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## Analysis of Factors Responsible for Shortage of Funds in Management of Tertiary Education in Nigeria

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**Annotation. Objective:** This paper critically analyzed the factors responsible for the shortage of funds in the Management of tertiary education in Nigeria.

**Methodology:** Content analysis and elimination methods were adopted for the study. Secondary were used and the secondary data were collected from online publications and print materials.

**Findings/Conclusion:** The study established that tertiary institutions in Nigeria are faced with a shortage of funds. The paper also concluded that factors responsible for the shortage of funds in Nigeria's tertiary institutions include; poor implementation of national policy on education on funding, insecurity challenges, revenue leakage, debt servicing, poor internally generated revenue and corruption in the management of tertiary institutions.

**Recommendations:** The government should implement the national funding policy as capsulated in the national policy on education. The government should tackle the problem of insecurity by addressing the problem of unemployment. The deployment of artificial intelligence to block all forms of financial leakages in the system should be adopted by the administrators. The government should employ a national borrowing strategy to manage borrowed funds perfectly and sustain revenue. Tertiary institutions



managers should look outside the box and come out with strategies to increase their internally generated revenue and all forms of corruption in the management of tertiary institutions should be curtailed by the deployment of ICT and artificial intelligence to monitor funds released to the various tertiary institutions.

**Keywords:** Funds, Management, Tertiary Education, Nigeria.



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## INTRODUCTION

Ogunode, Edinoh and Okolie (2023) conceptualized tertiary education as a planned and organized educational system designed for the total development of man/woman and for the total transformation of society through the utilization of teaching, research and provision of community service. Tertiary education can also be viewed as post-basic and secondary school education that embraces advanced teaching, research and community service (Ogunode, Ayeni, & Ogwuche, 2024). A tertiary institution is just like a smaller version of the larger society (Ogunode & Ayeni, 2024). Tertiary education is an advanced educational system meant for human capital development through teaching, research and provision of community service. Ogunode and Odo (2023) defined tertiary education as the third tier of education that is designed for the production of skilled professionals for socio-economic and technological advancement. A tertiary institution is a micro section of the larger society. Tertiary institutions are an organized fraction of the whole society carved out for teaching programmes, research and provision of community service.

Tertiary education is defined by the National Policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education is the final stage of education that handles the production of manpower for the social, economic and technological development of a country. Tertiary education is an organized education that deals with intensive teaching, research and provision of community services (Akin-Ibidiran, Ogunode and Ibidiran John 2022). Tertiary education or higher education covers a wider range of higher learning institutions including the university. These higher



learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions (Alemu 2018).

The goals of tertiary education according to the FGN National Policy on Education (2013), shall be to: contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning program that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction. Insecurity is a major problem that can hamper the development of tertiary institutions and militate against the realization of their objectives.

The realization of the objectives of tertiary education depends on proper management. Tertiary education management or university management according to NOUN (2012) is the coordination of the activities of staff and students without interfering with academic decisions. University management is the planning, organizing and coordinating of academics, human (management of men and women) and material resources in the production of persons that are found worthy both in character and learning. Ajayi and Ogunode (2022) defined tertiary education management or university management as the act of systematically planning, organizing, controlling, coordinating and supervising both human and materials resources of the university for the realization of the university's programme. University management is the process of planning, coordinating, controlling, leading and organizing the efforts of university staff and using the university's resources to achieve the university' set goals (Ajayi & Ogunode 2022). The management of tertiary institutions is capital intensive because tertiary institutions are institutions that are involved in a lot of human capital development programmes.

Nigerian tertiary education is faced with the problems of shortage of funds (Afolabi, & Ogunode, 2021). Studies by different scholars and international institutions indicated underfunding of tertiary education in Nigeria. For instance, Ogunode, Ngezack and Usi (2024); Ogunode, Cletus, and Christiana (2024); [Tolu-Kolawole](#), (2023); Omale, Ojo, Ibrahim, and Yusufu, (2023); Ogunode, Edinoh, and



Okolie, (2023); Aiyedun, Olatunde-Aiyedun, and Ogunode, (2021) and Femi (2020) lamented poor funding of tertiary education in Nigeria that has resulted to shortage of funds in the management. Also, UNESCO, (2014) and Osakwe (2014) and UNESCO (2020) remarked that budgetary allocation to education in Nigeria is inadequate and is responsible for the limited resources for the implementation of the programme.

