

Quality Financing of Higher Education in Nigeria: A Nostrum for the Provision of Quality Education

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Abstract

The subject of Quality in Education is not strange in many countries. Education for all by 2015 is one of the provisions of the Millennium Development Goals (MDGs). But the big question is what form of education do we hope to give by 2015, a qualitative education or an inferior education? This paper holds the opinion that one major factor that can guarantee quality education in Nigeria is the appropriation and prudent and responsible use of funds. The government and adequate private sector participation should endeavor to make adequate funding available to universities, polytechnics, monotechnics, and colleges of education. The paper conceptualizes the meaning of quality and quality education, as well as, tracing the history of government funding of higher education. It dwelled on higher education since higher education is the sector of education that guarantees the provision of adequate manpower to sustain economic growth of any nation. Series of statistics was made available to show the lack of adequate funding of higher education. The paper thus recommended that government should take more seriously the funding of education, staff welfare and condition of service must be improved, private sector participation should be encouraged and there must be deregulation of the educational industry.

Keywords: Quality, Quality Education, MDGs, Teacher Quality, Educational Skills, Quality Financing.

Introduction

Quality Education can only be guaranteed by quality funding. This is perhaps the foundational framework of this paper. A popular adage in Nigeria and some African nations is, the sweetness of the soup one eats is determined by the amount of money given to the wife to cook it. To a large extent funding of education at all levels will determine the quality of educational system that will be operational in any nation. Poor funding and poor management of funds within the educational system has led to the dysfunctional and unethical practices that has generated a multitude of limitations with the educational system, especially at the tertiary level. Situations of partisan politics where budgetary allocations are made based on patronage and other extraneous variables contract the principles of objective budgetary process which are detrimental to goal achievement. This poor funding and poor implementation of budgets has led to incidences of outstanding results, late results, inadequate staffing, non-availability, insufficiency of basic teaching facilities, etc (Okebukola, 2002; Marinho, 2002).

Financing has to do with a firm/organization securing whatever capital it needs and employing it in activities which generate returns. Several authors has described financing as the process of raising capital or funds in order to engage it in ventures that will guarantee returns or profit (Van Horne, 1997; Pandey, 1999; Adedeji, 2002; Adesogan, 2003; Akintoye, 2004; Balami, 2002). Therefore we can say that the finance functions or decisions include investment and long-term asset-mix decision; financing and capital mix decision; profit and return decision; dividend and profit allocation decision; and liquidity and short-term asset mix decision. These functions are performed simultaneously and continuously in the normal source of the businesses (Akintoye, 2004).

In financial decisions, the concept of rationality is always assumed. It is generally agreed that the financial goals of the firm or organization should be the maximization of economic welfare of owners through profit maximization (Adidu, 2006; Borishade, 2002; Obadan and Uga, 2000; Odebiyi and Aina, 2004). It is important to state that, funding education in any nation cannot be viewed in terms of profit and loss, but the provision of economic satisfaction to citizens. The concept of profit maximization has been criticized over the years for its failure to provide an operational feasible measure for ranking alternative courses of actions in terms of economic

efficiency (Davis, 1992; Van Horne, 1997; Taiwo, 1993). Once education funding is not classified as economic, the access to quality education by more citizens will be guaranteed. This will lead to economic growth and development.

In today's world, knowledge is valued as the determinant and driver of economic growth, development and competitiveness, and the university education is the major source providing the required knowledge that will help generate and accelerate knowledge flow for modern based economics. For these reasons, individual, firm, corporate organization and governments are faced with investment decisions on regular basis. The concern for quality in university education in Nigeria is absolutely in the positive direction. University education is the nation's hope for national development. With the drastic effects of globalization, contemporary Nigeria education is busy grappling with how to develop strategies that would help in the production of knowledge-based citizens ready to meet the global challenges (Akinjemi, 2011). Knowing that education play a pivotal role in determining the human resource needs of the nation to face the dynamic competitive nature generated by globalization, it is important to state that there must be changes in the educational funding and financing strategies in Nigeria has become imperative. Also the traditional and commonness of lip-service, poor funding, and embezzlement of funds meant for educational services and development must now become things of the past (Akinyemi, 2011).

