



Challenges faced in funding Business Education in Nigeria Educational Sector

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Abstract. This paper attempted to review the challenges faced in funding business education in Nigeria educational sector. Business education in particular aims at equipping its recipients with practical skills and values to become self-reliant and employable in the world of work. The main purpose of education is to equip individual with knowledge, skill, attitude and values desirable in the society. The discusses the relevant conceptual analysis which covers challenges faced with underfunding business education, Lack of Training and Re-Training of Business Education Teachers, Inadequate Facilities, Lack of Functional Equipment, Obsolete Machines and Poor Laboratories, the effect of adequate funding of business education and the roles of educational stakeholders in funding education in Nigeria, which includes. The paper recommends that Government should sensitize educational managers how to manage the hard earned resources allocated to education, Workshops and orientations should be organized by the official in the Ministry of Education, National Universities Commission to manage the funds allocated to education and home to implement the funds as they prepare their budgets, Government and other educational stakeholders should be creative by generating another source of revenue for funding education and that Government should sensitize parents, Civil Society Organization, Non-Governmental Agencies and other stakeholders that funding education is a responsibility of all.

Keywords: Business Education, Funding, Nigeria Educational Sector, Stakeholders.

1. Introduction

The main purpose of education is to equip individual with knowledge, skill, attitude and values desirable in the society. Education takes the

society out of ignorance and poverty. It makes individuals to be aware of their persons, environment and act in more constructive and productive fashion. A nation cannot achieve any significant and meaningful goal that may lead to its development without giving priority to education, the priority could only be through investing heavily in education. One can say precisely without fear of contradiction that Nigeria is seriously fighting poverty, corruption, drug trafficking, drug addiction, illiteracy and insurgency. Education in general has the power to transforms and reforms in terms of character molding, becoming an independent mind, creative and been more articulate and innovative. Business education in particular aims at equipping its recipients with practical skills and values to become self-reliant and employable in the world of work, (that is education for business about business and entrepreneurial motives). Osuala (2004) defined business education as education for office occupations, distribution and marketing occupation, business teaching, business administration and economic understanding.

The main pre-requisites of the business education responses to the 21st century include appropriate financial commitments to meet up with the demands of inculcating appropriate skills for the new economy. It is in the light of the foregoing empirical study in finding of business education programme in business of education programme became imperative.

The financial policies of education of any country are reflection of its value, choices, its order of priorities in the allocation of its resources and its political philosophy. Finance constitutes a serious challenge to the successful implementation of Business education in Nigeria, Okeke and Eze (2010) acknowledge that business education in

general is capital intensive. Funds are needed to procure relevant equipment machines, materials, facilities staff development and maintenance of equipment regrettable they noted that funds are insufficient and it has not been channeled to Business education which, is the major problem plaguing the system. In the same vein, Ugiabe (2003) affirms that poor funding cause acute shortage of computer system, typewriters, furniture and sizeable laboratories for Business education programme to become effective and efficient as at it's found in most developed nations.

Funding of Business education programmes is below expectation according to Awodi (2000) which has resulted to poor or lack of modern workshops, training facilities and consequently death of Business education teachers. It has been observed that the sources of funding Business education system depends on proper planning, efficient administration and adequate funding.

However, in spite of all these efforts by the government to fund education in general one can see that it is grossly inadequate. The inadequacy is due to the following reasons among others: Overdependence on government for funds, Inadequate budgetary provisions from the government and Poor spending by the head of the Administration in charge.