Gambo and Fasanmi (2019) stated that most of the recently recorded crises in Nigerian Universities are traceable to funding issues. Many universities have been under lock and key, at one time or the other because of agitations on issues bordering on money. While some were shut down on account of non-payment of allowances of workers, some others were as a result of issues concerning poor welfare services of students. The problem of insufficient buildings, under-equipped laboratories and facilities in Nigerian universities can be traced to inadequate funding. Most student riots in the university and even most of the crises between university unions and the federal government of Nigeria can be traced to monetary issues which revolve around inadequate funding of their institutions.

According to Akomolafe, and Ibijola, (2014); Adetunji, & Ogunleye (2015) and Ahmed and Dantata (2016), tertiary education is grossly underfunded and government needs enough money to inject into the system. Underfunding is one of the banes of education development which has contributed to the low standard of education in the country. There is an urgent need to invest in tertiary education, hence federal, state and private sectors are enjoined to invest in the sector for national development. Also, the former Executive Secretary of, the National University Commission (NUC), Prof. Abubakar Rasheed called on the federal government to fund tertiary education adequately in Nigeria. The NUC boss noted that funding University education is a huge task which government and stakeholders in the sector must expedite actions to rescue the sector from imminent collapse. It is very important to critically analyze the various factors responsible for the inability of the government to fund tertiary education adequately.

This paper aims to analyse the factors responsible for the shortage of funds in the management of tertiary education in Nigeria.

The study employed a documentary research method where secondary sources of data are used. Content analysis was employed as a method of data analysis.

### **Theoretical Framework**

The paper is anchored on system management theory that was developed by Ludwig von Bertalanffy (1901-1972). The theory offers an alternative approach

to the planning and management of organizations (tertiary institutions). The systems management theory proposes that tertiary education is like the human body, and consists of multiple components that work harmoniously so that the larger system can function optimally. According to the theory, the success of tertiary institutions depends on several key elements: synergy, interdependence, and interrelations between various subsystems such as funds, infrastructure facilities, academic staff, non-academic staff, administration, supervision and planning. Therefore, the inability of any structure such as funds, administration among others not to perform its function will cause the system to malfunction (Ayeni, & Nwaorgu, 2018),

Funds are one of the most important components of tertiary institutions. Other elements crucial to the success of tertiary institutions are departments, faculty, and units. In practice, managers of tertiary institutions are required to ensure every human and materials resources are provided in adequacies to ensure a perfect system because the inadequacies of one resource such as funds can affect the functions and work of other units and elements in the system. All units or resources are important in the realization of the tertiary education objectives.

### **Factors Responsible for Shortage of Funds in Management of Tertiary Education in Nigeria.**

There are many factors responsible for the shortage of funds in Nigeria's tertiary institutions including poor implementation of national policy on education on funding, insecurity challenges, revenue leakage, debt serving, poor internally generated revenue and corruption.

#### **Poor implementation of national policy on education on funding**

The poor implementation of national policy on funding education that stipulated at least 26% of a total annual budget to the education that included tertiary education has accounted for the shortage of funds in the management of tertiary education in Nigeria according to (Ohiare, Udebu, Ogunode and Rauf 2021; Ogunode, Attah, & Ebute 2023). Udida, Basse, Udofia, and Egbona, (2020a) opined that the major issue in educational development is a shortage of funds. One of the most serious problems threatening the survival of the educational system is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Higher educational institutions cannot perform optimally without funding. This situation calls for increased funding initiatives from both the government and educational stakeholders to sustain the tempo and growth of the education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by UNESCO impact negatively on

the performance and sustainability of higher education. The above development poses a threat to access to education that is expected to empower people and enable them to provide for their basic needs (Ayeni, Sani, Idris, & Uzoigwe, 2019) The table below shows Nigerian budgetary allocation into education for one decade.

