

## Pathways to Educational Financing in Nigeria: Implications for Quality Higher Education in Cross River State

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### Abstract

This paper focuses on addressing the persistent financial challenges in Nigeria's education sector, particularly in secondary and higher education institutions. It examines the specific issues that hinder the development of the educational system, emphasizing how financial inefficiencies negatively impact the quality of education. The study highlights the dangers posed by a poorly managed financial system and identifies pathways and strategies for effective educational financing. Various perspectives on improving financial management within the education sector are explored to provide a holistic approach to reform. The paper offers several key recommendations to enhance financial accountability and resource utilization in the sector. It advocates for the proper training of educational administrators on public fund management, which can be achieved through well-structured conferences and workshops. Furthermore, school inspectors should be mandated to report uncompleted or abandoned projects to the appropriate authorities for corrective action. The selection of vice chancellors in higher institutions should prioritize not only academic excellence and indigenization but also demonstrated managerial competence. These measures aim to strengthen governance, accountability, and sustainable development in Nigeria's education system.

**Keywords:** Educational Financing, Financial Accountability, Higher Education, Administrative Training, Resource Management

### Introduction

The education sector in Nigeria has made concerted efforts to establish educational policies and implement them to revamp the system since independence in 1960. However, despite these efforts, Nigeria's educational system has faced numerous challenges, resulting in stagnation, widespread ignorance, and technological underdevelopment. In this context, Adawa (2006) asserted that education is a veritable instrument and an indispensable tool for national development. Unfortunately, lawmakers and educational managers have plagued the system with politicization, poor funding, and a lack of political commitment to allocating finances for education projects. Nwadiani and Omaiye (2005) defined educational finance as the process of sourcing, allocating, and managing public school revenues to produce educational services and achieve educational objectives. Education financing, therefore, involves political and social decision-making to collect and invest public revenue and other resources in education. These funds are used for purchasing instructional materials, paying salaries, and constructing classroom blocks. Education is universally recognized as a transformative vehicle for transmitting knowledge, skills, experiences, culture, norms, values, politics, and social practices from one generation to another. However, without adequate financing, these goals become unattainable despite the lofty aspirations for education. According to Adamu and Adamu (2012), education is one of the fundamental factors for development. The development of any nation hinges on its educational philosophy, making education a vital instrument for national progress. Unfortunately, despite the potential of education, Nigeria's primary, secondary, and tertiary institutions are underfunded and riddled with corruption, undermining their ability to deliver on their mandates.

### Statement of the problem

Teachers, parents, and other stakeholders require effective and results-oriented personnel management in public schools. Unfortunately, the management of educational organizations is facing significant challenges related to financing education. The government appears uncertain about how to address these issues effectively. Several factors contribute to inadequate financing in the education sector, which can be categorized as: *Administrative*

*issues* such as corruption among educational administrators and a lack of accurate student statistics. *Political challenges* such as lack of political will to implement the UNESCO benchmark of 26% allocation for education, the politicization of education, and frequent political instability. *Social/environmental factors* such as insecurity, population explosion, and curriculum inadequacies. The consequences of poor financing in the education sector are profound. The Academic Staff Union of Universities (ASUU) has embarked on multiple strikes over issues such as unpaid earned allowances, salary increases, revitalization funds, and the renegotiation of agreements. These disruptions have kept students out of classrooms, leading to increased involvement in social vices such as stealing, cultism, rioting, drug abuse, and sexual misconduct. These negative behaviors, in turn, have hampered the quality of instruction, resulting in poor student performance, lower education quality, and inadequate preparation by teachers. Teachers and lecturers also face stress, burnout, and stagnation in their research efforts.

Despite these challenges, the government has attempted to address financing issues through measures like organizing symposiums, conferences, workshops, and seminars to explore better pathways for allocating funds. Efforts have also been made to provide computers for data storage. However, these initiatives have not yet yielded the desired outcomes in ensuring effective financial management in the education sector. In order to ameliorate the sordid situation, it is assumed that lawmakers and financial administrators must strengthen measures for financial accountability by engaging internal and external auditors as well as agencies like the EFCC and ICPC. These bodies should monitor budgeting processes, redistribution of funds, and the completion of school projects. Diagnosing of these problems would be pathway toward the control of educational finance in Nigeria.

### **Objectives of the study**

The objectives of the study are to identify alternative pathways to financing for quality higher education, and to identify associated problems with management of educational finances for quality higher education in Cross River State. The study also establishes the relationship between management of educational finances and quality higher education in Cross River State.

