

Utilization of Closed Circuit Television (CCTV) Systems for Effective and Sustainable Administration of Business Education in Nigeria's Tertiary Institutions in the Era of Social Distancing

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Abstract: The study ascertained utilization of Closed Circuit Television (CCTV) systems for effective and sustainable administration of business education in Nigeria tertiary institutions in the era of social distancing. To achieve the purpose, two research questions and hypotheses were formulated. This study adopted a survey research design. Census approach was used to incorporate 123 business education teachers. A validated questionnaire titled "Utilization of Closed Circuit Television (CCTV) Systems and Sustainable Administration of Business Education Questionnaire" (UCCTSSABEQ) was the instrument used for data collection. The questionnaire was validated by three experts. A reliability index of 0.82 was obtained for the questionnaire using Cronbach Alpha reliability coefficient after a pilot test. 121 copies of the questionnaire were correctly filled and returned. Research questions were answered using means and standard deviation and hypotheses were tested at .05 significance level using population t-test and simple linear regression statistics. From the answers to the research questions, the respondents indicated low utilization of Closed Circuit Television (CCTV) systems on eight items and equally agreed that the influence sustainable administration of business education. Test of hypotheses revealed that utilization of Closed Circuit Television (CCTV) systems is not significantly high and utilization of Closed Circuit Television (CCTV) systems significantly influence utilization of Closed Circuit Television (CCTV) systems. Based on the findings, it was recommended amongst others that agencies regulating tertiary institutions in Nigeria should press it on all administrators and staff to attend special expert courses or training on the relevance and innovation of utilizing CCTVs for effective and sustainable administration of all academic programmes in the era of social distancing.

Keywords: Utilization, Closed Circuit Television (CCTV) Systems, Effective, Sustainable Administration, Business Education.

1. Introduction

Education betwixt global trends, phenomenal paradigm shifts, systematic reviews and reforms, and transforming innovations, still retains its invariant role of serving as the bedrock of any meaningful and sustainable development in the new normal. Strategically and predominantly positioned is business education which is a part of the general education system, and a core component of vocational education, that was introduced to meet the national and global yearnings and advocacy for a more functional, practical, skill-oriented and self-reliant type of education (Oche *et al.*, 2021). The goal is to raise a functionally relevant and adaptable workforce that can solve the manpower needs of the country for both sustainable and inclusive development. Okute and Chukwurah (2011) averred that business education as an academic programme of study at different levels of education is for the total development of an individual through initial training for entry level employment, upgrading programme for advancement in any business career, that is in the public and private sectors as well as raising professionally competent business educators in the teaching profession.

In consonance with the invaluable roles and placement of business education in the present sequence of events in social distancing era as stated above, the academic programme of business education cannot survive the challenge of this new era of sharp global changes, and still achieve its intended aims and objectives in isolation of deliberate, strategic, innovative and sustainable administrative approaches required for a functional application of the scheme. So they considered the role of educational administration both crucial and indispensable in all stages of every educational undertaking. It also requires pro-activeness and innovative approaches in the new arrangement of events, to ensure

administrative efficiency and productivity of business education. Notably, is the fact that the success or failure of any academic programme like business education is to a larger extent dependent on the effectiveness or ineffectiveness of its administration, therefore, both the practice and administration of business education are correlates of its efficiency (Duruamaku-Dim, 2017; Ukabi and Enang, 2021). It is a procedure of implementing plans, activities and programmes for everyday running of educational institutions (business schools in focus) (Clark, 2000; Peteremode, 2009; Udida, 2020). The indicators that define administration's vital functions in any institution or organization viz.: (i) Coordinating formal structures that allow for hierarchical allocation of responsibilities through an effective flow of communication; (ii) Determining and describing work roles to be performed by staff to achieve specific objectives; (iii). Carefully allotting job tasks to train personnel to achieve objectives; (iv). Providing a conducive and motivating work climate to enhance personnel performance, by using the available administrative tools and materials;

Business education administration is a process of planned activities involving expertise and trained personnel in ensuring proper leadership or management of business education in business schools, and general activities for achieving the stated objectives of the programme. The trained personnel in this sense refer to administrators and staff of business education (Ukabi, 2017). Notwithstanding the significance of administration in ensuring effective realization of the underlying educational objectives of business education programme in Nigerian tertiary institutions, with displeasure lacks efficient and sustainable management will-power. Contrarily to all efforts made by adopting various administrative strategies to survive it, especially in this era of social distancing. The challenge is that administrators of business education in Nigerian tertiary institutions could not cope with the new demands associated with recent administrative dynamics and innovations occasioned with the novel covid-19 guideline of social distancing.

