



## Need for Adequate Funding Basic Education for Effective Administration in Nigeria

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**Abstract:** This paper examined the importance of providing adequate funding for basic education for effective administration in Nigeria. The paper adopted a content analysis method to select the kinds of literature used in this paper. The paper used both primary and secondary data. The data were collected from an online publication and print materials. The paper concluded that adequate funding of basic education in Nigeria will lead to; infrastructure facilities development, employment of professional teachers, provision of instructional materials, effective capacity buildings, increment in motivational packages, reduction in education cost and increment in the patronage of basic education. The paper also identified subsidy payment on fuel, corruption, insecurity, a fall in national revenue, revenue leakages and poor access to intervention UBEC funds as factors competing with the budgetary allocation of the educational sector (basic education) in Nigeria.

**Key words:** Basic education, Basic education funding, Effective administration.

### Introduction

Funding for education remains one of the important resources that are needed to manage the school system. All levels of education; primary, secondary and tertiary require a sufficient level of funding to improve the standard of education provided in the country. When funding is not provided in the right quantity and at the right time, it affects the education sector in so many ways (Nwafor, Uchendu, & Akani, 2015).

The availability of funds plays a significant role in determining the provision of quality education at all levels. The number of funds made available during budgeting will go a long way in improving the quality of education provided. Adequate funding will be important in the provision of quality basic education (Nwafor, et al 2015). This paper discussed the importance of providing adequate funds for the administration of basic education in Nigeria for effective administration.

The objective of this paper is to discuss the importance of providing adequate funds for basic education in Nigeria to aid effective administration. The specific sub-objectives include;

1. To discuss the concept of basic education;
2. To find out the meaning of effective administration;
3. To discuss the concept of basic education funding
4. To analyze the current funding situation of Basic Education in Nigeria
5. To identify factors competing with adequate funding of education (Basic Education)
6. To highlight the importance of providing adequate funds for basic education in Nigeria; and
7. To suggest measures to increase the budgetary allocation of basic education in Nigeria.

### **Theoretical Framework**

The paper is anchored on system theory. The system theory was propounded by David Easton (1953). He asserted that a system is like a model developed which starts with the input, which is processed over different stages until the output is obtained. A feedback process delivers reports both on the propriety of the system and its environment exert a reciprocal influence on one another. According to Nwankwo as cited by Enyi in Mgbodile (2004) a system is a unit with a series of interrelated and interdependent parts, such that the inter-play of any part affects the whole. A system can therefore be regarded as a structure with interdependent parts. There is a recent trend among administrative theorists to view an organization as a social system of interrelated parts. There is the belief that education is a system made up of different parts and organs that must work together in a perfectly healthy relationship before the whole objective can be achieved. The term system has been used to describe the working of almost everything. This explains the universality of the concept. Consequently, people talk of early childhood education, basic education, junior secondary school education, senior secondary school education and tertiary education as sub-part, etc. The basic idea in a system is that the parts of anything are so related and dependent that the interference of any part affects the whole. If early childhood education is not adequately funded and it resulted in poor quality education, it will affect the entire system in achieving its objective of quality education in a country.

### **Conceptual Framework**

#### **Concept of Basic Education**

Basic Education is the education given to children aged 0-15 years. It encompasses Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or creches, fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector. For purposes of policy coordination and monitoring, the Federal Government instituted a Universal Basic Education (UBE) with the following objectives: developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; the provision of compulsory, free and universal basic education for every Nigerian child of school age; reducing the incidence of drop-out from the formal school system through improved relevance, quality and efficiency; to cater through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and to ensure the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

Basic Education, to be provided by Government, shall be compulsory, free, universal and qualitative. It comprises 1 year of Pre-Primary, 6 years of Primary and 3 years of Junior Secondary Education (FRN, 2013).

The goals of Basic Education are: to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; to develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; to inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; to inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and to provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability (FRN, 2013). Agbowuro, & Joseph (2014), observed that the universal basic education scheme is broader than the universal primary education programme. It is a scheme which intends to provide functional, free and quality education irrespective of sex, race, religion and location, to all primary schools and junior secondary schools. The scheme also stresses the education of girls, nomads, migrants, refugees and the disabled (FME, 2000). The concept of basic education has been viewed as a necessity to individuals, society, country and the world at large. This is because, without education, no nation develops economically, socially, politically and technologically. Education, therefore, is a key to development. Thus the importance of basic education to the well-being of mankind is obvious. Madugu (2000) postulated that basic education is a pre-requisite for the success of democracy and a fundamental ingredient for the development of human potential.