Nigerian educational system has not received the kind funding it deserves because of Budgetary allocation which is the major source of funding education in Nigeria over the years had not met the prescribed minimum budgetary allocation as stipulated by the United Nations Educational Scientific and Cultural Organization (UNESCO). UNESCO prescribed minimum budgetary allocation for education at 26th percent (26%) (Bamisayemi, 2014) but world bank (1997) established that Nigeria is yet to meet the 26% target of UNESCO stipulated as the minimum national expenditure on education from 1985 – 2006 as follows:

1995	-	7.2%
1996	-	12.32%
1997	-	17.59%
1998	-	10.27%
1999	-	12.12%
2000	-	8.36%
2001	-	7.00%
2002	-	1.83%
2004	-	10.5%
2005	-	No allocation
2006	-	11.00%

Source Ibane (2011)

From the above table one can see that between 1995 and 2006, Nigeria has not allocated up to 26% of her annual budget to education as

prescribed by UNESCO the total budget from 1999 – 2013 is 35.133 trillion with education. The budgetary allocation from 2016 – 2022:

2016	-	7.92%
2017	-	6.12%
2018	-	7.14%
2019	-	7.12%
2020	-	5.62%
2021	-	5.68%
2022	-	4.30%

Source: Federal Ministry of Education Budget.

Taking 3.128 trillion this is 8.82% of the total budget. This information showed that Nigeria is presently allocating below half of the recommended budget. Uzoka (2008) noted that the major crisis in Nigeria educational sector revolves around adequate funding as government expenditure on education has been inadequate to cope with the financial requirement of education. Bainisayeme (2014) also opined that it is time for the three tiers of government to unite to ensure the full implementation of the 26% budgetary allocation to education as stipulated by UNESCO.

Ezekwesili (2013) asserted that Nigeria was under funding education. According to the author, education budget to GDP was 7.9% for South Africa, 4.4% for Ghana, Angola 4.2% while Nigeria was 0.79%. She stated that worse than the funding issue was the misallocation of investment issue which had adversely affected the effective management and administration of Business education programme irrespective of huge sum disbursement to tertiary education fund (TETFUND) through education Tax.

Tertiary Education Trust Fund which is an intervention agency established by the government in 2011 in charge with the responsibility for managing, disbursing and monitoring the education tax to public institutions in Nigeria. The Act imposes a two percent (2%) education tax on the assessable profit of all registered companies in Nigeria. The purpose of this tax on company are for:

- Provision of Fund for academic staff training and development
 - Provision of fund for Research and publication
 - Provision and maintenance of essential physical infrastructural for teaching and learning
 - Provision and maintenance of instructional material and equipment and essential need that can lead to improvement and maintenance of standards in the higher educational institutions.
- (www.tetfund.gov.ng)

All these are to ensure adequate funding, according to Otti (2014) TETFU allocation to each University grew from #303 million in 2010 to #912 million in 2014. Also, allocation to polytechnics rose from 183 million in 2010 to #661 million in 2014 while that of Colleges of Education moved from 157 million in 2010 to #581 million in 2014 which is about 48% increase compared to 2013 allocation, even with these it is quite unfortunate that many departments of business education that benefited from these funds have not really felt the impact of these funds.

Adamu (2014) affirmed that between 2004 and 2007, 7 billion naira was allocated to technical education while #15.3 billion (15.3b) was increased in 2011 for VTE equipment yet business education which is an integral part of vocational/Technical education is still finding it difficult to implement the programme as a result of inadequate machines equipment and other facilities. With the increase in the allocation earlier (48%) not to mention by Otti (2014), there would be no reason for any institution not to provide business education departments the necessary fund equipment and facilities needed to run the programme effectively

2. Challenges faced with underfunding Business Education

In this age of speedy scientific, technological and industrial progression around the globe Nigeria is still retarded and lagging with terrible stumpy standard of education. The destruction of the system today is as a result disregard of education sector by succeeding government a decade after the country affairs its political freedom in spite of the lip service paid to it. It is apparent from the dilapidated classrooms, inadequate teaching aids and facilities inadequate lecture halls. Lack of training and re-training of teachers in Business education.

Lack of adequate equipment, Laboratories and machines, in adequate Research work. Absent of libraries and where the libraries are available is without relevant textbooks, poor quality teaching and students and ceaseless strikes in education. It is true no one can say Nigeria educational system suffered has suffered backwardness from our short sighted and narrow-minded politicians. In the light of this the following are the challenges faced by underfunding business education.