### **Research questions**

The following research questions guided the study:

1. To what extent does the management of statutory allocations contribute to quality higher education in Cross River State?
2. To what extent does the management of internally generated revenue contribute to quality higher education in Cross River State, Nigeria?
3. How does the management of budgetary allocations affect quality higher education in Cross River State?

### **Research hypotheses**

1. There is no significant contribution of management of statutory allocation to quality higher education in Cross River State.
2. There is no significant contribution of management of internally generated revenue to quality higher education in Cross River State.
3. There is no significant relationship between management of budgetary allocation and quality higher education in Cross River State.

## Literature review

### Conceptual framework

The major concept in this research work is the pathway of financing education in Nigeria. Financing education in Nigeria is one of the perennial and intractable problems for government in most of the developing countries, including Nigeria. In the related view, Augustine and Ukpog (2021) agreed that education finance embraces all aspect of funding of education, including the sources of funding, how the money earmarked for education is managed, especially regarding the purchase of goods and services, salaries, and the maintenance of school facilities. The sources of financing education in Nigeria according to Akpotu (2014); Augustine and Ukpog (2021) agreed that PTA and International Aid/Donor such as UNESCO, non-governmental organisation (NGO), tuition fees, religious organisation and education tax fund. The inability of ICPC and other government agencies to supervise and monitor government projects significantly contributes to corruption among personnel and contractors.

### Empirical review

Finding from prior empirical literature have established the following reviews:

#### *Financing of secondary education in Nigeria*

Financing education in Nigeria remains a critical issue, as education is one of the largest employers of labor in the nation. It requires significant funding for salaries, infrastructure, and daily administration. Ukpog (2021) questioned whether the government, individuals, or other stakeholders should bear the cost of education. The National Policy on Education (2012) identifies financing education as a shared responsibility among the Federal, State, and Local Governments, alongside the private sector, with bodies like the Education Tax Fund and UBE playing crucial roles. The UBE Act allocates 2% of the Consolidated Revenue Fund (CRF) for basic education, supporting infrastructural development, instructional materials, and teacher training (Federal Republic of Nigeria, 2012). Despite this, challenges like corruption and inadequate funding persist, leading to disparities in access and quality, especially with growing school-age populations (UNESCO, 2023). To address these, UNESCO (2023) urges countries to allocate 4–6% of GDP or 15–20% of public expenditures to education while employing efficient resource management.

Efforts to strengthen Nigeria's education system include the UBE's initiatives to address out-of-school children and special education needs, such as the Alma Jiri program and feeding schemes (FME, 2005). However, funding gaps remain, requiring innovative approaches like partnerships with NGOs and global donors to meet Education 2030 goals (UNESCO, 2023). Governments must prioritize education, ensuring progressive and equitable access without discrimination (United Nations Human Rights Council, 2023). For example, countries like Brazil and Indonesia constitutionally guarantee education budgets. According to Uchendu and Akuegwu (2016), government intervention is vital for fostering equality of opportunity, ensuring redistributive benefits, and avoiding private sector dominance that could marginalize poorer populations. Sustainable education financing in Nigeria demands robust policies, transparent management, and commitment from all stakeholders to realize its transformative potential.

#### *Sources of financing educational programmes in schools*

Sources of financing educational programs in Nigeria include federal government grants, budget allocations, and supplementary contributions by state and local governments for equipment, school maintenance, and other expenditures (Omoike, 2013). Internal revenue sources for schools encompass tuition fees, proceeds from school activities (e.g., sales of

students' handicrafts, uniforms, and textbooks), donations from individuals, endowment funds, and levies by Parent-Teacher Associations (Nwakudu, 2014). External sources include business ventures such as sales from agriculture and creative arts departments, leasing school facilities, and running part-time programs. Public institutions heavily rely on alternative funding sources due to economic challenges, such as fundraising, contributions from alumni, voluntary agencies, and international organizations like UNESCO and UNICEF (Idoko, 2015). Educational financing is broadly categorized into public and private sources: public financing involves general taxation or education-specific taxes, such as payroll taxes common in Latin America, while private support includes student fees, community-built schools, NGO donations, and international aid (Nasib, 2017).