### **Effective Administration**

Effectiveness is a concept that cuts across many disciplines. For instance, we talk about the effectiveness of an educational system, the effectiveness of an accounting system, the effectiveness of a political programme, the effectiveness of a Bank or a financial institution and the effectiveness of a community organisation. Effectiveness is normally defined in terms of the achievement of objectives (NOUN, 2012).

Effective administration is an administration that is achieving its objectives. Effective administration is an administration that is realizing its planned programmes and targets. Effective administration is an administration that is achieving its set goals at the right time. The administration is effective if the objectives of the administration is been attained.

### **Basic Education Funding**

Basic education funding is the act of providing the needed financial resources for the effective implementation of the basic education programme. Basic education funding is the official allocation of resources for the administration and management of basic education.

The sources of funds for basic education in Nigeria include government grants, donations, school fees, gifts from parents etc. NUON (2009) asserted that other sources of funds for primary education in Nigeria include: Donations from individuals and groups and Proceeds from sales of farm produce. Some schools that engage in farming sell their farm produce which generates funds for the school while Nwoko (2015), noted that the main sources of revenue for basic education include direct funds from the federal government, state government, local government, and private individual and educational stakeholders like Non-Government Organization (NGOs) and international development partners (IDPs).

### **Current Funding Situation of Basic Education in Nigeria**

The current trend in the funding of basic education in Nigeria revealed that the sector has not been adequately funded. Ogunode (2020); Ogunode & Abashi (2020) and Philip, Okoroafors & Iro (2015) identified inadequate funding as one of the major problems facing the administration of Basic Education in Nigeria. Also, John (2016) researched on primary school education and listed among other problems facing primary school education in Nigeria including inadequate funding. Ogunode (2020) submitted that inadequate funding is a major problem facing the administration of primary school education in Nigeria.

Philip, Okoroafors & Iro (2015), did a study that investigated the implementation of The Universal Basic Education (UBE) Policy in Nigeria: A Case Study of the Federal Capital Territory (FCT) and identified inadequate financial resources as one of the problems facing the implementation of the programme in FCT.

Ejiro (2011) identified inadequate funding as one of the challenges facing basic education in Nigeria. The EFA Dakar Framework for Action (2000), recommended that 20% of national budgets, or 5% of GDP, should be allocated to education. Allocations by the Government of Nigeria have not met this expectation: The Federal Ministry of Education's budget share declined overall from 8.6% of the national budget in 2006 to 5.3% in 2010 and 3.1% in 2012 (ActionAid, 2012). A fluctuation in 2011 to 6.0% represented only 1.5% of GDP to education. Furthermore,

Ogunode, Ahmed & Ayoko (2023) citing a study conducted by Blueprint (2021) confirmed that in 2011, education got N393.8 billion or 9.3 per cent of the total budget; N468.3 billion or 9.86 per cent in 2012; N499.7 billion or 10.1 per cent in 2013; N494.7 billion or 10.5 per cent in 2014; N484.2 billion or 10.7 per cent in 2015; N369.6 billion or 7.9 per cent of the total budget in 2016; N550.5 billion in 2017 representing 7.4 per cent of the total budget; N605.8 billion in 2018 or 7.04 per cent; N620.5 billion or 7.05 per cent in 2019 and N671.07 billion or 6.7 per cent in 2020 and N742.5 billion or 5.68 per cent of the total budget in 2021 and 2022 got the sum of 7% of the total budget while the security budget gulped about N10 trillion in ten years.

The funding of Basic education is the constitutional responsibility of the local government and the state government while the federal government provides intervention UBEC funds. The Universal Basic Education Intervention Fund (UBE-IF) is the main federal funding that is provided to states for basic education and designated for development expenditure only. This is funded by a statutory transfer of 2% of the FAAC revenue and overseen by the Universal Basic Education Commission (UBEC).

The allocations cover recurrent and capital expenditure on institutions, administration and subsidies with an almost equal share apportioned across the sector between primary (32%), secondary (31%) and tertiary (30%) schools. This implies that much more is spent per capita on tertiary education than primary because nearly half of all enrolments are at primary. Construction and the rehabilitation of infrastructure absorb significant portions of budgets across all levels (Girl's Education in Nigeria, 2014).