Conceptualizing quality and quality education

The basic question at this juncture is "can education without quality be called education at all? Using the term "quality" in the context of education evokes a natural reluctance, yet the answer is relevant to understanding the paper. In business, Engineering and Manufacturing, quality has a pragmatic interpretation as the non-inferiority or superiority in something.

Quality is defined as fitness for purpose. The Wikipedia free encyclopedia describes it as a perceptual, conditional and somewhat subjective attribute and may be understood differently by different people. For instance, consumers may view quality from the focus of specification of quality of a product/service, or how it compares to competitors in the marketplace. Producers on the other hand might measure the conformance quality, or degree to which the producer/service was produced correctly, whereas support personnel may measure quality in the degree that a product is reliable, maintainable, or sustainable. From a business perspective, quality may be describe from five (5) different aspects namely producing (creating something); checking (ensuring that some product are produced correctly); Quality Control (controlling a process such that its standards are met, maintained, and predictable); Quality Management (directing a firm in such a manner that it optimizes performance through analysis and improvement); Quality Assurance (having an assurance that the good or service will be satisfactory.

Table 1: Meaning of Quality

S/N	Meaning of Quality	Author
1	A product of service free from deficiency. The characteristics of a product or service that bear on its ability to satisfy stated or implied needs.	American Society for Quality (2008)
2	Conformance to requirements that may not fully represent customer expectations.	American Society for Quality, Crosby (1979)
3	Quality combines people power and process power.	Chowdhury (2005)
4	Quality is the efficient production of the quality that the market expects.	Deming (1988)
5	Quality is a product or service and not what the supplier puts in. It is what the customer gets out and is willing to pay.	Drucker (1985)
6	Quality is the degree to which a set of inherent characteristics fulfils requirements.	International Organization for Standardization. (2005)
7	Uniformity around a target value. The idea is to lower the standard deviation in outcomes, and to keep the range of outcomes to a certain number of standard deviations, with rare exceptions.	Weinberg (1991)

Approaches to quality and related education tradition

UNICEF strongly emphasizes what might be called desirable dimensions of quality, as identified in the Dakar Framework. Its paper “Defining Quality in Education” recognizes five dimensions of quality: learners, environments, content, processes, and outcomes, founded on “the rights of the whole child, and all children to survival, protection, development and participation” (UNICEF, 2000). Like the dimensions of education quality identified by UNESCO (Pigozzi, 2004), those recognized by UNICEF draw on the philosophy of the convention on the Rights of the child.

In distinguishing quality in the traditional context, we shall consider the meanings of quality from the views of the Humanist, Behaviorist, Critics, Adult educationist, and Indigenous traditionist.

Table 2: Quality according to different Traditions

S/N	Traditions	Meaning of Quality
1	Humanist Approaches	<ul style="list-style-type: none"> a. The idea that human nature is essentially good, that individual behavior is autonomous (within the constraints of heredity and environment). b. Standardized, prescribed, externally defined or controlled curricular are rejected. They are seen as undermining the possibilities for learners to construct their own meanings and for educational programmes to remain responsive to individual learner’s circumstances and needs. c. The role of assessment is to give learners information and feedback about the quality of their individual learning. It is integral to the learning process. Self assessment and peer assessment are welcomed as ways of developing deeper awareness of learning. d. The teacher’s role is more that of facilitator than instructor. e. Social constructivism, while accepting these tenets, emphasizes learning as a process of social practice rather than the result of individual intervention.
2	Behavioral Approaches	<ul style="list-style-type: none"> a. Based on the manipulation of behavior via specific stimuli. Exerted significant influence on educational practice in the first half of the twentieth century. b. Standardized, externally defined and controlled curricula, based on prescribed objectives and defined independently of the learner, are endorsed. c. Assessment is seen as an objective measurement of learned behavior against preset assessment criteria. d. Tests and examinations are considered central features of learning and the main means of planning and delivering rewards and punishment. e. The teacher directs learning, as the expert who controls stimuli and responses. f. Incremental learning tasks that reinforce desired associations in the mind are favored.
3	Critical Approaches	<ul style="list-style-type: none"> a. Critical theorist focus on inequality in access to and outcomes of education and on education’s role in legitimizing and reproducing social structures through its transmission of a certain type of knowledge that serves certain social groups. b. Good quality education is education that prompts social change. c. Good quality education describes a curriculum and teaching methods that encourage critical analysis of social power relations and of ways in which

