



Inadequate Funding of Basic Education in Nigeria: Implications for Quality and Equity in Learning Delivery

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Abstract

Basic education forms the cornerstone of national development, yet Nigeria continues to suffer from chronic underfunding despite policy frameworks aimed at universal access. This paper adopts a systematic literature review (SLR) methodology, guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, to investigate the implications of inadequate funding on the quality delivery of basic education in Nigeria. Drawing on peer-reviewed literature, policy documents, and empirical reports published between 1999 and 2024, the review sourced data from Google Scholar, JSTOR, ERIC, and ResearchGate. One thousand three hundred fifteen records were identified, with 86 studies meeting the inclusion criteria after screening and eligibility assessment. The findings highlight a consistent failure to meet the UNESCO-recommended 15–20% budgetary allocation for education, with basic education often receiving marginal and delayed disbursements. Key issues identified include dilapidated infrastructure, a shortage of qualified teachers, inadequate teaching materials, and weak financial accountability at the state level—aggravated by the conditional requirement for counterpart funding to access federal grants. The review also reveals that political apathy, poor fiscal planning, and mismanagement undermine efforts to improve basic education outcomes. The paper recommends a stronger policy enforcement mechanism, transparent fund allocation, and integrating alternative funding strategies such as public-private partnerships and community-based financing to reverse these trends. This review contributes valuable insights for policymakers and education stakeholders committed to achieving equitable and quality basic education in Nigeria by 2030.

Keywords: *basic education, educational underfunding, quality education delivery, nigeria education policy.*

Abstrak

Pendidikan dasar merupakan landasan pembangunan nasional, namun Nigeria terus menderita kekurangan dana kronis meskipun kerangka kebijakan ditujukan untuk akses universal. Makalah ini mengadopsi metodologi tinjauan pustaka sistematis (SLR), dipandu oleh kerangka kerja PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), untuk menyelidiki implikasi dari pendanaan yang tidak memadai pada kualitas penyampaian pendidikan dasar di Nigeria. Mengacu pada literatur yang telah ditinjau sejawat, dokumen kebijakan, dan laporan empiris yang diterbitkan antara tahun 1999 dan 2024, tinjauan tersebut mengambil data dari Google Scholar, JSTOR, ERIC, dan ResearchGate. Seribu tiga ratus lima belas catatan diidentifikasi, dengan 86 studi memenuhi kriteria inklusi setelah penyaringan dan penilaian kelayakan. Temuan ini menyoroti kegagalan yang konsisten untuk memenuhi alokasi anggaran 15-20% yang direkomendasikan UNESCO untuk pendidikan, dengan pendidikan dasar sering menerima pencairan yang marjinal dan tertunda. Isu-isu utama yang diidentifikasi meliputi infrastruktur yang rusak, kekurangan guru yang berkualifikasi, materi ajar yang tidak memadai, dan akuntabilitas keuangan yang lemah di tingkat negara bagian—diperparah oleh persyaratan bersyarat pendanaan pendamping untuk mengakses hibah federal. Tinjauan ini juga mengungkapkan bahwa apatisme politik, perencanaan fiskal yang buruk, dan salah urus menghambat upaya peningkatan capaian pendidikan dasar. Makalah ini merekomendasikan mekanisme penegakan kebijakan yang lebih kuat, alokasi dana yang transparan, dan integrasi strategi pendanaan alternatif seperti kemitraan publik-swasta dan pembiayaan berbasis masyarakat untuk membalikkan tren ini. Tinjauan ini memberikan wawasan berharga bagi para pembuat kebijakan dan pemangku kepentingan pendidikan yang berkomitmen untuk mencapai pendidikan dasar yang berkeadilan dan berkualitas di Nigeria pada tahun 2030.

Kata kunci: *pendidikan dasar, kurangnya dana pendidikan, penyampaian pendidikan bermutu, kebijakan pendidikan nigeria.*

INTRODUCTION

Education is a key driver of national development, economic growth, and social transformation. However, inadequate education sector funding has remained a significant challenge, affecting the quality and accessibility of education at all levels (Amadi & Nwogu, 2023). Despite the recommendation by UNESCO that countries should allocate at least 15–20% of their annual budget to education, Nigeria has consistently failed to meet this benchmark (Ohaegbulem & Chijioke, 2023). The consequences of underfunding are evident in deteriorating infrastructure, poor teacher remuneration, lack of learning materials, and declining academic performance among students (Obiakor, 2023). Education has remained an essential tool for achieving national development. This is why many countries devote substantial amounts of their resources to education. One of the strongest instruments for reducing poverty, improving health, ensuring gender equality, and maintaining peace and stability is education. The World Development Report infers that education drives long-term economic growth, spurs innovation, strengthens institutions, and fosters social cohesion (Boarini et al., 2018). One key factor that sustains any country's educational development is educational funding. Mestry et al. (2017) state that the term "educational funding" refers to the money that a government distributes or that parents and teachers generate to pay for the

operation of a school. According to Alexander et al. (2014), educational financing is the procedures involved in generating income (via taxes, tuition fees, and philanthropy) and distributing that revenue to provide operational and capital support to formal institutions. It is essentially the role of the government at all levels to provide funding for educational institutions. The quantity of money is a significant factor that plays a role in determining the quality of education. Funding is used to acquire essential educational materials, and sufficient human resources are available to accomplish the school's goals.