### ***The role of government financing higher institutions in Nigeria***

Tertiary education in Nigeria encompasses universities, colleges of education, polytechnics, and monotechnics, offering education beyond secondary school. However, the funding of higher institutions remains a critical challenge, as federal funding has been inadequate, resulting in poor infrastructure, lack of instructional materials, and recurrent strike actions by the Academic Staff Union of Universities (ASUU) (Abdul Raheem, 2009). Many institutions rely heavily on internally generated revenue (IGR) through ventures like tuition fees, endowment funds, part-time programs, and income from entrepreneurial projects, but this often falls short of meeting their financial needs. For instance, facilities such as the University of Calabar Library have deteriorated, forcing staff and students to operate in makeshift settings like open spaces and under trees. These issues highlight the inability of the government to fully finance higher education, compounded by economic recessions and drastic cuts in social expenditures, as noted by Ekpo (1991). To address these challenges, alternative funding sources have been explored. Studies by Nkem (2018) and Ofoegbu and Alonge (2016) suggest that universities could enhance their IGR through innovative ventures like consultancy services, microfinance, and cottage industries, while philanthropic contributions, endowments, and fundraising ceremonies also play significant roles. Additionally, Lawal (2013) emphasizes the importance of partnerships with NGOs and leveraging alumni associations to fund infrastructure and development projects. Akangbon (1986) outlines strategies such as awarding honorary degrees to attract donations, launching appeal funds, and undertaking contract research to generate income. However, effective management of these resources is essential, as transformative leadership and efficient financial practices significantly impact the development and sustainability of institutions (Heera et al., 2013).

### ***Problems of educational finance in Nigeria***

The challenges of educational finance in Nigeria are multifaceted and persist despite numerous interventions. Scholars and policymakers have convened seminars and conferences to address funding issues, yet mismanagement and poor allocation of resources remain pervasive (Akpotu, 2014). Corruption among educational administrators, lack of accurate student statistics, inadequate infrastructure, and misdirected expenditures hinder progress. Many schools lack classrooms, forcing students to study in unsuitable conditions, while some teachers work without basic facilities. Population growth exacerbates the issue, necessitating expanded infrastructure that financial managers struggle to address. Political and religious instability, particularly in the northeast, has displaced students into IDP camps, further compounding the crisis. Poor curriculum design, neglecting technical education and entrepreneurship, undermines self-employment opportunities. Despite UNESCO's recommendation of allocating 26% of the annual budget to education, Nigeria's government has consistently underfunded the sector, undermining its potential as a driver of sustainable development (Igbuzor, 2006; Yusuf, 2003).

Additional factors, such as political instability and lack of accountability, impede financial efficiency in the education sector. Frequent changes in policies with each new administration disrupt continuity, while corruption diverts funds intended for educational improvement (Ekanem, 2014). Inefficient use of external donations and inadequate statistical data hinder effective planning, resulting in uncoordinated initiatives (Nigeria Finder, 2023). Poor governance further exacerbates the problem, with private and public schools burdened by high tuition fees, limiting access for students. Mismanagement of resources, coupled with inadequate funding, leads to frequent strikes, poor teacher preparation, and substandard education quality. Addressing these challenges requires transparent budgeting mechanisms, accountability, and political commitment to prioritize education as a national development strategy. Failure to do so will perpetuate inequalities and undermine educational outcomes, leaving the sector ill-equipped to meet societal needs.

### ***Pathways to educational financing in Nigeria***

The financing of education in Nigeria has been a subject of extensive debate, with scholars and policymakers proposing various pathways to address the issue. Olubiyo (2011) suggests that the government should create an enabling environment for private sector involvement in education, providing legislative frameworks, infrastructure, and fiscal incentives, while individuals should bear the cost of the services they demand. Pagamo (2010) highlights the need for an equitable distribution of funds between basic and tertiary education, arguing that prioritizing basic education will lay a strong foundation for quality education. Adequate funding, proper management, and investment in quality facilities, teacher welfare, and research grants are essential to improving education. Tackling corruption within education ministries and ensuring fair salaries for teachers and lecturers will also improve the sector's effectiveness. The retraining of educational administrators and a focus on accountability are crucial steps for sustainable progress. However, the quality of education in Nigeria has significantly declined, with many students seeking education abroad. Rashida (2008) supports the idea that vice chancellors and other educational leaders should not only be selected for academic excellence but also for managerial competence. The establishment of an "Education Development Foundation" and better school inspection systems are proposed to address mismanagement and inefficiencies. Additionally, there is a need to reduce the misallocation of funds in other sectors, such as politics, to redirect resources to education. Improving funding for educational materials, increasing teacher salaries, and establishing clear financial responsibilities across federal, state, and local governments are key steps to remedy the financial challenges in the education sector.

