the environment. More so, these resources can equally be used for educating student and promote teaching and learning. In every community where these institutions are located these resources of various sorts can be harnessed and used effectively to facilitate the study of some specified subject matter. Actually, these same resources can also be used to expand and enrich the learning experiences of student of all level.

Prospects of Community Resources Utilization

Diversification or a shift as a rational imperative, cannot be overemphasized, reason being that, since the financial allocation for every aspect of education is inadequate, and characterized with unequal distribution of resources, lack of infrastructural facilities. Therefore, there are countless prospects associated with adopting community resource utilization in diversifying educational financial as rational imperative. The communities where these institutions are sited is a large and functional laboratory of human interactions, production and consumption, services, and man- made phenomena of all kinds. A laboratory unreproducible even at a fantastic cost, where study trips can be undertaken with little expenses that cannot be equated to the gains. Edem in Asor Akpama and Erim (2014), Apart from the monetary resources that accrue from the use of those resources, learning takes place more easily. Concrete sources such as natural, material, institution and organizational resources clarify otherwise abstract ideas and introduce to student the exact nature of the subject matter being learned. Thus, better understanding of what is learned. Again, we gain more students interest, greater excitement is guaranteed and also facilitate teaching in the aspect of teachers. On the other hand, the community, the students and its environs would benefit from each other by bringing the school close to the people's door post. This would register in them the sense of ownership of the school. Relatedly, dynamics of success of any project lies in the empowerment that comes from taking ownership which comes by full involvement and participation in the social and economic processes.

Factors Militating Against Community Resource Utilization

Actually, so much is embedded and accrues from the communities and its environs, but some difficulties may be anticipated, because some phases of these communities where the schools or institutions are situated may be too sensitive to welcome people for fear of close scrutiny and study by the school management. As well as government policy, religion, political manipulation, negative social culture, Religion, Illiteracy, Ignorance, Government Policy and Poverty.

1. **Government Policy:** There is hardly any piece of land, water and air in Nigeria to which government has not laid claim of ownership. Therefore, tapping from it could constituted a problem. Actually, there is nothing like free land that is not owned by someone. For instance, Mr. Kufri who is an Economist narrated his discovery while serving as a cabinet member of the Katsina State Government in

1999 that open grazing was a key factor responsible for destroying vegetative cover in Northern Nigeria thereby causing desertification (Daily Trust, 2021). Government policy and the owners of the Land can constitute a barrier to how, when and why resources can be tapped. Infact, even while aircraft may fly over private lands in normal flight, most national laws protect the land owner. As long as an aircraft is flying in the National Airspace of some state, the law of the state is applicable. The fact that there is hardly any piece of space that is free, is already an existing factor that could militate.

2. **Culture:** land is known to be the main natural resources God has given to a community. It is used by them for cultivation and to supply their need for food, shelter and clothing. They use it as sites of values or sacred images were the dead are buried, as well as source of wealth and prestige because it can be used as collateral to obtain bank loans. Culture makes the person to see their land as a permanent sigh of identity, pride of ownership, these factors and considerations affect the utilization of the resources thereof. The issue of gender right in land tenure, women in the land and land ownership too can hinder successful programme in utilization of community resources. Since culture is accepted to mean a way of life of the people's belief.
3. **Religion:** Religion is simply an acceptable worship style by a people: Christianity, Islam and Traditional religion where people believe in a particular God, gods or deity they worship. In traditional religion it is regarded as a continuous interaction between their gods (sacred) and the society (profane) and in which every creation is held to have sacred soul matter (Ekong 2001). According to Ihejiamaizu (2002) in Support, said their benefit in witchcraft and Juju practice is still very strong. This makes it very difficult to utilize the resources, it implies that proper pre-planning is sincerely needed. For instance, in a community where the people are biased and against western education due to religion or faith. With such height of problem definitely utilizing their resources is not possible. Not because religious bigotry does not make room for effective utilization of community resources. Rather it's because generally education is not given or accorded the place or priority deserved. A minister for education with negative religious considerations for education may never allow enough fund allocation, or allow the use of the resources located in such communities.
4. **Political manipulation:** Political manipulation is one of the factors that could stand against utilization because politically some of these institutions are sited or located based on political process. The

choice of where and when to site or take off, of the programme is done politically. Asor and Beshel (2022) this is done in areas of policy formation, welfare consideration and long-range politics of education for the future. Stressing further, Undie (2022) asserts that politics involves the use and regulation of power, influence and authority in allocation of the things which people want, one should then be contented with the explanation that politics of education consists of the struggle among actors in allocation, governance and posing of conflicting desires of public issues. Actually, these has never produced answers to the numerous questions on the poor management standard of these institutions and the fallen standard of education. Politically, Bakassi was given over to the Cameroon. The airspace, water and land belong to government who does whatever she wishes with these resources. From the foregoing, there is no gain saying that political manipulation is not just a factor but a strong factor militating against community resource effective utilization.