2.1 Lack of Training and Re-Training of Business Education Teachers

Poor funding of business education programme affects the ability of teaching staff/personnel to undergo training and retraining that can help them

cope with the challenges brought by new technology. Business educators are to be trained and retrained in the world of ICT so they can be able to adapt and delurer in the changing world of technical knowledge, nobody can teach what he/she does not know or operate a machine he/she is not acquainted to. Utaware and Edionwe (2012) asserted that funding seems to be more challenging as it affects the acquisition and in – science training of teachers for utilization of the ICTs tools in Nigeria higher institutions. In line with this Onyeson, Egbule and Ewere (2012) affirmed that teachers' improvement remains cardinal and pivot in the success of business education programs. They further said that business teachers should be acquainted with the present issues of technological advancement Njoku (2010) affirmed that many business teachers' lack adequate training and non – training of these teachers make them to be professionally obsolete and not current.

2.2 Inadequate Facilities

Most Business education department lack adequate lecture theatre, while some are in a dilapidated state and this affect teaching and learning. On the other hand, due to inadequate facilities the enrolment of student outweighs the number of the available facilities to accommodate the students at a time. During the lecture time students are found outside the building hanging on doors and windows this hinders effective learning

2.3 Lack of Functional Equipment, Obsolete Machines and Poor Laboratories

Most of the institutions offering Business education programme lack adequate functional equipment, workshops, laboratories machines as result of poor funding. Awodi (2000) acknowledged that funding of Business education is below expectation which has resulted to poor or lack of necessary workshops training facilities and consequently dearth of Business education teachers. This situation contradicts the characteristics of Business education which states that the learning environment must be a replica of what is found in the work place (Azuka, Nwosu Kanu & Agomuo 2006). Even where these facilities are available, they are not adequate comparing with the number of students that make use of them.

In most of the schools, the few computers are treated like scarred cows, students are not allowed easy access to them. Typewriters that have been in use for over twenty-five years are still found in the typing lab. Most of these typewriters had broken down to the point of no repair. No efforts is also made to bring in new ones. As a result of these, lecturers resort to teaching the students theories in

courses that require practical. Iweh and Ufot (2012) acknowledge that Business education department in some Colleges of Education and Universities lack adequate computer studio as a result, the Institutions continue with the use of traditional method of teaching. This situation is very pathetic in the educational sector.

2.4 Politics

Government movement in the running of the University administration through political appointees who may not be specialist in their appointed position these affect the educational sector because they make decision that can only affect their wellbeing and their learning the system with little or no funds. Example like the Appointment of the Governing Council in the Tertiary institutions.

2.5 Inadequate Research

Funds are not readily available to carry out research in Business education in terms of project writing, networking between institutions. Only a few lecturers engage in serious research work because there is no enough fund. Research is the most important tool that can connect Business education programme to the public and this will help the public to know the importance of Business education programme.

Other challenges include:

- Inconsistent government policies in education
- Lack of prioritization of available resources by University Administrator.
- Misappropriation of fund money meant for education are been diverted for social activities and political reasons.

3. The Roles of Educational Stakeholders in funding Education in Nigeria

The effects of adequate funding of business education include:

- Adequate funding and implementation of polices in Business education will bring about viable and sustainable economy.
- It gives room for procurement of modern teaching facilities that will enhance the Business education curriculum.
- Makes Maturation and training of manpower possible thereby ensuring up to date delivery.