### **Factor Responsible for Poor Budgetary Allocation to Education (Basic Education)**

Many factors are competing with budgetary allocation to the educational sector. Some of the factors include; subsidy payment on fuel, corruption, insecurity, fall in national revenue, revenue leakages and poor access to intervention UBEC funds

### Subsidy Payment on Fuel

Subsidy payment on fuel in Nigeria is consuming a lot of funds that are supposed to be invested in educational sectors. Every year subsidy payment to taken allots of funds from the governments. Subsidy payment was introduced into the Nigerian economy in the early 1970s since then subsidy payment has been taking huge sums of funds from the government revenue. According to the Nigeria Extractive Industry Transparency Initiative (NEITI), Nigeria has spent N13.7 trillion (\$74.386 billion) on petrol subsidy payments from 2005 to 2020. The data collected by the agency revealed that subsidy payments in 2005 were N351 billion (\$2.66 billion), N219.72 billion (\$1.70 billion) in 2006, N236.64 billion (\$1.89 billion) in 2007, N360.18 billion (\$3.03 billion) in 2008, N198.11 billion (\$1.60 billion) in 2009 and N416.45 billion (\$2.76 billion) in 2010 (The cable 2022). In 2011, the payment was N1.9 trillion (\$12.18 billion), N690 billion (\$4.34 billion) in 2012, N495 billion (3.11 billion) in 2013, N482 billion (\$2.92 billion) in 2014, N316.70 billion (\$1.62 billion) in 2015, N99 billion (\$0.39 billion) in 2016, N141.63 billion (\$0.44 million) in 2017, N722.30 billion (\$2.36 billion) in 2018, N578.07 billion (\$1.88 billion) in 2019 and 134 billion (\$0.37 billion) in 2020 (The cable 2022). The subsidy payment on petroleum products is taken a larger sum of funds that are supposed to be invested in education (Ogunode, & Madu, 2021). This subsidy payment is among the factors responsible for poor funding or investment in education in Nigeria.

### Corruption

Corruption in government institutions in Nigeria is also reducing investment in the educational sector. Funds that are supposed to be invested in the development of infrastructural facilities, employment of teachers, capacity-building programmes and catering for other capital expenditures are being mismanaged and looted away by the official of government (Dawood 2012; Ogunode & Stephen, 2021). The international organization stated this in a new report titled: "Corruption in Education Systems in West Africa." According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). The report highlighted "Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices" as the various corruption risks and challenges facing education systems in all countries (Premiumtimes, 2020). Priye (undated) observed that corruption began to affect education seriously in the middle and late 1980s as the psychosocial beast beclouded the minds of those who ruled Nigeria. The scrambled to loot as much as possible by those in a position of power resulted in the neglect of the educational sector. Suddenly, education which was considered the cornerstone for the development and modernization of Nigeria was ignored, neglected, and starved of the funds and policy initiatives needed to move it forward. Increasingly, national and state governments started cutting educational funds, creating the impression that education was no longer an important strategic tool in directing the country's growth. With this development, the looting of educational funds became acceptable. Thus, it became fashionable to loot funds allocated for academic enhancement, capacity building, infrastructural development, modernization, and rehabilitation of educational institutions. The looting involved educational policymakers, bureaucrats in various educational ministries, and school officials responsible for administering the schools (primary and secondary schools and universities). The funds going into corruption in Nigeria are supposed to be used for the development of education, especially basic education.

### Insecurity Problems

Nigeria is facing insecurity challenges for the past ten years. The insecurity has led to the abduction of school children, the killing of students, and teachers and the destruction of school facilities. Insecurity has taken over the Northeast, North West and south-east destroying economic activities in the zones and preventing private investment and infrastructural facilities development. To tackle the insecurity