		<p>formal knowledge is produced and transmitted.</p> <p>d. Active participation by learners in the design of their own learning experience.</p>
4	Indigenous Approaches	<p>a. Indigenous approaches reassert the importance of education's relevance to the socio-cultural circumstances of the nation and learner.</p> <p>b. Mainstream approaches imported from Europe are not necessarily relevant in very different social and economic circumstances.</p> <p>c. Assuring relevance implies local design of curriculum content, pedagogies and assessment.</p> <p>d. All learners have rich sources of prior knowledge, accumulated through a variety of experiences, which educators should draw out and nourish.</p> <p>e. Learners should move beyond the boundaries of the classroom/school through non-formal and lifelong learning activities.</p>
5	Adult Education Approaches	<p>a. In the adult education tradition, experience and critical reflection in learning is an important aspect of quality.</p> <p>b. Radical theorist sees learners as socially situated, with the potential to use their experience and learning as a basis for social action and social change.</p> <p>c. Have roots in humanism and constructivism emphasize the experience of adults as a central learning resource.</p> <p>d. Essential part of socio-cultural, political and historical transformation.</p> <p>e. Using "problem posing" strategy and conscientization to realize the extent to which they themselves have been influenced by repressive societal forces.</p>

Source: EFA Global Monitoring Programme, 2005.

Nwanna (2000) describes Quality of Education as the scale of input in the form of funds, equipment facilities, teacher and pupils alike and to the fact that the transaction and output of institutions in the form of their product are acceptable, desirable, beneficial, efficient and effective from the point of view of the government, society, private agencies and stakeholders.

Describing quality in higher education, Igwe (2007) opined that quality cut across policy formulation and implementation of educational process covering the scope of curriculum; teaching/learning process; resources and facilities; students and teacher environment. He further perceived quality in education as better school environment, more qualified teachers, and adequate supply of textbooks relevant to social needs.

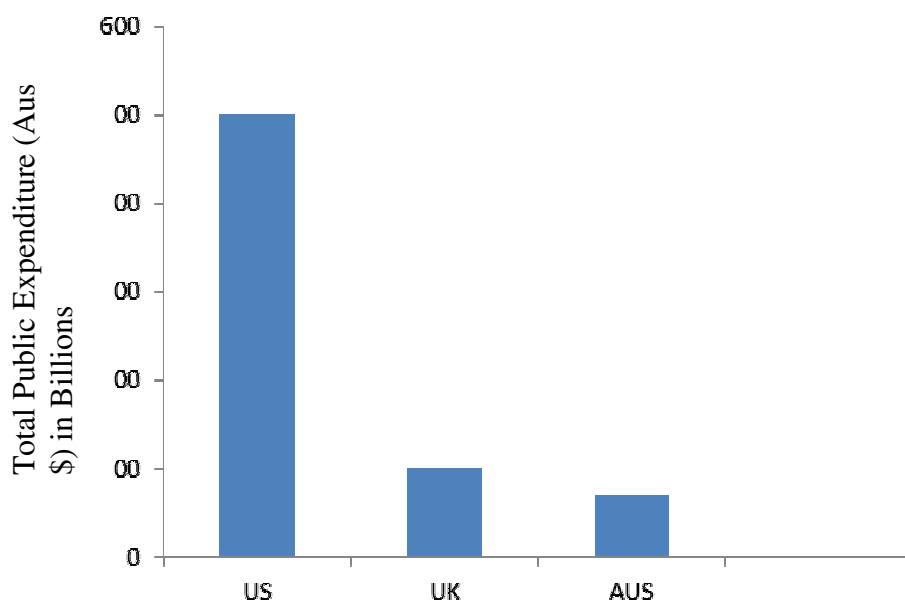
It is therefore imperative to note that quality in education can only be assured when the materials needed to enhance the teaching learning process are made available as at when needed. Priority must be given to make these materials available to lecturers/teachers. This can only be realized by quality funding of institutions of learning. Answering the question asked in the beginning, adequate funding is a necessity to guarantee quality education.