The success of any well-meaning educational system is hugged on adequate funding of the

system. These are some of the stakeholders in educational system in Nigeria:

- Government
- Community
- Teachers
- Parents/Guardian
- Non-governmental Agencies

Government: In the 1999 Constitution of Nigeria stated that in Section 18 (1) – (3) that government shall direct its policy towards provision of adequate and equal educational opportunities at all levels. Government shall promote science and technology. Government shall strive and eradicate illiteracy and to this end government shall as when practicable provide:

- Free Universal and compulsory primary education.
- Free University education
- Free adult literacy programme

However, government as the leading stakeholder in the educational sector assist in funding school programme in different ways which includes but not limited to the following:

- Employment of teaching and non-teaching staff and payment of their salary
- Funding in Monitoring of each of educational policy implementation.
- Building and Maintenance of school infrastructures.
- Provision of teaching aids.
- Building and Maintaining of educational inspectoral units.
- Funding of capacity building.
- Providing school with civoelmetrition.
- Provision of Facilities and equipment such as laboratories, Libraries, ICT facilities etc.
- Providing Scholarship to students who excel but without financial base.
- Provision of counselling services etc. (Ngiro, 2002)

There are other government bodies that fund education in Nigeria like Nigeria Educational Tax Fund, Nigeria Education Bank they were created to respond to the need of funding education other area includes:

- Petroleum Tax Development Fund
- Industrial Training Fund
- National Science and Technology Fund (Federal Republic of Nigeria 1998)

Community: Community are another source of fund to school. Most school emanate from the community where they come from. Most community play a major role in funding the education of its people through the following avenue:

- Fund raising for individual school.

- Levying education taxes on members of the community
- Raising fund to school project and programme well executed
- Awarding scholarship to the less privileged children
- Payment of P.T.A. dues
- Involvement of old students in raising funds to build a project.

Teacher: A teacher is a trained person, certificated by the College to train others the school system (Jumare, 2015) Teachers play the following role in funding the academic activities of children in the following ways:

Provision of gifts to students that excel in academic activities.

Encouragement of regular attendance of students by awarding student with good morals.

Payment of school fees to the less privileged students.

Parents/Guardians: These are the people that train and sponsor the education of their child/ward in the school system. They provide suitable atmosphere for the education of their children. Parents contributes immensely in funding school programmes such as:

- Raising funds to help in the execution of school programme (National Teachers Institute, 2009)
- Provision of facilities and equipment such as laboratories, Libraries, books, ICT facilities through P.T.A. fund.
- Provide all needed materials for his children/ward such as uniform, books, other learning material.
- Payment of students' school fees and other financial charges by the school.
- Giving donation for the execution of school projects and programmes
- Payment of parents' teachers' association dues.

Non-Governmental Agencies: These are bodies and Organization like plulanthropist, Businessmen and women Opinun leaders, civil servants, civil societies and well meaningful individuals who have interest in education. They help in one way or the other in funding education through the following avenue:

- Sponsor the education of less privileged children
- Development of education infrastructure
- Award scholarship to students that excel in their area of interest
- Giving donation for execution of school programmes and project

- Provision of teaching and learning materials /facilities (Universal Basic Education, 2007).

4. Conclusion

In conclusion, the decaying structure of our educational institution is dangerous to the development of our Nation Nigeria. Therefore, there is need for all the stakeholders in the education industry to put all hands on deck to find a lasting solution I funding educational system because education in Nigeria is at the verge of collapse. With the growing demand for education from our seeming youth, government alone cannot overcome all the multifaceted problems that take our educational institution to the verge of downfall. Other educational stakeholders should know that most of our today leaders and senior civil servants who benefited largely from the parotic commitment of the political leaders of the past should endeavour to put all necessary machinery in place to improve the standard of education in Nigeria by allocating the UNESCO Benchmark on funding education.

5. Recommendations

- Government should sensitize educational managers how to manage the hard-earned resources allocated to education.
- Workshops and orientations should be organized by the official in the Ministry of Education, National Universities Commission to manage the funds allocated to education and home to implement the funds as they prepare their budgets.
- Government and other educational stakeholders should be creative by generating another source of revenue for funding education.
- Government should sensitize parents, Civil Society Organization, Non-Governmental Agencies and other stakeholders that funding education is a responsibility of all.

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