In furtherance, administrators of business education keep displaying inability to synergize both human resources and material assets of the programme to maximize potential benefits to the society. Such benefits could take up optimization of its common goals of producing skill-oriented, self-reliant and self-sufficient individuals for productive and responsible living, and its subsequent capacity to serve as a tool for national development. This lack of effective and sustainable administration of business education has a strong negative implications at the various phases of its implementation arising to; poor instructional delivery, laxity to work, absenteeism, poor academic performance and achievement of students, lack of strategic instructional supervision, lack of interest to teaching and learning, humiliation of both staff and students, educational malpractices, lecturers' misconduct in offices and lecture halls, vandalism and stealing of teaching and learning facilities and machines meant to facilitate knowledge, exploitation and harassment of students, among others. The long-run effect will show up as programme failure if they put no frantic efforts in place to salvage and invigorate the situation. A rethinking towards the utilization of relevant innovation during pandemic social restrictions by business education administrators would provide relief to the system. It was against this backdrop that this study intends to address whether there is a new technological innovative approach to modern administration whose utilization could offer effective and sustainable administration of business education in the era of social distancing. Thus, the major thrust of this study was to examine the utilization of CCTV systems for effective and sustainable administration of business education in Nigerian tertiary institutions in the era of social distancing.

CCTV systems refer to the use of integrated video cams to convey signals to a control room with a series of interconnected monitors. It is broadly use today in most organizations, business settings, homes, institutions in both private and public establishments, mainly for security surveillance (Alabi, 2018; Kurdi, 2014). The global trend of insecurity, and Nigeria in particular in our contemporary world, has placed more importance on the utilization of CCTV systems in both public and private places as a technological mechanism for implementing security. Today, many countries use it as a technological wave and system for critical applications in monitoring banking operations for both security and administrative purposes, sales control and crime detection. The system fosters operational effectiveness for places where the traditional methods can be difficult and impossible (Agustina and Clavell, 2011; McCahill and Norris, 2002a;2002b). It also offers complementary smart tools for the functioning of the 21st century city.

Specific to educational institutions, CCTV systems usage are not maximized, as they are incorporated for safety and security purposes involving protection of staff and students from violence and criminal activities, provision of evidence-based facts in events of suspicious happenings, safeguard of properties from vandalism, prevention of unacceptable behaviors within the premises, curtail truancy, and administrative purposes among others (Kurdi, 2014). They are systems because, according to Kurdi, their

composition comprises different or sub-systems working together as a whole. These component systems include: camera systems, reviewing aid, central controller and accessories.

Utilization of CCTV systems as conceptualized here means to make use of the CCTV systems for effective and sustainable administering of business education programme. It involves affording, installing and using CCTV systems for administrative purposes in business schools of Nigerian tertiary institutions as in other parts of the world. This will require the installation of CCTV systems in all lecturers' offices, lecture theaters or halls, business education resource rooms or centers, business education computer laboratories, business education libraries, business education model office and surroundings.

These artificial intelligent systems will have its administrative control units (monitors) and viewing screens mounted at the direct view of business education administrator's offices (that is Head of units or Head of departments of business education offices). Who will also properly trained on how the systems work, and its utilization for administrative purposes. The accomplishment of this step creates convenience for the administrator(s)-does not need to go from office to office, or from place to place in order to view and gather information and facts for administrative decisions and actions. Instead, the administrator sits either in the office or elsewhere, with wireless CCTV connections, and views or monitor all the activities taking place simultaneously in lecturers offices and non-academic staff offices, lecture halls, resource rooms, recreation centers, computer laboratory, library, examination centers, model office and within the surroundings, excluding privacy areas like restrooms, dressing rooms, etc. The administrator then engages the phone in communicating, addressing and making enquiry on matters that require administrative attention, referrals and immediate actions without physical presence (it makes omniscient administration possible with CCTV systems).