### **Theoretical framework**

Several theories have been employed by researchers to explore the factors determining pathways to educational financing in Nigeria and their implications for quality higher education, particularly in Cross River State. One of the most prominent theories is James MacGregor Burns' (1978) concept of *transformational leadership*. Burns first introduced this theory in his research on political leadership, highlighting how transformational leaders inspire and motivate their followers to achieve higher levels of performance. In this framework, leaders work closely with their team to identify necessary changes, create a vision for those changes, and execute the vision in collaboration with committed group members. Transformational leadership emphasizes the importance of aligning the strengths and weaknesses of team members to optimize their collective performance, while encouraging greater ownership and responsibility for their tasks.

This theory is particularly relevant to the study of educational financing in Nigeria, as it provides insights into the role of educational administrators in managing financial resources.

Transformational leadership requires that educational leaders ensure proper allocation and use of funds, preventing mismanagement or diversion for personal gain. It also stresses the need for continuous professional development, including training and retraining of staff, to enhance administrative competence and accountability. Moreover, the theory underscores the importance of monitoring government projects to maintain transparency and integrity in the educational system. By fostering a culture of responsibility, accountability, and continuous improvement, transformational leadership can help restore the sanctity of the educational sector and ensure that funds are utilized effectively to enhance the quality of higher education in Nigeria.

### Methodology

The study is carried out in Cross River State, which is located in South-South zone of Nigeria. The study population comprised 5,295 lecturers in 10 tertiary institutions in Cross River State. Purposive sampling was applied to select four tertiary institutions, which includes 2 universities and 2 colleges of education in the state. However, 600 lecturers were selected from the institutions as the study sample using stratified random sampling technique. Data collection was carried out with researchers developed questionnaire titled “Pathways to Financing for Quality Education Questionnaire (PFQEQ)”. The questionnaire was validated by two research experts in Educational Management and one research expert from Educational test and measurement, University of Calabar, Calabar. The reliability of the instrument was established at 0.84 using Cronbach’s Coefficient method. The questionnaires were administered on the respondents and the obtained data was analyzed with descriptive statistics and Simple Linear Regression analysis.

### Results

#### *Research question one*

What are the alternative pathways to financing higher education in Cross River State, Nigeria?

Data related to this aspect of study was obtained with modified 4-point Likert scale questionnaire. The respondents were asked to indicate their level of agreement with alternative sources of financing higher education. Their responses were analysed with mean and standard deviation. The cut-off mean was obtained as average of highest possible score and the lowest possible score on an item, which is 2.50. The summary of the result is presented in Table 1.

**Table 1: Mean and Standard deviation of the responses to alternative pathways to financing higher education in Cross River State, Nigeria**

	Items	N	Mean	Std. Deviation	Decision
1	Students tuition/school charges	600	2.66	1.10	Accepted
2	School entrepreneurial activities	600	2.96	0.72	Accepted
3	Part-time degree/pre-degree programmes	600	2.81	1.36	Accepted
4	Partnership with private enterprise	600	2.76	1.54	Accepted
5	Endowment funds	600	2.58	1.50	Accepted
6	Community participation	600	2.74	1.07	Accepted
7	Alumni/philanthropic donations	600	2.42	0.99	Rejected
	Valid N (listwise)	600			
	Grand Mean		2.66		

Cut off Mean = 2.50

Table 1 indicated that six out of seven items has their mean values to be within the cut off mean. It indicated that the six items are accepted as the effective alternative pathways to financing tertiary education in Cross River State. However, school entrepreneurial activities

was seen to have the highest rating as the alternative pathway to educational financing. This is followed by part-time degree/pre-degree programmes, partnership with private enterprise, community participation, students' tuition/school charges, and endowment funds. Alumni/philanthropic donations has the mean below the cutoff mean value, and therefore was not accepted as effective alternative pathway to financing education. These identified effective approaches when adopted and strengthened through proper management, will serve to augment the statutory allocation to education, if not effectively carter for running the educational system.

### ***Research question two***

What are the problems associated with management of higher education finances in Cross River State, Nigeria?

Data related to this aspect of study was obtained with modified 4-point Likert scale questionnaire. The respondents were asked to indicate their level of agreement with the listed problems associated with management of higher education finances. Their responses were analysed with mean and standard deviation. The cut-off mean was obtained as average of highest possible score and the lowest possible score on an item, which is 2.50. The summary of the result is presented in Table 2.