challenges, every year Nigerian government budgeted billions of naira for the security sector apparatus in Nigeria. According to BudgIT, allocation to the security sector witnessed a steady increase from 2011 to 2022. This includes allocations to defence, the police force, service-wide votes, and the ministry of interior. In 2011, a total of N920.87 billion was allocated to the sector, with N348.30 billion to defense and N309.17 billion to the police. The total security allocation for 2012 stood at N921.92 billion, with N326.35 billion to defense and N313.96 billion to police. The budget increased further in 2013 to N957.70 billion. While N364.41 billion was earmarked for defense, the police sector got N323.04 billion. The security budget dropped a little in 2014 to N930.22 billion. The defense was allocated N349.70 billion and the police N310.82 billion. In 2015, N948.01 billion was allocated to the sector, with N375.49 billion to defense and N327.56 billion to the police. In 2016, the budget grew to N1.04 trillion. A breakdown of the budget shows that a total of N443.07 billion was allocated to defense and N312.56 billion to the police force. The budget for the security sector grew further in 2017 to N1.13 trillion; N469.83 was budgeted for defense and N319.01 billion for police. In 2018, N1.28 trillion was allocated to security. The total budget for the defense was N576.39 trillion, while police were allocated N335.40 billion. In the same year, President Buhari authorised the withdrawal of \$1 billion from the excess crude oil account, and \$496 million was used to order 12 Tucano fighter jets. In 2019, the security sector was allocated N1.33 trillion. Of the total budget, the federal government allocated N589.95 billion for defense and N371.08 for police. The budget for the sector increased to N1.69 trillion in 2020. Of the total allocation, the defense budget rose to N899.91 billion and the police force got N410.48 billion. In 2021, N1.86 trillion was allocated to the sector, out of which N964.05 was allocated to defense and N455.13 billion to the police force. The sector also got a supplementary budget of N802 billion. The sector saw the highest allocation in 2022 with a total of N2.49 trillion, up from N1.86 trillion in 2021. In 2011, the sector received N920.87 billion. In the same vein, allocations to defense peaked in 2022 with a total budget of N1.19 trillion, while service-wide votes got N220 billion, according to BudgIT Allocations to the ministry of interior in 2022 stood at N287 billion, while allocations to the Police and the Office of the National Security Adviser stood at N783 billion and N212 billion, respectively. The N2.49 trillion to security and defense is more than the entire allocation to education and health (Businessday, 2022a). Ukozor, Ogunode, & Mcbrown (2022) opined that every year huge amount of funds is budgeted to prosecute the war against the insurgencies and bandits in Northern Nigeria. The funds that are supposed to be allocated for other sectors of the economy like education and health are reduced and added to the budget of defense. The huge amount of money spent every year on the management of security in the country is contributing to the poor funding of education.

### **Fall in National Revenue**

Nigerian economy relies on revenue from oil. Oil revenue accounts for about 80% of the total gross national revenue of the country. The fall in the price of oil in the international market directly affects the entire government expenditure. The COVID-19 pandemic affected the demand for oil in the international market which also affected the revenue of Nigeria. Ifeanyi, Ogunode & Ajape (2021) identified a fall in national revenue as a factor responsible for limited financial resources in the educational sector. A report by Punch (2021) revealed that the Federal Government recorded a revenue shortfall of N15tn from 2015 to 2020. The revenue shortfall led to a funding gap of N3.75tn in the implementation of capital projects of Ministries, Departments and Agencies, according to an analysis of the budgetary provisions and budget implementation reports from the Budget Office of the Federation. The result disclosed that the total revenue projection for the six years was N31.9tn, while about N16.9tn was generated, resulting in a shortfall of N15tn. The total revenue allocated for capital projects in the period under review was N11.9tn, while the actual amount released to the MDAs was estimated at N8.2tn. The data made available to the public showed that in the 2015 fiscal year, the Federal Government approved the sum of N557bn for capital projects, out of which, N387bn was

released, resulting in a funding gap of N169.6bn. From the N1.58tn budgeted for capital projects in 2016 the sum of N1.21tn was released, creating a deficit of N368bn. For 2017, N1.56tn was released for the execution of capital projects, out of the budgeted amount of N2.17tn. This resulted in a funding shortfall of N611.35bn. In 2018, the government approved N2.8tn for capital projects but, released N1.8tn for implementation. This caused a funding deficit of N1.01tn. Punch also revealed that in 2019, a funding gap of N863.9bn for the execution of capital projects was recorded. In the 2019 annual budget, a total amount of N2.03tn was allocated for capital expenditure, out of which, N1.16tn was released. An analysis of the revised budget for the 2020 fiscal year showed that N2.6tn was projected to be spent on capital projects, but N1.94tn was released. This resulted in a funding gap of N733bn. The fall in national revenue also affected the allocation to education. Many factors accounted for the shortfall of revenue in Nigeria. Some of the factors include a fall in crude oil prices in the international market and corruption (Ukozor, Ogunode & Mcbrown, 2022).

