

INFRASTRUCTURAL DEVELOPMENT IN NIGERIA: A PANACEA FOR TRANSFORMING EDUCATIONAL SECTOR FOR SUSTAINABLE NATIONAL DEVELOPMENT

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ABSTRACT

One of the challenges facing education in Nigeria is the death of infrastructure due to poor/inadequate funding. The aim of this paper is to look at the development of infrastructure in Nigeria as a panacea for transforming educational sector for sustainable national development. This paper discusses government expenditure on the educational sector, its effects on infrastructural development and the quality of graduates. Data from secondary sources as cited in some literatures were used for the discussion. It was observed that within the period of 1999-2014 reviewed, the funding and budgetary allocation to education sector fall short of the 26% recommended by United Nation Educational, Social and Cultural Organization(UNESCO) and do not commensurate with the level of expansion in the sector. To surmount this challenge of underfunding and the death of infrastructure, the paper recommended that educational institutions should look inward by devising a way of generating income internally through commercial ventures and public-private partnership.

Keywords: Budgetary allocation, education, expenditure, infrastructure.

INTRODUCTION

Education consists of an activity which promotes learning. Idialu and Idialu (2012) described education as a process of providing the necessary knowledge for guiding and assisting human beings towards a more self-rewarding and desired life as well as for the good of the society. Education is a necessary tool for effective living and development of a man. An educational institution refers to all institutions offering education right from primary schools through secondary education up to tertiary institutions such as the Universities, Colleges of Education, Polytechnics, Monotechnics and those offering correspondence courses (Odiba, 2011, Idialu, *et al* 2012). It is where students are expected to acquire certificates in their chosen fields of study and be equipped with skills and competencies required for work at the end of their study.

Education is considered critical to economic success and long-term development of a nation like Nigeria that is facing several challenges of growth and development on many fronts. Education provides economic and social benefits both to the individual and the public, produces qualified human capital, adapts and generates knowledge, promotes international cooperation and improves competitiveness in the global knowledge based economy (Yizengaw, 2008). Gardner (2006) observed that education plays a critical role in supporting knowledge driven economic growth strategies and the construction of democratic, socially cohesive societies through the training of competent and responsible professionals needed for sound macro-economic and public sector management.

Education in Nigeria today is bedeviled by some challenges which have great impact on the outcome of its products. One of such challenge confronting education is inadequate funding which has effect on infrastructural development. The total budgetary allocation to the sector covers all the primary and unity schools, Colleges of Education, Monotechnics, Polytechnics and Universities. The budget also covers the secretariats of the regulating bodies such as Universal Basic Education (UBE), National University

Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) (Odiba, 2011).

The main objective of this paper is to look at infrastructural development in Nigeria as a panacea for transforming educational sector for sustainable national development. This paper discusses government funding and expenditure on the educational sector and their effects on infrastructural development. The discussion was based on information from secondary sources such as Central Bank of Nigeria (CBN), National Bureau of Statistics (NBS), Statistical Bulletin and annual report and statement of account, Budget Office of the Federation, Federal Ministry of Finance, and Independent Service Delivery Monitoring Group (ISDMG) as cited in some literatures. The performance of the sector in Nigeria was compared with other countries. The paper concluded that, in view of the infrastructure challenges confronting public institutions of learning in Nigeria, there is need for educational institutions to explore alternative sources of funding by looking inward by devising a way of generating income in order to surmount these challenges and restore the lost glory of education in Nigeria.

INFRASTRUCTURE

Infrastructure is a basic physical and organizational structure needed for the operation of a society or enterprise, or the services and facilities necessary for an organization to function (Usman, 2014). It is a set of interconnected structural elements such as roads, bridges, water supply, sewers, electrical grids, telecommunications etc that provides framework for supporting an entire structure of development (Ahmed, 2011). These structural elements provide commodities and services that are essential for enabling, sustaining, or enhancing societal living conditions.

THE ROLE OF INFRASTRUCTURE IN TRANSFORMING EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT

The role of infrastructure in transforming education for sustainable national development cannot be overemphasized. Infrastructure investment and its consumption services have significant implications for achieving sustainable developmental objectives in educational institutions (Isibor, 2013). Infrastructural development in education may encourage new investment and research in the institution. They may underpin many aspects of economic and social activities which may facilitate the flow of ideas, goods and services within the institution (Usman, 2014). Large scale investment in infrastructural development in education may have significant environmental impacts and generate a range of externalities in their production and consumption of research output. This may promote efficient resource allocation through easier access for labour and materials to particular localities thereby allowing alternative activities, employment opportunities and investment to emerge. Infrastructural development facilitates regional economic growth among institutions (Oseni, 2012) by maintaining an inclusive, healthy and productive workforce within an institution.