**Table 1.1**

**Nigeria Education Spending - Historical Data**

Year	Education Spending (% of GDP)	Annual Change
2021	5.14%	0.01%
2020	5.13%	-0.72%
2019	5.86%	-0.09%
2018	5.94%	-0.18%
2017	6.12%	-0.53%
2016	6.65%	-2.60%
2015	9.26%	0.22%
2014	9.04%	0.36%
2013	8.68%	0.13%
2012	8.55%	0.67%
2011	7.88%	1.71%
2010	6.17%	1.71%

Source: <https://www.macrotrends.net/countries/NGA/nigeria/education-spending>



Table 1.1 of Nigerian education spending revealed that in 2021, 2022, 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011 and 2010 the education spending in GDP percentage had 5.14%, 5.13%, 5.86%, 5.94%, 6.12%, 6.65%, 9.26%, 9.04%, 8.68%, 8.55%, 7.88% and 6.17%. Ogunode, et al (2023) and Odigwe, and Owan (2019) maintained that another related problem that is encountered in the funding of education in Nigeria is that of economic constraints that have resulted in poor funding of education.

### **Insecurity challenges**

Insecurity is a social challenge that demands the involvement of stakeholders like security institutions, political institutions and tertiary institutions (Ogunode, Ayeni, & Olorundare, 2024). Insecurity is not an end in itself, hence its grand-parent is corruption. Consequent to the above, Muhammed and Ayeni (2018) noted that corruption causes poverty, and poverty causes insecurity. Insecurity challenges are another factor that has contributed immensely to the shortage of funds in the management of tertiary education in Nigeria. This opinion was confirmed by Akor, Musa, and Ogunode (2021) and Obi (2015) who stated that the insecurity problem facing Nigeria is consuming a lot of investment and denying other sectors more investment. Olowonefa, Ogunode and Ohibime (2022) established that for the past decade, the Nigerian government have consistently invested trillions of Naira in the fight against terrorism, banditry and Boko haram. An investigation carried out by Daily Post (2022) indicated that the security budgets from 2016 had increased from N1 trillion security budget to N2.4 trillion in 2022 budget. In 2022, N2.41 trillion was allocated to security and defence, this is more than the entire allocation to education and health. The entire budget for education in 2022 budget was N1.290 trillion. Out of which N875.93bn was for the Ministry of Education, all universities, polytechnics, Colleges of education, unity schools and other federally owned schools. While the Universal Basic Education fund will get N108 billion and TETFUND will get N306 billion for infrastructure in tertiary education. All these funds are less than half allocated to defence and security. Even health could only get 5% of the entire budget. The entire federal allocation to health is N811.2 billion, including funding for vaccines and basic healthcare trust funds. Statistically, the 7% allocation to education and 5% allocation to health, put together, is less than the 15% allocated to security. The entire sum of security in the 2016 budget was N1.04 trillion, and in 2022 was N2.4 trillion. In 2017 N1.053 trillion was appropriated for defence-related expenditure. The Ministry of Defence was allocated N330.54 billion and N139.29 billion for capital and recurrent expenditure. In 2018, over N1.305 trillion was allocated to the defence-related sector. In that same year, President Buhari also authorized the withdrawal of \$1 billion from the excess crude oil account, out of which, \$496 million was used to order the 12 Tucano fighter jets. By 2019, the allocation to security jumped to N1.76 trillion. The breakdown is as follows: Interior; N617.9 billion, defence; N589.9 billion, police; N366 billion, operation Lafiya Dole N75

billion, and Office of the National Security Adviser, N120 billion. The allocation to the security sector increased a little bit to N1.78 trillion in 2020, while the allocation to security-related agencies was N1.97 trillion in 2021. Also, the implementation of the Police Trust Fund commenced in 2021, in March, N11 billion was approved for the fund and another N74 billion was approved in June. In the 2021 supplementary budget, a total of N802 billion was allocated to security agencies to shore up their revenue (Daily Post, 2022; Ogunode, Ukozor & Ayoko, 2023).