### Revenue Leakages

Revenue leakages in Nigeria are also responsible for the poor budgetary allocation to the educational sector. The Nigerian revenue system is open to too many leakages reducing the total money that finally gets to the government. Every year Nigerian government is losing billions of Naira to revenue leakages in the various revenue generation agencies. Fasua (2022) submitted that many areas in Nigeria are losing revenues. For one, our erstwhile top crude oil assets – Bonny, Bonga, Forcados – are bleeding. Nigeria loses perhaps 1,000,000 barrels per day to thieves and shut-ins as a result of vandalism. A recent report by the *Economist* details how we are the ONLY oil-producing country not benefiting from recent highs in crude oil prices. Vanguard (2022) reported that the Joint House of Representatives Committee on Finance, Banking and Currency has said that Nigeria lost about \$30 billion from 2005 to 2019 annually from revenue leakages. The leakages were basically from activities of agencies and companies in banking, oil exploration, engineering, procurement, construction, installation, marine transportation, manufacturing and telecommunications.

### Poor Access to Intervention UBEC funds

Sahara reported (2022) reported that official data from Nigeria's Universal Basic Education Commission (UBEC) has shown that 32 states have not accessed over N48 billion in UBEC funds available for improving basic education across all states. The Universal Basic Education Programme is aimed at ensuring free education for Children at the primary school level and three years of junior secondary school. The programme was launched in September 1999 while the law establishing UBEC was signed in 2004. The reason for the failure to access funds that are crucial to the educational outcomes of the states is partly because of the way the UBEC funds are structured. To access allocated UBEC funds, states must match the grant amount available up to at least 50%. Section 11, subsection 2 of the law states that "For any State to qualify for the Federal government block grant under subsection 1(1) of this section, such State shall contribute not less than 50% of the total cost of projects as its commitment in the execution of the project". However, according to recent information uploaded on the UBEC website, Anambra, Ogun and Imo states have the highest amount of funds not accessed with over N3 billion grant for each. The failure of the state government to access these funds has reduced the volume of funds that are supposed to be used for basic education administration and management in Nigeria.

### Importance of Funding on Basic Education

Adequate funding of basic education in Nigeria will lead to; infrastructure facilities development, employment of professional teachers, provision of instructional materials, effective capacity building, increment in motivational packages, reduction in education cost and increment in the patronage of basic education.

### **Infrastructure Facilities Development**

Adequate funding of basic education in Nigeria will lead to infrastructure facilities development. Ogunode & Agwor (2021) opined that School Infrastructural facilities refer to social capital within the school environment. They include school buildings/complexes such as: classrooms, tables, exam halls, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc; Institute/centres' specialized facilities such as: ICT infrastructure, special laboratories, conference facilities, etc; lecture Boards such as: interactive, magnetic, screen and chalk, etc; ICT facilities such as: computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/theatres, moot courts, and studios, etc; Students' hostels or accommodations including: Boys and Girls hostels; and municipal/physical infrastructure such as: power supply, water supply, good road networks, sports, health and sanitation, staff schools, security facilities, etc. Ogunode (2020); Ogunode Jegede, & Ajape (2021); Ogunode, & Abashi (2020) submitted that the availability of fund is very important in the provision of school infrastructures. More funding will help the school management in providing more facilities such as classrooms, laboratories, libraries and instructional materials. Available facilities will also be provided based on modern development while obsolete facilities will be discarded. This means that the higher the level of funding, the more the infrastructures that will be provided for teaching and learning.

### **Employment of Professional Teachers**

A report by independent Newspapers (2019) confirmed that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortages in Junior Secondary Schools across the nation. NOUN (2012) defined a teacher as a professional, who imparts knowledge, and learning experiences at his disposal to stimulate, guide, direct and facilitate learners to acquire adequate mastery of the skills being imparted. Akindutire, & Ekundayo, (2012) cited Ajayi, (2004) who defined a teacher as someone who causes learning to take place; someone who imparts knowledge, skills, values and attitudes to a group of learners. From the definitions, it is clear that a teacher helps the learners often in a school, as well as in a family, religious and community setting. Learning cannot take place without the teacher, even though he is not physically present; he is indirectly represented by the medium through which learning takes place (Akindutire, & Ekundayo, 2012). The shortage of professional teachers in Basic education is among the factors responsible for the poor quality of basic education. Adequate funding of basic education in Nigeria will lead to the employment of adequate professional teachers. The availability of funds is very crucial in the employment of quality teachers (Ogunode, Richard, & Musa (2021); Ogunode & Nasir (2021); Ogunode, Adah, Audu & Pajo, 2021). Various studies have shown that income level is a factor that is used to attract quality teachers. It is, therefore, necessary that funds should be provided to acquire this crucial human resource. This is because the presence of qualified teachers will help in transmitting quality knowledge to the students. Most organizations in developed countries now pay workers based on performance (Podgursky & Springer, 2007). The payment of high wages and salaries is now used to attract quality teachers and this is based on the availability of funds.