**Table 2: Mean and Standard deviation of the responses to problems associated with management of higher education finances in Cross River State, Nigeria**

	Items	N	Mean	Std. Deviation	Decision
1	Lack of transparency in administration	600	2.41	1.06	Rejected
2	Corruption in the use of public funds	600	2.61	1.11	Accepted
3	Inadequate IGR generation	600	3.19	1.07	"
4	Poor supervision of school projects	600	2.93	0.73	"
5	Poor budgetary allocation	600	3.69	0.49	Accepted
6	Lack of financial management competence	600	2.07	0.98	Rejected
7	Poor financial accountability	600	2.77	1.31	Accepted
	Valid N (listwise)	600			
	Grand Mean		2.81		

Cut off Mean = 2.50

Table 2 indicated that five out of seven items has their mean values to be within the cut off mean value of 2.50. It indicated that the five items are accepted as the problems associated with management of higher education finances in Cross River State. However, poor budgetary allocation was seen to have the highest rating as the associated problem with management of higher education finances. This is followed by inadequate IGR generation, poor supervision of school projects, poor financial accountability, and corruption in the use of public funds. Lack of transparency in school administration and lack of financial management competence have their mean below the cutoff mean value, and therefore was not accepted as associated problems with management of higher education finances. These identified problems when adequately confronted and eliminated through proper accountability and effective management, will serve to eliminate the associated problems that impede on quality higher education in Cross River State.

### ***Hypothesis one***

There is no significant contribution of management of statutory allocation to quality higher education in Cross River State.

To test this hypothesis, simple linear regression was applied as the statistical tool. Summary of the result is presented in Table 3.

**Table 3: Simple linear regression result of the contribution of management of statutory allocation to quality higher education in Cross River State, Nigeria**

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.398 <sup>a</sup>	.158	.157	2.690		
Source of variance	SS	df	MS	F	Sig.
Regression	814.475	1	814.475	112.578	.000 <sup>b</sup>
Residual	4326.399	598	7.235		
Total	5140.873	599			
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.314	.597		18.943	.000
Management of statutory allocation	.365	.034	.398	10.610	.000

a. Dependent Variable: Quality higher education

\*p<.05

Table 3 indicated F-ratio of 112.58 ( $p < .05$ ) which was seen to be significant as the obtained p-value, (.000) is less than .05 ( $p < .05$ ) at degrees of freedom 1 and 598. This leads to the rejection of the null hypothesis which stated that there is no significant contribution of management of statutory allocation to quality higher education in Cross River State. It was alternately accepted that there is significant contribution of management of statutory allocation to quality higher education in Cross River State. The correlation coefficient (R) of the independent and the dependent variable was obtained to be .40 ( $p < .05$ ), which is significant and positive. This showed a significant positive relationship between management of statutory allocation and quality higher education. The coefficient of determination ( $R^2$ ) is .16 indicating that about 16 percent of variance in quality higher education is explained by management of statutory allocation. This is an indication that management of statutory allocation is relatively inadequate in the study area. The regression coefficient, .37 and the t-value, 10.61 ( $p < .05$ ) showed that the independent variable has positive prediction on the dependent variable, showing significant positive relationship. It indicated that the more adequate management of statutory allocation is, the more likelihood of quality higher education in the study area.

### ***Hypothesis two***

There is no significant contribution of management of internally generated revenue (IGR) to quality higher education in Cross River State.

To test this hypothesis, simple linear regression was applied as the statistical tool. Summary of the result is presented in Table 4.



**Table 4: Simple linear regression result of the contribution of management of internally generated revenue to quality higher education in Cross River State, Nigeria**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.351 <sup>a</sup>	.123	.122	2.746

  

Source of variance	SS	df	MS	F	Sig.
Regression	633.184	1	633.184	84.000	.000 <sup>b</sup>
Residual	4507.689	598	7.538		
Total	5140.873	599			

  

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.557	.556		22.603	.000
Management of IGR	.281	.031	.351	9.165	.000

a. Dependent Variable: Quality higher education

\*p&lt;.05

Table 4 indicated F-ratio of 84.00 ( $p < .05$ ) which was seen to be significant as the obtained p-value, (.000) is less than .05 ( $p < .05$ ) at degrees of freedom 1 and 598. This leads to the rejection of the null hypothesis which stated that there is no significant contribution of management of internally generated revenue to quality higher education in Cross River State. It was alternately accepted that there is significant contribution of management of internally generated revenue to quality higher education in Cross River State. The correlation coefficient (R) of the independent and the dependent variable was obtained to be .35 ( $p < .05$ ), which is significant and positive. This showed a significant positive relationship between management of internally generated revenue and quality higher education. The coefficient of determination ( $R^2$ ) is .12 indicating that about 12 percent of variance in quality higher education is explained by management of internally generated revenue. This is an indication that management of IGR is relatively inadequate in the study area. The regression coefficient, .28 and the t-value, 9.17 ( $p < .05$ ) showed that the independent variable has positive prediction on the dependent variable, showing significant positive relationship. It indicated that the more adequate management of IGR is, the more likelihood of quality higher education in the study area.