### **Revenue leakage**

Revenue leakage is one of the features of developing countries like Nigeria. Revenue leakage is a global economic problem facing countries and affecting their development. In Nigeria, revenue leakage has been identified as a major problem hindering economic growth and development because substantial amounts of funds are lost yearly. Ayeni (2017) and Ogunode, Onyekachi, and Ayoko (2023) maintained that revenue leakage in Nigeria accounted for the poor allocation to the education sector and other sector of the economy. Revenue leakage has been described as an economic evil to the Nigerian educational sector because more has been lost. The Nation Online (2021) disclosed that the Federal Government is losing over N5 trillion in revenue yearly, based on the inability of the Federal Executive Council (FEC) to find solutions to the highly corrupt business environment at the port. The Federal Government loses over \$1.95 billion in government revenue and \$8.15 billion in private sector revenue annually due to corruption at the nation's sea ports. The report also indicated that "The Federal Government is losing over N5trillion to corrupt officials and foreigners. Without any doubt, the money lost based on the high level of corruption at the ports weighs very heavily on the economy of the country, forcing the government to borrow several billions of dollars to finance our budget (The Nation Online 2021).

### **Debt servicing**

Another factor that has reduced the funds availability in tertiary education management in Nigeria is the problem of high debt servicing to revenue. Vanguard (2023) reported that recently the Debt Management Office of Nigeria noted that the nation's public debt increased quarter-on-quarter (QoQ) by 10.7 per cent to N97.34 trillion in the fourth quarter of last year (Q4'23) from N87.87 trillion in Q3'24. According to DMO, the increase in the debt stock was largely due to new domestic borrowing by the Federal Government to partly finance the deficit in the 2024 Appropriation Act and disbursements by multilateral and bilateral lenders. The DMO Office noted that the N97.3 trillion public debt comprises domestic debt of N59.12 trillion and external debt of N38.22 trillion. The sum of \$3.5 billion was used to service external debt during the review period. DMO said: "Nigeria's Public Debt Stock as of December 31, 2023 was N97.34trillion or



\$108.229 Billion. This amount comprises the domestic and external debt stocks of the Federal Government of Nigeria (FGN), the thirty-six (36) state governments and the Federal Capital Territory (FCT). There was an increase of N9.43 trillion over the comparative figure for September 2023 which was largely due to new domestic borrowing by the FGN to partly finance the deficit in the 2024 Appropriation Act and disbursements by multilateral and bilateral lenders. "At N59.12 trillion, total domestic debt accounted for 61 per cent of the total public debt stock while external debt at N38.22 trillion accounted for the balance of 39 per cent. ....remarked that high debt-to-loan servicing has serious implications on the economic development and finance of capital projects. In the area of education, Ogunode, Onyekachi and Ayoko, (2023) asserted that debt servicing implies educational development. It reduces budgetary allocation to the education sector and may suspend programme and infrastructure facilities development in educational institutions because more country revenue will be going into debt servicing. Chukwuajah (2022) concluded that Nigeria spent the nearly same amount on debt servicing and capital expenditure in 6 years. Abdulkarim and Mohd (2021) noted high public debt makes procyclical fiscal policy more difficult to implement, which can increase instability and weaken growth. Also, High debt levels result in high debt servicing, which lowers the amount of money available for investment in infrastructure and other economic sectors. The nation's debt profile is likely to continue to increase in the face of expanding fiscal deficit and low revenue-generating capacity. This is concerning because the country's debt profile is becoming more and more dominated by commercial debt.