Clare (2004) applied the consumer behavior theory of education that regards students as consumers purchasing the services provided by tertiary institutions. Hence the student has the right to obtain the best quality education. Classifying quality in education, the proposed input process – output approach derive from West, Noden, and Gosling (2000) viewpoint of quality in higher education. According to Clare (2004) "input" refer to the entry requirements, "process" refers to the teaching and learning process, while "output" refers to the employability and academic standings. Meaning that these three components must be operational before an educational system is said to be of high quality.

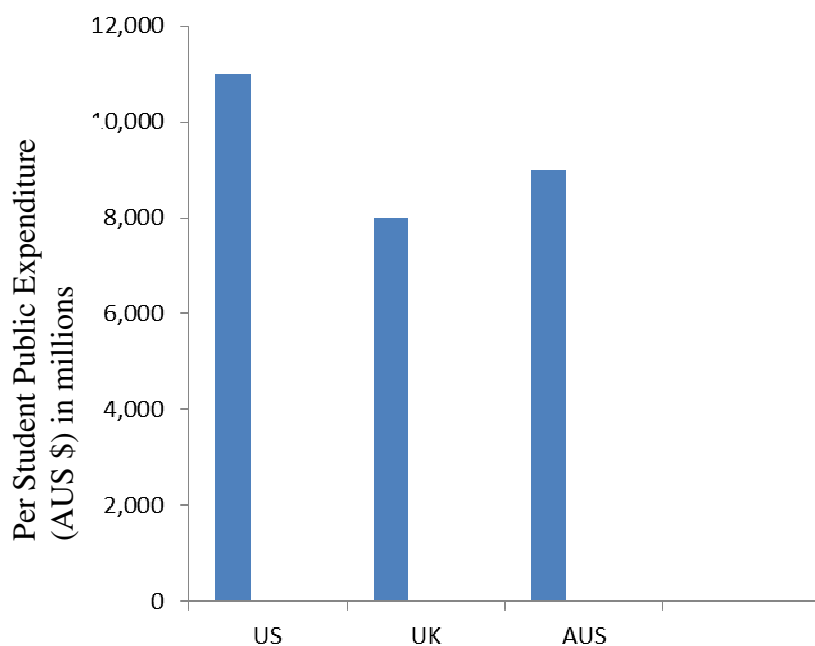
Funding higher education: Empirical studies

The justification for sound and quality higher education cannot be overemphasized. This is because education is the basic channel through which society (mankind) can acquire the needed skills and competencies. Hence the concern for quality education generally, and higher education specifically, in Nigeria is most desirable for the socio-cultural, economic, political, technological, and scientific development and advancement of any nation. Olaniyan (2001) made it clear when he opined that university education is expected to create the much needed human capital with enhanced skills that can lead to technological innovation, productivity and growth within the economy. Also, education generally, and higher education specifically is fundamental to the construction of a knowledge based economy and society in all nations (World Bank, 1999). In essence, quality education has a direct impact on the quality of human capital, which in turn has a direct impact on the development or otherwise any system, even a nation. Meaning the higher education, in all nations, is specially designed to provide the needed manpower for the overall turnaround of a nation (Ayo-Sobwale and Akinyemi, 2011).