With CCTV systems, disciplinary measures become simpler and faster to execute within timeframes. Helping defaulters/ethical units see clearly the offence evidence in questioned. Whenever human minds know they are being monitored throughout, they easily deter from engaging in rascality. In line with this, [Alabi \(2018\)](#) informs that the use of CCTV systems for educational administrative purposes, although low have resulted to; tracking and recording of daily school activities, restriction of people with wrong motives, keep valuables under surveillance, prevention of vandalism or theft in the covered areas, recording the appearances of students/academic staff during lectures and other assignments, and keeps non-academic staff under watch in official work hours. This can help the administrator with the relevant information on strategies to correct, improve or strengthen an observable or identified anomalies and weaknesses in the teaching and learning of business education.

Security responsibilities in the educational setting are the sole duties of the management authorities and adopting available modern tech-CCTV shows openness to growth. Lecturers' performance and actions evaluation are possible with the help of CCTV surveillance. Recently, instructors' savagery cases gained public attention through media platforms. The techniques used to unveil such felony are frontline indicators which this study leverages upon to advocate the installation of such monitoring gadgets in offices and classrooms. All issues bordering on abuse, and lecturer's ineffectiveness can reduce to a bearable degree in administering the programme of business education. The tracking of classroom management approaches using CCTV systems could advantageously lead to lecturers' teaching methods' improvement. The scheme would assist teachers/administrators to validate the reliability of their previous performance and engagement with the learners. That could foster professional development and organization of internal seminars to address such specificities. By the way and encourage them to keep alive the qualities of a good teacher-accountability, good communication skill, and others. With this, the challenge of ignoring the specific needs of some learners, which results in lowering students morale, but with CCTV, identifying such cases calls attention to redress ([Yorke, 2010](#)).

Another perception here is that the administrative duties become easier and cost effective (administration made easy) for the administrator and the institution. Since events that would cause serious damages and consequent spending averted and proactively arrested. Life-threatening incidence and vandalism of equipment possibly preventable, paper work and investigation cost cut down, since the CCTV system records all events with video clips as evidence. Therefore, security of staff, students and properties within the work environment become secured with CCTV systems in place. Another significant point worthy of note is that the administrator's presence always lingers in the worker's mind since the CCTV systems are always on to track and record every activity that takes place during work hours. According to [Urban Clap Editorial \(2017\)](#) technology virtually aids us to be everywhere in a world of speed. Reducing the administrator's busy schedules leads to higher productivity outputs as part of modern administration merits. Hence, the resultant impact is administrative effectiveness, efficiency, and sustainability.

Undoubtedly, the present era of covid-19 guideline of social distancing has brought a dramatic change in the traditional form of administration of school programmes at all levels. Wherefore, the administrator must have physical or close contact with personnel (staff) and students to carry out administrative tasks. It is not so today, as the world over is adopting ICT intelligence in innovating change in performing all educational activities, including its administration, given the times and new trends. It is on this basis that the study was carried out to determine the influence of utilization of Closed Circuit Television (CCTV) systems on sustainable administration of business education in tertiary institutions in Cross River State, Nigeria. The study would be of utmost benefit to administrators, students, the society, policy makers and future researchers.

2. Purpose of the Study

The main purpose this study is to ascertain utilization of Closed Circuit Television (CCTV) systems and sustainable administration of business education in Nigeria tertiary institutions in the Era of Social distancing. Specifically, the study sought to:

1. Determine the level of utilization of Closed Circuit Television (CCTV) systems
2. Find out the influence of utilization of Closed Circuit Television (CCTV) systems on sustainable administration of business education

Research questions

The following research questions were posed to guide the study:

1. What is the level of utilization of Closed Circuit Television (CCTV) systems?
2. How does utilization of Closed Circuit Television (CCTV) systems influence sustainable administration of business education?

Research hypotheses

The following hypotheses were formulated and were statistically tested in the study:

1. Utilization of Closed Circuit Television (CCTV) systems is not significantly high
2. Utilization of Closed Circuit Television (CCTV) systems does not significantly influence sustainable administration of business education