5. **Negative Socio-Cultural Beliefs:** Some communities have observed some negative socio-cultural practices that can hinder the use of their resources. Their beliefs, values, attitude, norms and their rejection or resistance to innovation or change is detrimental to effective use of their resources as a shift diversification as a rational imperative.
6. **High Illiteracy Level:** An illiterate person does not know what education means. According to NTIA (2004) asserts that today, our educational system has produced hoodlums and hooligans in all level of graduation. Hence, an illiterate man in our communities termed not to understand the basic aim of our philosophy of education. Therefore, an illiterate man with his/her high level of illiteracy would oppose the effective use of the resources in his/her community, notwithstanding, the development of the land or nation at large. Niger Delta region is a clear example. There is an adage that says illiteracy is a disease, as such, no diseased community member can combine sound character with any form of intellectual maturity, sound judgment and cannot offer a complete support towards community resources utilization. Anytime, anywhere. Tapping from such resources remains a mirage.
7. **Violence and Conflict:** It's a terrible situation in communities and cities whereby violence and conflict has become the order of the day. This factor sometime is expressed in a horrific scale and extends to huge loss of lives, properties, most times, with many rendered homeless. Nobody, even those interested in establishing any institution can be discouraged. This factor too can hinder effective

utilization of resources that could help the issue of diversification or shift in educational financing. There are so many sources of violence, example chieftaincy tussle where over-ambitious and zealous individuals and group imposes a candidate or oneself on a community, regardless of the tradition or due processes involved. Recently, succession to the Obolship of Ekori ended up with a sharp division of the community that claimed hundreds of lives, destruction, and burning of houses and cars (Lyam, 2018).

8. **Ignorance:** Ignorance is a state of complete lack of knowledge or information of an issue on ground. According to Asor and Beshel (2022) ignorance can affect tremendously especially when the people don't acknowledge that establishing the school and situating it in their communities is an effort geared toward improving their standard of living. Ignorance promotes suspicion, misunderstanding and interpretation of issues. It misrepresents facts, mission, why, how, where, when and who? When such height of ignorance is manifested, it hinders the spirit of taking ownership of the project as well as hindering participation as such. The community would deliberately refuse to actively accept the utilization of their resources either because they are not enthusiastically conscious or ignorant of what benefits or outcome or fall out from the institution is for their interest.
9. **Poverty:** Poverty is a demoralizing concept which drags its victims into depressive state hence, making them very violent. It beclouds a people's sense of constructive and objective reasoning. It has driven many into so much social vices such as get-it-fast syndrome, kidnapping, child trafficking, ritual killings, internet fraud and the likes. A poverty-driven community will prefer to sell out their community resources instead of allowing it to be utilized for supporting educational financing. It is a terrible factor. Today that many are operating below poverty line, the slangs of *let the poor breath* is and its reaction paints a picture of how poverty can stop a project. The problem of poverty is multidimensional leading to crimes and criminals are in the increase, where by the vices earlier mentioned are gradually assuming their permanent posture in our society. As such, for any project to succeed in any aspect of life is not easy. Therefore, proper preparation and consultation should be taken into consideration if diversification or a shift in financing education in such a poverty-driven community is adhered to.

Conclusion

This chapter tries to make a case of financing education through diversification or a shift as a rational imperative due to the present pathetic or pitiable state of our educational system. We actually appreciate

government policies, but we are not too comfortable with the present state of the low funding level of schools, the plan to stop funding tertiary institutions and the purported agitation to increase tuition fees. To be candid, no matter how surplus the financial allocation to the educational institutions, courtesy still demands that we further look into the community for resources. Therefore, the paper has been able to highlight the fact that community resources can serve as a rational imperative to augment for the slim or inadequate resource allocation as a way of diversification or a shift from the normal that would serve as the greatest systematic avenue to achieve the desired result.

References

Asor, L. J. & Beshel, C. A. (2022). Fiancing sustainable development goal eleven in Cross River State, Nigeria. In Kester K. O, Momoh, A.M. & Sarumi A. B. Education and Working Class Citizens' Advancement and Wellness. Ibadan: Stirling-Horden Publishers Ltd.

Asor, L. J., Tawo, C. N., Ojong A. A. & Ojuah, M. U. (2019). Activities of Community – based association in the Provision of Educational facilities and rural development. *Lwati Journal of Contemporary Research 16(4, 54-62).*

Asor, L.J. & Ojuah, M. U. (2012). Utilization of community resources for facilitating adult learning. In M. U. Ojuah, E. Usang & R. B. Etor (Eds). *Perspective in Adult Education and Lifelong Learning*. Calabar: University printing press. (ISBN: 978-36245-0-4)

Federal Republic of Nigeria (2023). Federal government can no longer fund tertiary education. The Sun Voices of the Nation, Retrieved on the 14th of May, 2023 from https//sunnewsonline.com

Ihejiamaizu, E. C. (2016). Sociology of Nigeria rural society. Owerri: Scolars' Publishing Company.

Iyaba, L. (2023). Spike in tuition; Education gradually becoming a privilege. The guardian Nigeria News. guardian.ng

Kurfi, T. Y. (2021). Opening grazing: A failure of imagination. Monday 24 May 2:56:17 WAT.

Lyam, A. (2018). International boundaries and Communal Crisis in rural Underdevelopment. *International Journal of Social Science and Public Policy 4(2), 36 - 44*

Ntia, U.N. (2004). Evaluating the Nigerian curriculum, the ethical question and the need for development, education. The 5th Biennial International Conference of the World Council for Curriculum and Instruction (WCCI), University of Calabar, 26th – 30th October, 2004

Swanepoel, H & De Beer, F.C (2010) Community Development, Breaking the Circle of poverty. Cape Town: Jufa and Company Publishers.

JAEMAPP