Unlike Nigeria, the United States, United Kingdom, and Australian governments invest heavily in the funding of tertiary education. As shown in the tables and figures below, the United State spends \$518 billion to educate fewer than 50 million students between 2000 - 2005. In that same period United Kingdom spent \$83 billion to educate approximately 10 million students, while the Australian government spent a whopping \$30,815 million dollars to educate 3.3 billion students in 10,000 schools. Moreover the Australian government funded government schools to the tune of \$22,078 million while non-government schools were funded to the tune of \$1,788 million (Buckingham, 2000; Burke and Andrew, 2000; US Dept, 2006; PC ROGS, 2007).



Source: Andre Dowling (2007): Australia School Funding System.



Source: Andre Dowling (2007): Australia School Funding System.

It is therefore no surprise that the quality the education in Europe is high and improving on an annual basis. This has led to improve human capital in these nations and economic, political, and technological growth. This is however not the case in Nigeria as we shall see.

Funding Higher Education: The Nigerian Experience

The underlying rationale for public funding of education is to equip people with the requisite knowledge of new techniques for production, so as to be able to participate effectively in the developmental process. Thus, while primary and secondary education focus on inculcating literacy and ability to identify numbers, higher education creates the needed manpower with enhanced skills for technological innovation and productive growth. Public sector funding of education is anchored on the notion that for society to continue in perpetuity, the new generation must be given the appropriate access to knowledge that previous generation has accumulated. The government, through the federal ministry of education, has observed that higher education in Nigeria is in a state of decay (FME, 2003). Government is aware that this decadent situation portends danger to the country; particularly as poor as substandard graduates who are ill-equipped for the world of work are currently produced (Ayo-Sobowale and Akinyeme, 2011). The quality of Higher education in Nigeria has reduced drastically because the higher institutions lack adequate funding and financial resources to maintain educational quality, and thereby produce quality graduates.

With the ever increasing number of enrolment into higher institutions in Nigerian tertiary institutions lack the financial resources to maintain standards and quality education. Statistics show that from 2007 – 2010, the number of applicants sitting for Universities Matriculation Examination (UME) and the Monotechnics, Polytechnics and Colleges of Education Examination (MPCE) has increased from 911,679 to 1,330,531 (for UME), while that of MPEC has decreased from 167,836 to 45,140 (Table 5). The number of application for university education from 2004 – 2009 has shown a steady growth from 841,878 (2004) to 1,054,060 (2009). It is however unfortunate that the Nigerian universities could only admit 14.5% of applicants in 2004 and 18.9% in 2009. This is of course due to lack of adequate facilities and infrastructure (Table 6). The 2007 system wide audit of Nigerian universities by the Nigerian Universities Commission (NUC) was also very revealing and should be a source of concern. The system wide audit revealed that there is a drastic shortfall among staff members at all level. Colleges of Education (COE) has second highest shortfall (56.9%) after the National Open University of Nigeria (NOUN) with 65.2% shortfall. Universities have a 39.1% shortfall, Poly/Monotechnics

(56.9%), and the National Teachers Institute (NTI) (6.8%). The system wide audit also showed shortfall in the amount of teachers and staff in higher institutions as against the minimum benchmark of number required of 50,000. All these are contained in table 7.

In the area of funding of federal higher institutions, Nigeria government only spent 7% and 6.45% of its total budget on education. This is a far cry from the proposed 26% total national budget expenditure on education by the United Nations (Table 8). Table 9 and 10 reveals, however, that the Federal allocation to federal universities has increased steadily from 1999 – 2009. Though there is an increase, it still not sufficient to guarantee quality education at federal institution since most of the funds are used to pay salaries, allowances, and overheads. The allocation for capital projects (much needed) is still very minimal. The creation of the intervention fund to assist accelerated growth in higher education, through the Education Trust Fund (ETF), has also helped to fund major capital projects, as well as, develop human capacity in higher institutions national. It is therefore recommended that further research and studies be conducted to determine how state government fund state owned higher institutions and how they have faired. Education Trust Fund (ETF) funding of universities, polytechnics, and colleges of education have also seen steady growth from 1999 – 2010.