3. Methodology

The researcher adopted a survey research design. The study was carried out in tertiary institutions in Cross River State, Nigeria. The population of the study consists of 123 business education teachers in the study area (Records from the Office of the Heads of Unit or Department (2021) of the various institutions under study). The breakdown of the population distribution is presented in [Table 1](#). Census was adopted in this study such that every member of the population is involved in the study due to the manageable size. The instrument for data collection was a structured researcher-made questionnaire titled "Utilization of Closed Circuit Television (CCTV) Systems and Sustainable Administration of Business Education Questionnaire" (UCCTSSABEQ). Two business educators and one measurement and evaluation expert validated the instruments. To ascertain the reliability of the instruments, a trial test was carried out using 20 business education teachers in Akwa Ibom State who were not part of the main study. The data collected were subjected to Cronbach Alpha Statistical Analysis, which yielded an overall reliability index of .82. 123 copies of the AEISTEQ were administered and 121 copies were correctly filled and returned giving rise to 98% return rate. After the data was collected, research questions were answered using means and standard deviation and hypothesis one was analysed using population t-test while hypothesis two was analysed using simple linear regression. Mean rating below 2.5 means low level of utilization of Closed Circuit Television (CCTV) systems while any rating of 2.5 and above means high level of utilization of Closed Circuit Television (CCTV) systems. All the hypotheses were tested at 0.05 level of significance with relative degree of freedom.

Table 1. Population distribution by institutions

S/No	Name of Institution	No of Business Education Lecturers
1	UNICAL	28

2	UNICROSS	14
3	CRSCOE, Akamkpa	22
4	Steady Flow, COE	13
5	FCE, Obudu	46
	Total	123

Source: Records from Business Education Head of Department or Unit Office (2021) from the various institutions under study

5. Results

Research question one

What is the level of utilization of Closed Circuit Television (CCTV) systems? To provide answers to research question one, mean and standard deviation were used. The result is presented in [Table 2](#).

Table 2. Mean and standard deviation of responses on the level of utilization of Closed Circuit Television (CCTV) systems n=121

S/No	Level of utilization of Closed Circuit Television (CCTV) systems	X	SD	Remark
	I use Closed Circuit Television (CCTV) systems to:			
1	Monitor students' activities during lectures	2.35	0.937	Low
2	Checking for malpractice during examinations	2.5	0.976	Low
3	Track students reported to be bullies	2.61	0.84	High
4	Make relevant decisions on unfounded allegations	2.7	0.954	High
5	Safeguard Departmental properties from vandalism and theft	2.36	1.033	Low
6	Curtail security threats on my students	2.35	0.981	Low
7	Provide evidence based facts in the events of suspicious behaviour	2.5	1.042	Low
8	Tracking unscrupulous elements in the classroom	2.32	1.043	Low
9	Record the appearance of my students in my lectures	2.32	0.985	Low
10	Evaluate my students' continuous assessments scores	2.36	0.973	Low

The results of the study showed that items 1, 2, 5, 6, 7, 8 and 9 had mean ratings below 2.50. This indicates that teachers' utilization of Closed Circuit Television (CCTV) systems in the sustainable administration of business education is low. While items 3 and 4 had mean ratings above 2.50 indicating that teachers' utilization of Closed Circuit Television (CCTV) systems in the sustainable administration of business education is high.

Research question two

How does utilization of Closed Circuit Television (CCTV) systems influence sustainable administration of business education?

To provide answers to research question two, mean and standard deviation were used. The result is presented in [Table 3](#).

Table 3. Mean and standard deviation of responses on the influence of utilization of Closed Circuit Television (CCTV) systems on sustainable administration of business education n=121

S/No	Sustainable administration of business education	X	SD	Remark
1	The use of CCTV systems have administrators know the serious and unserious staff in the Department	2.86	1.085	Agree
2	I have been able to make accurate decisions on students' discipline, since I started using CCTV systems in my class	2.78	1.146	Agree
3	With the use of CCTV systems, loitering have been reduced in my class	2.74	0.938	Agree
4	Bullying of fellow students have been reduced to the barest minimum, since I introduced CCTV camera in class	2.61	1.061	Agree
5	With the use of CCTV system, there have been a reduction in unacceptable behaviour of students/staff	2.96	0.901	Agree
6	The use of CCTV system in business education resource rooms have helped regulate unauthorized entry	2.61	0.984	Agree
7	CCTV systems have enhanced how students used computer	2.66	0.914	Agree

	laboratories for academic purposes			
8	With CCTV systems, disciplinary measures becomes simpler and faster to execute within timeframes	2.73	1.041	Agree
9	The use of CCTV system have helped restrict students with ulterior motives from vandalizing school equipments	2.87	0.889	Agree
10	The use of CCTV system have kept staff under watch during official working hours	2.56	1.011	Agree

The results of the study showed that all the items in the Table were accepted as the how the utilization of Closed Circuit Television (CCTV) systems influence sustainable administration of business education. They scored a mean point above 2.5. This indicates that all items on utilization of Closed Circuit Television (CCTV) systems influence sustainable administration of business education.