According to BenDavid-Hadar (2018), educational funding is the financial support provided to students or institutions for educational development. These funds are provided by the government or private agencies and allocated for long- or short-term purposes. Over the years, Nigeria's budgetary allocation to education has been dwindling. The issue of poor funding for education remains unchanged even in recent times. It justifies one of the reasons why the United Nations Educational, Scientific, and Cultural Organization (UNESCO) specified that, for the educational systems of developing nations to witness stability, at least 26% of their budgets must be channelled to the education sector (Odigwe & Owan, 2019). However, Odigwe and Owan (2019) affirm that Nigeria's education sector still faces inadequate funding for the benchmark UNESCO advocates. Relying on the benchmark advocated by UNESCO, it is important to state that the Nigerian education sector is still underfunded.

In their critical analysis, Umeozor (2023) reinstated that education in Nigeria is experiencing financial crises; they contended that there are increasing complaints about the under-funding of the sector, while the government accuses the sector of inefficient utilization of available resources. The inadequate education funding in Nigeria can be traced to the poor economic development bedevilling the nation. One of the core reasons Nigeria lags among its African contemporaries is poor financing and insufficient funding for education (Asiyai, 2013). They noted that in Nigeria, it is common for many schools to be deficient in buildings, facilities, and teaching staff necessary for implementing planned policies and programs, as well as adequate supervision and monitoring, among other issues. Salah (2020) identified under-funding, a shortfall of all other resources except learners, politics, and a lack of political well-being as antecedent elements to Nigeria's rot in education delivery. According to Van Hiep (2021), the quality of human resources in any country depends on the skills, creative abilities, training, and education acquired. The acquisition of quality education largely depends on the availability of financial resources. Money is necessary to construct infrastructures, including libraries, labs, workshops, instructor capacity, and the supply of instructional materials. The absence of these facilities makes it difficult to provide quality education in schools in Nigeria. Therefore, this paper critically examines educational funding and its implications for the quality of education delivery in Nigeria.

Overview of Educational Funding in Nigeria (1999 - 2024)

The origins of educational funding in Nigeria can be traced to the 1960s, coinciding with the country's emergence as an independent nation. Nigerian nationalists posited that education was the sole means to empower and advance our populace (Akanbi & Jekayinfa, 2019). In this timeframe, the government assumed control and administration of schools previously managed by missionaries and initiated funding for schools via budgetary

allocation. Funding sources for educational projects primarily originate from taxation and international donor organizations. Education funds are allocated among primary, secondary, and tertiary institutions, with respective distributions of 30% and 40% (Oke & Bukar, 2018). Nigeria's education financing operates through a collaborative agreement involving the federal government, state authorities, local governments, and private entities. In the wake of Nigeria's shift to democracy in 1999, President Olusegun Obasanjo's administration strongly emphasized reforming the educational sector. Programs such as the Universal Basic Education (UBE) scheme have been implemented to enhance access to primary and secondary education. Nonetheless, the allocations for education in the budget continued to fall short of the 26% of the national budget recommended by UNESCO (Odigwe & Owan, 2019). In 2006, a mere 8.2% of the federal budget was designated for education (Okeke & Eme, 2015). Throughout this timeframe, Nigeria witnessed economic expansion fueled by oil revenue.

Presidents Umaru Yar'Adua and Goodluck Jonathan aimed to enhance educational infrastructure, especially via the Tertiary Education Trust Fund (TETFund). In 2014, the allocation for education was 10.7% of the national budget, which remains below global standards (Abbas & Ogiri, 2017). Challenges such as corruption and mismanagement significantly obstructed advancement. During President Muhammadu Buhari's tenure, Nigeria encountered a recession that affected various sectors, including education. The allocation for education decreased to 6.7% of the budget in 2016 (Belay et al., 2024). Initiatives to enhance technical education and skills acquisition were launched, yet they suffered from inadequate funding. The increase in insecurity, especially in the northeast, has placed additional pressure on educational development. The COVID-19 pandemic caused significant upheaval in the education sector. In response to learning gaps and the need for technological adaptation, education funding has been raised to 5.6% of the national budget (Sysoieva, 2022). By 2024, initiatives to realize the Sustainable Development Goals (SDGs) resulted in slight funding boosts; however, persistent challenges such as teacher shortages and inadequate infrastructure continue to hinder progress.