THE EFFECTS OF INADEQUATE FUNDING ON INFRASTRUCTURAL DEVELOPMENT IN EDUCATION SECTOR IN NIGERIA

Educational funding is the amount of money devoted to the development of education. (Ijaiya and Lawal, 2000). In Nigeria, education is considered as a public enterprise that is funded solely by government. The main sources of revenue for the government are federal taxes and duties on petroleum, profits from imports and exports and the centrally collected value added tax (VAT) (Ijaiya *et al*, 2000). This revenue is not enough to cater for education and other competing sectors of the economy. This has resulted to lack of adequate funding of education. Inadequate funding has been a long standing challenge facing the entire education system since independence. Odiba (2012) cited from Odiba (2004) observed that the current funding and budgetary allocation to educational institutions is far below the 26% recommended by UNESCO and do not commensurate with the deserved level of expansion of the educational sector. This has resulted in poor state of infrastructural facilities and materials for teaching and learning. It has also resulted

into an army of poorly educated school teachers and graduates in varied disciplines, deteriorating facilities, antiquated equipment, battered classroom floors, cracked walls, leaking roofs and windows with wire gauze in place of glasses.

The sector is currently in crisis because the sector is accusing the government of under-funding while the government is accusing the sector of inefficient utilization of available resources. Some of the constraints of proper funding of education from the work of Adeshina (1981), Durosaro (1989), Ojo, Oladunni and Bamidele (1997) as cited by Ijaiya, *etal*(2000) are under estimation of cost of educational programmes, inability of government to mobilize the people's support for public education financing, enrolment ratio, funding policy environment and quality, over invoicing of equipments and materials, spending on proliferation of education support service agencies as well as educational institutions and courses of study. Moja (2000) identified funding pattern which does not take inflation rates into consideration, the growing enrollment of students and expansion in the number of institutions, low school fees as part of the problems of poor funding.

FEDERAL GOVERNMENT OF NIGERIA EXPENDITURE ON EDUCATION (1999-2014)

Education is supposed to attract considerable portion of public expenditure because of its position as a social service with direct economic significance and a generally acclaimed positive spillover effects. Most of the developed and developing countries lay emphasis on the enhancement of educational sector. In Nigeria, education is very poorly funded, because it is yet to comply with the UNESCO recommendation of 26 % of annual budget. Nigeria's government expenditure on education has been declining due to short fall in government revenue. Contemporary discussions on funding of education in Nigeria have continued to receive more attention. This is because education is seen as a fulcrum for the equalisation of economic opportunity, distribution of income and eradication of poverty. The trend of government spending on education sector in Nigeria between 1999 to 2014 is shown in Table 1 and 2.

Table 3 shows comparative proportion of national budget allocated to education in some African Countries. Nigerian Universities Ranking in Sub-Saharan, Africa and the World are shown by Table 4. A cursory look at public expenditure on education in Nigeria revealed that educational expenditure, as a ratio of total government expenditure from 1999 to 2014 fell below the minimum standard of 26.0% of annual budget prescribed by the United Nations Educational, Scientific and Cultural Organizations (UNESCO). Table 1 shows government's budgetary allocation to the education from 1999 – 2013. The government recurrent expenditure in the sectors was significantly higher than her capital expenditure in all the years. This means that government did not invest sufficiently in the sector given the fact that capital expenditures represent real investment in the sector. Funding of education is determined by the quality of educational system of 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 within the educational system especially at the tertiary level. According to Ebehikhalu (2014), the total education budget 1999 as a ratio of total government expenditure is 11.2 percent. It decreased to 8.3% in 2000, 7.0% in 2001 and to 5.1% in 2002. It was highest in 2008 (13%). No Nigeria University is listed among the one thousandth universities in the world. What is considered the number one in Nigeria is twenty –two (22) in Africa, and one thousand, six hundred and thirty nine (1639) in the world. (Webometrics ,2012) .The scholar quality of the best university as at 2012 according to Webometrics (2012) is one thousand, six hundred and ninety one (1691). National Open University of Nigeria (NOUN) which is eleventh in Nigeria occupies the one hundredth position in Africa and is six thousand, five hundred and seventy six (6576) in the world. The scholar quality is three thousand, five hundred and twenty eight (3528)

Although government through policy statements has continually committed herself to funding of education at all levels, the burden of actualizing the policy statements is becoming increasingly difficult. This is evident in the decade of infrastructures which often result in the running battles between government and other stakeholders such as Nigeria Union of Teachers (N.U.T), Academic Staff Union of Universities (A.S.U.U), Non Academic Staff Union (N.A.S.U). The percentage of Total Federal Government Capital Expenditure on Education to total Federal Government Expenditure on Education in the period under review lies between 5.1 percent in (2002) and 13 percent in (2008) which was not sufficient enough to make any

meaningful impact on infrastructural development. The aftermath effect is the degeneration of educational facilities and infrastructures with the attendant strikes across all tiers of Nigeria education system – Primary, secondary and tertiary. The morale of teachers is low due to poor basic condition of service and low salaries, poor physical facilities and resources such as libraries, laboratories, modern communication and Information technology equipment.