Hypothesis one

Utilization of Closed Circuit Television (CCTV) systems is not significantly high

Population t-test was used to test this hypothesis and the result was presented on [Table 4](#).

Table 4. Population t-test analysis of teachers' level of utilization of Closed Circuit Television (CCTV) systems

Variable	N	X	SD	t-cal	μ	df	Test val.	p val.
Level of utilization of CCTV Systems	121	24.37	4.307	-1.604	2.5	120	25	0.111

From [Table 4](#), the mean of utilization of Closed Circuit Television (CCTV) systems was less than the test value of 25. The calculated t-value of -1.604 and its associated p-value of .000 was found to be less than 0.05 level of significance with 120 degree of freedom. With this result, the null hypothesis was accepted. This implies that utilization of Closed Circuit Television (CCTV) systems is not significantly high.

Hypothesis two

Utilization of Closed Circuit Television (CCTV) systems does not significantly influence sustainable administration of business education

The independent variable is utilization of Closed Circuit Television (CCTV) systems while the dependent variable is sustainable administration of business education. Simple linear regression was used as statistical tool to test this hypothesis and the result is presented in [Table 5](#).

Table 5. Simple regression analysis on the influence of utilization of Closed Circuit Television (CCTV) systems on sustainable administration of business education n=121

Sustainable administration of business education II-121						
Variable		R	R ²	Adj R ²	Std. Error	
Utilization of Closed Circuit Television (CCTV) systems		.348 ^a	0.121	0.114	5.53	
Source of variation		SS	Df	MS	F	Sig.
	Regression	502.218	1	502.218	16.421	.000 ^b
	Residual	3639.468	119	30.584		
	Total	4141.686	120			

*p<.05; df= 1, 119

From [Table 5](#), the R, which is the correlation coefficient of the independent and the dependent variable, was 0.35 indicating significant positive relationship between the independent and the dependent variable. This showed that, as utilization of Closed Circuit Television (CCTV) systems increases, there is likelihood increase in the sustainable administration of business education. The coefficient of determination (Adj. R²) which explains the power of the independent variable in predicting the dependent variable is 0.114. This showed that up to 11.4 percent of variance in the sustainable administration of business education is explained by the utilization of Closed Circuit Television (CCTV) systems. It suggested that utilization of Closed Circuit Television (CCTV) systems to an extent enhances the sustainable administration of business education. The Table also showed that the p-value of .000 associated with the computed F-ratio of 16.421 is less than 0.05 level of significance at 1 and 119 degrees of freedom.

With these results, the null hypothesis, which stated that adoption utilization of Closed Circuit Television (CCTV) systems does not significantly influence sustainable administration of business education, was rejected. It was accepted alternately that utilization of Closed Circuit Television (CCTV) systems significantly influences sustainable administration of business education.

6. Discussion of Findings

6.1. Utilization of Closed Circuit Television (CCTV) systems

The finding of the study in this regard showed that eight out of ten items listed as level of utilization of Closed Circuit Television (CCTV) systems were low. The test of hypothesis showed that level of utilization of Closed Circuit Television (CCTV) systems is not significantly high. This is so because with CCTV systems, disciplinary measures become simpler and faster to execute within timeframes. Helping defaulters/ethical units see clearly the offence evidence in questioned. Whenever human minds know they are being monitored throughout, they easily deter from engaging in rascality. In line with the finding, [Alabi \(2018\)](#) informed that the use of CCTV systems for educational administrative purposes, although lowly utilized have resulted to; tracking and recording of daily school activities, restriction of people with wrong motives, keep valuables under surveillance, prevention of vandalism or theft in the covered areas, recording the appearances of students/academic staff during lectures and other assignments, and keeps non-academic staff under watch in official work hours. This can help the administrator with the relevant information on strategies to correct, improve or strengthen an observable or identified anomalies and weaknesses in the teaching and learning of business education.

The finding agree with [Kurdi \(2014\)](#) who opined that specific to educational institutions, CCTV systems usage are not maximized, as they are incorporated for safety and security purposes involving protection of staff and students from violence and criminal activities, provision of evidence-based facts in events of suspicious happenings, safeguard of properties from vandalism, prevention of unacceptable behaviors within the premises, curtail truancy, and administrative purposes among others. They are systems because, according to Kurdi, their composition comprises different or sub-systems working together as a whole. These component systems include: camera systems, reviewing aid, central controller and accessories.