### Discussion of findings

The findings from research question one identified effective alternative pathways to financing tertiary education in Cross River State. These were seen to include school entrepreneurial activities, part-time degree/pre-degree programmes, partnership with private enterprise, community participation, students' tuition/school charges, and endowment funds. These effective approaches when adopted and strengthened through proper management, will serve to augment the statutory allocation to education, if not effectively carter for running the educational system. This finding is consistent with the study of Nkem (2018) who found that fund sourced internally from tertiary institutions in Delta region could fund their projects and programmes in the institutions. This is an indication that IGR when adequately generated and effectively utilized could be effective alternative pathway to education funding, with little or no intervention from the government. However, the findings from research question two identified some problems associated with management of higher education finances in Cross River State. These are seen to include poor budgetary allocation, inadequate IGR generation, poor supervision of school projects, poor financial accountability, and corruption in the use of public funds. This finding is in agreement with the findings of Heera, sharma and Tiwari (2013)

who studied the issues of management of higher educational institutions. Their findings indicated that school management should adopt transformational leadership and also concentrate on adequate management of school finances, as these will foster effectiveness in the institution. However, when the associated problems with management of educational finances are fixed through accountability and effective financial management measures, will serve to improve the quality of higher education in Cross River State.

The findings from the research hypotheses indicated significant contribution of management of educational finances (management of statutory allocation, and management of IGR) to quality tertiary education in Cross River State. It indicated that the more adequate the school finances are managed, the more likelihood of realization of quality tertiary education. However, the management of tertiary institutions have to ensure that the monies they receive from the government is adequately utilized and properly accounted for. They should also ensure that they put adequate measures in place to properly generate and utilize internal revenues as they will serve to augment the education subvention from the government. The findings from this aspect of study is in line with the study of Ofoegbu and Alonge (2016) which identified the major sources and utilization of IGR by Nigerian university administrators. Their findings showed significant relationship between management of internal generated revenue and the development of universities in the southern Nigeria. Their findings also identified that commercial ventures which is among the main sources of IGR was used for the payment of salaries, welfare facilities, hostel accommodation, internal transport, settlement of electric bills, building of classroom blocks, and beautification of the environment. This portrays that prudence in the utilization of IGR will to a reasonable extent serve to augment the statutory allocation in efficient running of the tertiary institutions.

### **Summary and Conclusion**

The main purpose of the research work was to discuss on pathway to educational financing in Nigeria. From the finding, periodical the Federal, State and Local Governments has been allocating huge amount of finance into educational sector to enhance their projects but the financial administrators, law makers and the contractors has faulted government effort not completed the projects and abandonment. Corrupt practices by the law makers and educational finance managed, natural disasters, lack of political will to implement UNESCO benchmark 26%, insecurity and inadequate students' statistics has absolutely affects finance allocation. In order to abolish these scorch, the Federal, State and Local Governments should embark on serious discipline of financial managers in educational sector, contractors, law makers, vice chancellors and school principals through the use of EFCC, ICPC and DSS on the monitoring of government projects from the beginning till completion. While any defaulter should be called to book. Based on the finding of this work, it is revealed that poor budget allocation to educational sector, corruption, poor political will has hampered development of educational sector lead by lack of finance despite government concerted effort.

The following recommendations were made based on the findings of the study.

1. Government should allocate funds and scholarly presentations by the educational administrators on financial management.
2. The regulatory bodies should be reviewed by government to tackle the menace of corruption by the DSS, EFCC and ICPC. Those defaulters should be discipline for deterrent to others.
3. The vice chancellors, and other educational managers should not be given appointment based on indigene and academic excellence bt on integrity and transparency.

4. Government should have central committee. This central committee would supply instructional materials, construct buildings and maintenance in all the 36 States with similar structure.
5. At the State level, those in house of Assembly, school inspectors and the stakeholders in the community should inspect buildings, school structures and quality of constructions by the contractors for approval, hence will eliminate fraud and abandonment of projects.

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