### **Provision of Instructional Materials**

Adequate funding of basic education will guarantee the provision of adequate instructional materials in all the basic schools in Nigeria. Adequate funding of basic education in Nigeria will help to address the challenges of shortage of instructional materials in school according to Ogunode, Ohibime, Nasir, & Gregory, (2021); Philip, & Okoroafor, Iro, (2015). Sufficient fund in the administration of basic education is a key aspect of facilities provision, and not having enough funds can have a serious impact on the development of facilities in schools. Availability of adequate funds will help to ensure



adequate provision of instructional and learning materials for both teachers and students in basic schools across the country.

### **Capacity Building**

The poor human capacity development of Basic education teachers is another challenge facing the realization of the objective of Universal Basic education in Nigeria. Ogunode, Adah, Audu, & Wama (2020), submitted that there are many challenges facing the staff development programme for primary school teachers in Nigeria. Some of the challenges include; inadequate funding. To solve these challenges, it was recommended that: the government should embark on a need training assessment of basic schools, develop an action plan, develop a financial plan for implementation, set up effective monitoring and evaluation system, ensure policy continuity and fight all institutional corruption in the ministries. Gimba, (2010); NEEDS, (2014); and World Bank, (2015) recommended an increment in the budgetary allocation basic education to enable effective training and development programmes.

### **Increment in Motivational Packages**

According to Ogunode, Ahmed & Ayoko (2023), motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivation plays an important role in the organization especially in the school system because it increases the productivity of teachers. The behavior of employees can be change through motivation in any organization. Teachers are expected to play pivotal role in the implementation of the UBE programme, yet sufficient attention is not being paid to their motivation to the utter neglect of policy essence.

Adequate funding of basic education in Nigeria will help to prevent brain drain in the basic education system. Adequate funding of basic education in Nigeria will lead to improvement in the welfare packages of teachers, effective capacity-building programmes and increments in salaries (UNESCO, 2014; Josiah, & Ogunode, 2021; and Kubiati, 2018).

### **Reduction in Education Cost**

Nwafor, et al (2015) stated that adequate funding of education by various educational stakeholders is a very important step in reducing the burden of the cost of education on parents and students. Rich (2012) stated that until alternative funding sources are provided, students will continue to pay high education costs even if the cost is unreasonable. Exploring funding sources will therefore help to reduce the burden of funding secondary education among the various educational stakeholders. Additional funding from alternative sources will provide an avenue for generating funds for the purchase of learning resources which will reduce the burden of the cost of education on the government, parents and students.

### **Increment in Patronage**

Adequate funding of basic education will lead to an increment in the enrolment of more children in Nigeria. Nwafor, Uchendu, & Akani, (2015) submitted that when schools in Nigeria are properly funded to the minimum level specified by UNESCO at 26% of the annual budget, there will be an improvement in the standard of education provided and this will increase the level of patronage of Nigerian schools by both citizens and foreigners. This in a long run can help to improve the image of Nigerian schools and increase the country's Gross Domestic Product (GDP). Proper funding of education will restore the confidence of parents and the international community in the standard of secondary education provided in Nigeria.

### **Conclusion and Recommendations**

This paper examined the importance of providing adequate funding for basic education for effective administration in Nigeria. The paper adopted a content analysis method to select the pieces of

literature used in the paper. The paper used both primary and secondary data. The data were collected from online publications and print materials. The paper concluded that adequate funding of basic education in Nigeria will lead to; infrastructure facilities development, employment of professional teachers, provision of instructional materials, effective capacity building, increment in motivational packages, reduction in education cost and increment in the patronage of basic education. The paper also identified subsidy payment on fuel, corruption, insecurity, a fall in national revenue, revenue leakages and poor access to intervention UBEC funds as factors competing with the budgetary allocation of the educational sector (basic education) in Nigeria. To address these revenue linkages the paper hereby recommended that:

1. The government should implement the national policy on funding education as captured in the national policy of education;
2. The government should direct all agencies in charge of revenue generation to block all leakages, so that the government can generate more revenue for investment in sectors like education and health;
3. The government should stop subsidy payments and deploy the funds for the development of education and other related sectors;

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