### **Poor internally generated revenue**

One of the factors responsible for the shortage of funds in tertiary education management in Nigeria is the poor internally generated revenue of the various tertiary institutions across the country. In Nigeria, most tertiary institution managers lack the academic will to generate substantial revenue. They lack the leadership acumen to look outside the box and come up with implementable ideas to generate revenue. Most of the administrators depend on the government subvention which is not enough to support effective management of the institutions. Okani, Ogunode and Ajape (2021) concluded that the poor internally generated revenue of Nigerian universities is a fundamental reason for a shortage of funds in the system across the country. The majority of public universities in Nigeria were designed and structured to depend fully on government subventions. So, universities cannot function without government funding.....noted that the Poor internally generated revenue of many public universities in Nigeria has limited their investment in university education. The university system needs adequate annual financial investment to be able to realize

its objectives. The present structure of the public universities in Nigeria limits their financial autonomy to generate large sums of money from tuition fees.

### **Corruption**

Corruption is conceptualized by Ojiade (2000) as any systematic vices perpetuated by individuals, society or the State in forms of favouritism, nepotism, tribalism, undue wealth, power, and position among other things at the detriment of the public. In a similar development, the United Nations Development Programme (UNDP, 2008) viewed corruption as a misuse of entrusted power for private gain through bribery, extortion, nepotism, or embezzlement. Corruption has penetrated Nigerian educational institutions, especially the tertiary institutions (Kanibin, 2019). Chinyere and Chukwuma (2017), and Agbo (2017), Ogunode, Josiah, and Ajape (2021) maintained that funds released for the management and administration of universities in Nigeria are mismanaged and looted which has affected the development of university education in Nigeria. Ahmodu, & Sofoluwe (2018) and Ajie and Wokekoro (2012) acknowledged corruption in the administrative aspect of the universities that have reduced resources disbursement for the implementation of programmes. Priye (undated), and Ayeni and Andeshi, (2023) accused the managers and administrators of tertiary institutions in Nigeria of corruption practices that have led to a shortage of funds in the system. Ogunode, Ohunene, and Olatunde-Aiyedun (2022) concluded that corruption in the administration of tertiary institutions is a major factor responsible for inadequate funds for internal and external management of the system.

The foregoing was established by Premium Times (2020) which quoted Transparency International which maintained in their annual report that 66 per cent of the money the Nigerian government allocates to education is stolen by corrupt officials. According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS, Premium Times 2020). Scholars have argued that corruption has almost become a norm in Nigeria (Ayeni, Tusayi, Joseph & Obatayo, 2018; Amaechi, Ayeni, & Madu, 2019). Also, UNESCO (2014) reports on *Teaching and Learning: Achieving Quality for All* disclosed that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. This is because corruption poses a threat to human needs and sustainable peace of people (Ayeni, & Sani, 2021). UNESCO indicated that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, the rejuvenation of primary education is not so soon because of poor-quality education that cannot ensure that children learn (NEEDS, 2014). The poor quality of education that does not enable children to learn has been attributed to have



been explained as a situation where the governing elite used laws and politics to rule the people of Nigeria for self-interest (Godwin, Ayeni, Vivian, 2021). The poor quality of education has a link to what scholars refer to as the misappropriation of capital budget that poses a challenge to human security (Ayeni., Andeshi, & Uzoigwe, 2022).

### **Conclusion and Recommendations**

The paper examined the factors responsible for the shortage of funds in the management of tertiary institutions in Nigeria. The paper established that Nigerian tertiary institutions are underfunded as a result of poor funding. The paper also concluded that poor implementation of national policy on education on funding, insecurity challenges, revenue leakage, debt serving, poor internally generated revenue and corruption.

Based on the findings, the paper hereby recommended that the government should implement the national funding policy as capsulated in the national policy on education. The government should tackle the problem of insecurity by addressing the problem of unemployment. The deployment of artificial intelligence to block all forms of financial leakages in the system should be adopted by the administrators. The government should employ a national borrowing strategy to manage borrowing perfectly. Tertiary institutions managers should look outside the box and come out with strategies to increase their internally generated revenue and all forms of corruption in the management of tertiary institutions should be curtailed by the deployment of ICT and artificial intelligence to monitor funds released to the various tertiary institutions.

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