Utilization of Closed Circuit Television (CCTV) systems and sustainable administration of business education.

The finding of the study in this regard showed that all the items listed on how the utilization of Closed Circuit Television (CCTV) systems influence sustainable administration of business education were accepted. The test of hypothesis showed that the utilization of Closed Circuit Television (CCTV) systems significantly influence sustainable administration of business education. This is so because these artificial intelligent systems will have its administrative control units (monitors) and viewing screens mounted at the direct view of business education administrator's offices (that is Head of units or Head of departments of business education offices). Who will also properly trained on how the systems work, and its utilization for administrative purposes.

The finding is supported by [Yorke \(2010\)](#) who stated that it encourages teachers to keep alive the qualities of a good teacher-accountability, good communication skill, and others. With this, the challenge of ignoring the specific needs of some learners, which results in lowering students morale, but with CCTV, identifying such cases calls attention to redress. The accomplishment of this step (CCTV utilization) creates convenience for the administrator(s)-does not need to go from office to office, or from place to place in order to view and gather information and facts for administrative decisions and actions. Instead, the administrator sits either in the office or elsewhere, with wireless CCTV connections, and views or monitor all the activities taking place simultaneously in lecturers offices and non-academic staff offices, lecture halls, resource rooms, recreation centers, computer laboratory, library, examination centers, model office and within the surroundings, excluding privacy areas like restrooms, dressing rooms, etc. The administrator then engages the phone in communicating, addressing and making enquiry on matters that require administrative attention, referrals and immediate actions without physical presence (it makes omniscient administration possible with CCTV systems).

In consonance with the finding, [Urban Clap Editorial \(2017\)](#) submitted that another significant point worthy of note is that the administrator's presence always lingers in the worker's mind since the CCTV systems are always on to track and record every activity that takes place during work hours. [Urban Clap Editorial \(2017\)](#) added that technology virtually aids us to be everywhere in a world of speed. Reducing the administrator's busy schedules leads to higher productivity outputs as part of modern administration merits. Hence, the resultant impact is administrative effectiveness, efficiency, and sustainability that the

administrative duties become easier and cost effective (administration made easy) for the administrator and the institution. Since events that would cause serious damages and consequent spending averted and proactively arrested. Life-threatening incidence and vandalism of equipment possibly preventable, paper work and investigation cost cut down, since the CCTV system records all events with video clips as evidence. Therefore, security of staff, students and properties within the work environment become secured with CCTV systems in place.

7. Conclusion

Closed Circuit Television Systems (CCTVS) plays essential roles as a modern technology for expert security intelligence surveillance and new or high innovation in the traditional patterns of educational administration in the era of social distancing, to ensure administrative effectiveness and sustainability. Human resource is the most important resource viable for effective management and harnessing in every administrative setting that intend to achieve set goals. Having this in perspective was the motivation of this administrative innovation of the utilization of CCTVS for effective and sustainable administration of business education in the era where social distancing enforcement and job performance go together, to cushion the social ills caused by covid-19. Therefore, since effective and sustainable administrative strategy(ies) for efficient realization of the laudable goals of business education are a must in the same era, has made the use of this expert technological intelligent systems for educational administration inevitable.

8. Recommendations

Based on the findings above on the utilization of CCTVS for effective and sustainable administration of business education, these recommendations were proffered:

1. Agencies regulating tertiary institutions in Nigeria should press it on all administrators and staff to attend special expert courses or training on the relevance and innovation of utilizing CCTVs for effective and sustainable administration of all academic programmes in the era of social distancing. This can be achievable by organizing special workshops, seminars and conferences of educational administrators of Nigerian tertiary institutions where this topical issue discussions would hold extensively by experts.
2. Utilization of CCTVs in Nigerian tertiary institutions should follow the participatory funding patterns, where all the major stakeholders in education will play a key role; government, governmental and non-governmental organizations (NGOs), and institutions such as Tertiary Education Trust Fund (TETFUND), Education Trust Fund (ETF), Niger Delta Development Commission (NDDC), and others-educational institutions, parents, Philanthropists, Alumni contributions or donations, foreign donations, community mobilized school support projects and student levies or students' union projects, and more. With this funding synergy, the cost of affording, installing and maintenance of CCTVS can materialize sustainably and would encourage staff in utilizing them for the sustainable administration of the programme.

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