Table 9 shows that there has been a high investment in budgetary allocation but the amount actually expended is always less than 20% of the actual amount budgeted. The amount expended in education always, is a far cry compared to the total federal government expenditure from 1988 to 2009. This can be translated to mean that the value placed on education in Nigeria is actually minimal. Table 10 on the other hand has x-rayed the amount spent by the Nigerian government on recurrent and capital expenditure in federal universities. It therefore shows that government spends more to keep the daily or monthly recurrent expenditures such as lecture theatres, laboratories, libraries, etc. Government must determine to invest more funds in capital expenditures subsequently in other to promote quality education in Nigerian tertiary institutions.

The above tables show that the level of investment in the educational system in terms of funding is quite minimal. More needs to be done to improve quality education in Nigeria. The households in Nigeria pay more for education than what the government expends annually per child (Samuel, 2002). Also, Adedeji (2002) opined that the average cost per unit in training a student in a discipline range from a minimum of N141,532 for social sciences to N302,096 for human medicine. Taking into consideration the rate of inflation in the country, Adesogan (2003) opined that it takes about N300,000 to train a student in the Arts related discipline and N600,000 and N1,500,000 respectively by the end of 2011. Meaning that while government and the higher institution authority contribute 58.2%, the Nigerian student contributes 41.8%. Several authors have identified age of school, student enrolment, class size, student-teacher ratio, teacher qualification, teacher salaries and allowances, capital cost, staff current costs, social demand for higher education etc, as factors that determine the overall high cost of education in Nigeria (Longe, 1981; Ajayi, 2001; Babalola, 1992; Onwioduokit, 2002).

Table 11 shows that the allocations of funds by the Education Trust Fund (ETF), which is an intervention body of the federal government. Again it shows that funds from ETF is far minimal go round all tertiary institutions in Nigeria. However, it is observed that the Colleges of Education had less funding than Universities, even though they are saddled with the responsibility to train and re-train teachers in the country. Education at all levels cannot thrive effectively in any nation if the institution(s) responsible does not have adequate funding. The ETF must be restructured and properly funded to meet tertiary education needs in Nigeria.

Recommendations

Firstly, government at all levels in Nigeria must consider funding of education as a priority project if the future of Nigeria must be sustained. The increase in insecurity due to the scourge of Boko Haram and other socio-ethnic groups, adequate and quality education may just be the only solution to these problems. Government must, of necessity, adopt the 26% budgetary expenditures by UNESCO on education. Rather than spend so much on policing and publicizing government programmes, funding of higher education specifically must take its pride of place when planning the budget. Only through this gesture can illiteracy and social vices/evils can be put in check through provision of quality education. Government must never forget that education is a right of the child and not a privilege.

Secondly, funding of education at all levels cannot be left in the hands of government alone. For tertiary institutions to have additional resources, private sector participation must be strongly encouraged. The Nigeria government should key into the World Bank initiative in countries like Chile, Argentina, Mauritania, Mali, Indonesia, Senegal, and El-Salvador. The World Bank is currently in the task of focusing its attention in private sector participation in educational development of the countries. The university authorities must also mobilize

external resources through bilateral agreements, through UNESCO, UNDP, UNICEF, WORLD BANK, to help contribute to the funding of higher education in Nigeria.

Thirdly, higher institutions themselves must attempt to raise a substantial amount for their funding through internal sources. In other words, higher institutions must be more entrepreneurial and business oriented. They must raise funds internally. Some universities like University of Lagos are already along this line. Others must join in especially state owned higher institutions.