Since the Nigerian government budgetary allocation to education is far lower than the 26% of government expenditure as recommended by UNESCO, alternative sources of funding education such as special intervention from Education Trust Fund (ETF) and other agencies like Niger Delta Development Corp. (NDDC), Petroleum Development Trust Fund (PTDF), International Development Agencies (IDAs) and involvement of commercial activities (Alao, 2010) by the educational institutes have been explored in order to mitigate the effect of lack of adequate financing. In 1995 the government established the Education Tax Fund in which companies with more than 100 employees contribute 2% of their pre-tax earnings to the Fund. Primary education receives 40% of these funds, secondary education receives 10%, and higher education receives 50% (Adewuyi and Okemakinde, 2013). These contributions complement Federal and State budgets allocation to education. Between 1999 and 2010, the aggregate fund released by ETF to different levels of higher education is as presented by Jamila (2010) in Table 5.

CONCLUSION

Education is considered critical to economic success and long-term development of a nation because it provides economic and social benefits both to the individual and the public. Despite these advantages the sector is confronted with a lot of challenges among which is the death of infrastructures indicated everywhere by lack of adequate/poor class room, ill-equipped library and laboratories, inadequate accommodation and transport facilities and lack of ICT facilities. It has been observed that the death of the infrastructures is as a result of poor/inadequate funding. In view of the infrastructure challenges confronting public institutions of learning in Nigeria due to poor/inadequate funding and its negative effects particularly on the graduates, there is need for educational institutions to look inward in devising a way of generating income internally in order to surmount these challenges and restore the lost glory of education in Nigeria

RECOMMENDATIONS

In order for educational institutions to overcome the challenge of underfunding and the death of infrastructure: Educational institutions should review the school fees from time to time based on the economic reality on ground. Educational institutions should consider setting up commercial activities such as building shops for rent, petrol stations, cybercafés, schools (for basic and secondary education), hotels/Guest houses, parking lots for rent on campus, laundry services, transportation services, idle time hall renting, bookshops, publishing houses, supermarkets, catering services and developing the tourism potentials of the locality such as biological gardens, numerous scenic mountains, rocks, rivers and beautiful vegetation on large expanse of land within the locality.

Educational institutions should also consider promoting public- private partnership to embark on projects such as construction of modern toilets on campus, provision of relaxation points at strategic places on campus and construction of lecture halls/hostels. Educational institutions should be involved in collaborative researches and development and consultancy that will provide technical assistance to large, medium and small scale industries in the country.

Educational institutions should be involved in capacity building services and management development services by organizing workshops, seminars and in-service training for government workers and workers of private organizations. Educational institutions should also be engaged in manufacturing/processing activities such as, food processing and fabricating tools from foundries, welding/fabrication and machine shop by converting research results into useable products.

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Appendix

Table 1: Federal Government Budgetary Allocation to Education Sector in Nigeria

S/N (%)	YEAR	Allocation (Billion Naira)	Percentage
1	1999	23.0	11.2
2	2000	44.2	8.3
3	2001	39.9	7.0
4	2002	100.2	5.1
5	2003	64.8	11.8
6	2004	72.2	7.8
7	2005	92.6	8.3
8	2006	166.6	8.7
9	2007	137.5	6.1
10	2008	210.0	13.0
11	2009	183.4	7
12	2010	249.1	6.4
13	2011	356.49	7.5
14	2012	-	8.4
15	2013	426.53	8.7
Average		8.37	

Source: Independent Service Delivery Monitoring Group (ISDMG) (2013) cited by Ebehikhalu (2014)

Table 2. 2014 FGN Budget Proposal

Year	Total Personnel	Total Overhead	Total Recurrent	Total Capital	Total Expenditure
2014	421,032,329,029	22,889,765,945	443,922,095,037	49,536,035,231	493,458,130,268

Source: Budget Office of the Federation Federal Ministry of Finance (2014)

Table 3: Comparative Proportion of National Budget Allocated to Education in some African Countries.

Countries	% of Allocation to Education
Botswana	21
Egypt	13
Ghana	26
Namibia	22
Tunisia	17
Morocco	17
Malaysia	18
Turkey	18
Kenya	20
Brazil	21
Indonesia	9
Cameroon	12
Iran	21
Kuwait	20
Uganda	15
Jordan	15
Nigeria	3
Angola	15
Mauritius	13

Source: United Nations International Children's Emergency Fund (UNICEF). Reported by Okuwa(2008)

Table-4. Ranking of Nigerian Higher Education Institutes, in Sub-Saharan Africa and the World on Webometrics (January 2012)

University	Global Ranking	African Ranking	Ranking By scholar quality
University of Benin	1639	22	1691
University Agric Abeokuta	2266	35	1271
University of Ibadan	2515	38	1816
University of Nigeria Nsukka	3228	47	1752
Obafemi Awolowo University	3626	49	1741
University of Lagos	3486	52	1841
Ahmadu Bello University	3512	55	1756
University of Ilorin	4302	63	2261
University of Jos	5681	88	2900
Auchi Polytechnic	6254	95	9576
National Open University of Nig.	6576	100	3528

Source: webometrics.org (2012) cited Akhalumeh and Ohiokha(2013)

Table 5 . HEIs FUNDING - ETF ALLOCATIONS 1999 — 2010

Year	Universities	Polytechnics	College 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	1,742,625,000.00
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
GRAND TOTAL	103,137,788,678.12		

Source: Jamila(2010)