Fourthly, the federal government policy on the abrogation of tuition fees in federal institutions should be revisited and reviewed. As good as this policy is intended, it eliminates the financial drive nature of higher institutions. Parent and students must know that the cost of having higher education is not cheap. The ability to pay your fees (tuition) will guarantee that university institutions will become liable to their pay masters (students) because he who pays the piper dictates the tune. In South Africa for example, students contribute 66% of cash in university education (Okebukola, 2003).

Fifthly, the managers of higher institutions must be more prudent with the meager contributions of government, students, and internally generated funds. The issue of corruption in the management of funds in tertiary institutions and the high-handed of Vice Chancellors, Rectors, and Provosts, must be put to check. Any staff found wanting in wasting funds through negligence or deliberate misappropriation must be dealt with in the full extent of the law. This will ensure that the little resources are prudently utilized to develop the much needed infrastructure and manpower with the educational system.

Finally, working conditions and staff welfare must be given adequate considerations to foster quality education. The theory of motivation confirms that inadequate salary, allowances, poor working conditions, etc will enhance workers dissatisfaction and eventually employee inefficiency and ineffectiveness. Lecturers/Teachers must be made to be comfortable with adequate salaries, available teaching materials, and consistent or regular promotions. The conditions of service and welfare facilities (housing, car loans, school for their children, insurance, health benefits etc) will help to motivate staff and boost employee morale. The long run effect of these provisions is the optimization of staff productivity and quality assurance.

Conclusion

Higher education in Nigeria has come off age and must be encourage to produce quality graduate at the end of any defined time framed. It is the strong opinion of authors that quality education is a product of quality funding. With the level of underfunding of the tertiary institutions in Nigeria, there is the need that universities, colleges of education, and poly/momotechnics must evolve brand new strategies of raising fund within their institutions in other to achieve qualitative education. Government at all levels must see education funding as a priority and stop politicizing it. We join other scholars and administrators that the current deregulation policy in the banking, oil and gas, and power sectors should be extended to the higher education sector. This will ensure the provision of additional resources for the institutions to provide quality education.

Finally, all stakeholders must understand that government alone cannot carry the burden of funding higher education. Private sector participation must be strongly encouraged in the funding of higher education because, in the long run, graduates from these institutions will service the manpower needs of the private sector at the expiration of the study time in the Universities, Poly/Monotechnics, or College of Education.

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Table 3: State Recurrent Payments to Government Schools, 2004 – 2005

Jurisdiction	Total Amount (Million \$)
NSW	7,451
VIC	4,724
QLD	4,289
WA	2,565
SA	1,651
TAS	587
ACT	408
NT	403
Total	22,078

Source: Andrew Dowling (2007): Australia School Funding System

Table 4: State Recurrent payments to non-government schools

Jurisdictions	Total Amount (Million)
NSW	668
VIC	320
QLD	394
WA	202
SA	140
TAS	36
ACT	36
NT	29
TOTAL	1,788

Source: Andrew Dowling (2007): Australia School Funding System.

Some keys: New South Wales (NSW), Queensland (QLD), Western Australia (WA), Tasmania (TAS) etc.

Table 5: HEIs Student Preference: Matriculation Examination.

Year	UME	MPCE	TOTAL
2007	911,679	167,836	1,079,515
2008	1,192,050	310,022	1,502,072
2009	1,184,651	342,908	1,527,559
2010	1,330,531	45,140	1,375,671

Source: Jamila (2010): Higher Education Statistics: Nigeria Experience in Data Collection.

Table 6: Application and Admission Profile for Nigerian Universities

Year	Nos. of Applicants	Nos. Admitted	% Admitted
2004/2005	841,878	122,492	14.5
2005/2006	916,371	76,984	8.4
2006/2007	803,472	88,524	11.0
2007/2008	911,653	107,370	11.8
2008/2009	1,054,060	200,000	18.9

Source: Jamila (2010): Higher Education Statistics: Nigeria Experience in Data Collection.

Table 7: Number of Staff in Higher Institutions in Nigeria

HEI	Academic Staff	Nos. Required	Shortfall
COE	11,256	26,114	14,858 (56.9%)
NTI	6,526	7,000	474 (6.8%)
POLY/MONOTECHNICS	12,938	30,016	17,078 (56.9%)
UNIVERSITIES	30,452	50,000	19,548 (39.1%)
NOUN	5,220	15,000	9,780 (65.2%)

Source: Jamila (2010): Higher Education Statistics: Nigeria Experience in Data Collection.

Table 9: Federal Government Appropriation to Education

Year	Total Budget (NM)	Exp. On Education N Billion (NM)	%
1988	20,290.80	190.10	5.37
1989	27,392.20	1,941.8	7.09
1990	36,264.00	2,294.3	6.33
1991	35,171.60	1,554.2	4.42
1992	52,035.09	2,060.4	3.99
1993	112,100.50	7,999.10	7.14
1994	110,201.00	10,283.10	9.33
1995	153,495.60	12,728.70	8.29
1996	189,000.00	15,351.80	8.12
1997	273,723.20	15,946.00	5.83
1998	376,967.10	26,221.30	7.35
1999	358,103.50	31,508.10	8.82
2000	664,734.30	67,508.10	10.16
2001	918,028.60	59,744.60	6.51
2002	1,188,734.60	109,455.20	9.21
2003	1,308,287.90	79,436.10	6.07
2004	1,321,580.70	93,767.90	7.10
2005	1,547,272.80	120,035.50	7.76
2006	1,842,600	151,723.50	8.2
2007		137,480	6.07
2008		210,000	13.00
2009		183,360	-

Source: Central Bank of Nigeria Statistical Bulletin (2010)

Table 10: Funding of Federal Universities (1999 – 2009)

Year	Recurrent	Capital	Total
1999	10,362,430,271.98	1,469,500.00	11,831,930,271.98
2000	28,206,218,865.91	1,936,785,632.00	30,143,004,497.91
2001	28,419,719,502.84	4,226,691,359.00	32,646,410,861.84
2002	30,351,483,193.00	-	Same
2003	34,203,050,936.33	-	Same
2004	41,492,948,787.01	11,973,338,699.00	53,466,287,486.01
2005	45,264,489,886.00	11,423,660,000.00	56,688,149,886.00
2006	89,195,206,559.26	7,080,757,723.10	96,275,964,282.36
2007	75,535,305,299.90	9,430,127,234.00	84,965,432,533.90
2008	93,558,110,781.00	15,402,382,798.00	108,960,493,579.00
2009	101,134,141,830.00	11,110,830,980.00	112,244,972,810.00
Total	577,723,105,913.23	74,054,074,425.10	651,777,180,338.33

Table 11: ETF Allocation to Higher Institutions (1999 – 2010)

Year	Universities	Polytechnics	Colleges of Education
1999	2,124,999,960.12	1,087,209,288.00	1,099,137,930.00
2000	1,050,000,000.00	450,000,000.00	520,000,000.00
2001	1,794,128,000.00	967,500,000.00	1,108,048,500.00
2002	3,243,500,000.00	1,642,500,000.00	1,742,625.00
2003	1,440,500,000.00	634,500,000.00	678,625,000.00
2004	1,515,750,000.00	722,750,000.00	744,625,000.00
2005	2,025,000,000.00	1,657,500,000.00	1,249,000,000.00
2006	2,475,000,000.00	1,302,000,000.00	1,240,000,000.00
2007	3,659,000,000.00	1,430,000,000.00	1,579,900,000.00
2008	7,112,000,000.00	3,611,520,000.00	3,824,160,000.00
2009	6,858,000,000.00	3,472,320,000.00	3,760,920,000.00
2010	16,672,700,000.00	9,055,000,000.00	9,587,370,000.00
Total	49,970,577,960.12	26,032,799,288.00	27,134,411,430.00

Source: Jamila (2010): Higher Education Statistics, Nigerian Experience.

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