Over the last 15 years, Nigeria's allocation to education has consistently been lower than the minimum of 15% that UNESCO suggests. The percentages allocated to education have ranged from 4.95 percent to 10.51 percent. The percentage of the national budget devoted to education has not increased proportionally throughout the years, even though the entire national budget has increased over the years. The allocations dropped from 7.93% in 2016 to 5.98% in 2024, a significant decline. Insufficient infrastructure, insufficient teacher salaries, and restricted learning materials are some of the difficulties arising from recurrent underfunding in Nigeria, which has negatively impacted the country's education quality. Addressing these financial difficulties to improve educational achievements and bring Nigeria's budgetary allocations in line with international norms is essential.

Overview of Educational Funding in Basic Education in Nigeria (1999–2024)

The funding landscape of basic education in Nigeria from 1999 to 2024 reflects a prolonged struggle between policy ambition and fiscal reality. The reintroduction of democratic governance in 1999 marked a turning point with the launch of the Universal Basic Education (UBE) program aimed at providing free, compulsory education for all children at the primary and junior secondary levels. This initiative was designed to align Nigeria with

global education commitments, including the Millennium Development Goals (MDGs) and later the Sustainable Development Goals (SDGs) (UBE Act, 2004). The Universal Basic Education Commission (UBEC) was established and funded through a statutory 2% of Nigeria's Consolidated Revenue Fund (CRF) to operationalize this mandate. However, accessing these funds requires state governments to provide a counterpart fund, a condition that has consistently hindered full disbursement and utilization of available resources. Many states have struggled or failed to meet this requirement, accumulating unaccessed UBE funds and widespread under-implementation of basic education projects (UBEC, 2022).

Despite these mechanisms, government allocations to the education sector—elementary education—have fallen persistently below the UNESCO benchmark of 15–20% of the national budget (Edwards et al., 2017). For example, in 2006, education received only 8.2% of the national budget (Okeke & Eme, 2015). By 2024, the allocation had declined to 5.98%, with basic education receiving just a fraction of this (Sysoieva, 2022). This chronic underfunding has left basic education infrastructure in disrepair, teacher welfare neglected, and learning materials insufficient, particularly in rural and conflict-affected areas (Odigwe & Owan, 2019). The administrations of Presidents Umaru Yar'Adua and Goodluck Jonathan made some efforts to expand access and improve facilities through interventions like the UBE Intervention Fund. However, corruption, inefficiencies in fund management, and delays in counterpart contributions from states undermined progress (Abbas & Ogiri, 2017). The situation deteriorated during President Buhari's administration, as the 2016 economic recession and widespread insecurity further reduced budgetary priority for education. The COVID-19 pandemic exacerbated existing vulnerabilities, revealing the absence of digital infrastructure and emergency learning systems for basic education learners (Sysoieva, 2022).

By 2024, though Nigeria recommitted to SDG 4—"ensuring inclusive and equitable quality education"—the realities on the ground remain grim. UBEC reports that over ₦46 billion in unaccessed funds accumulated due to non-payment of state counterpart contributions, stalling projects like classroom renovations, school furniture provision, and teacher training (UBEC, 2023). This has contributed to the alarming statistic that over 10 million Nigerian children of primary school age remain out of school, the highest in the world (Nwoke et al., 2024). While legal and policy frameworks exist to support basic education funding in Nigeria, consistent underinvestment, weak fiscal federalism, and poor accountability structures continue to undermine implementation. Without deliberate and sustained efforts to improve funding equity, efficiency, and accountability at the basic education level, Nigeria risks failing its most foundational obligation to its young population: the right to quality, accessible, and free basic education.

The overarching paper systematically examines the implications of inadequate educational funding on delivering quality basic education in Nigeria. Specifically, the paper seeks to 1) analyze the trends and patterns of government funding allocated to basic education in Nigeria from 1999 to 2024; 2) evaluate the impact of underfunding on infrastructural development, teaching and learning resources, and teacher motivation in basic education; 3) identify key systemic and policy-related challenges that hinder effective utilization and disbursement of basic education funds at the federal and state levels; 4) examine the role of stakeholder accountability and political commitment in shaping funding outcomes for basic

education; and 5) propose policy recommendations and alternative strategies for improving the financing and quality of basic education in Nigeria.

This paper holds substantial significance in Nigeria's persistent educational challenges and its national commitment to achieving Sustainable Development Goal 4—ensuring inclusive, equitable, and quality education for all. By focusing specifically on basic education, the research highlights the foundational level of schooling that forms the bedrock for human capital development, social mobility, and national growth. The paper systematically synthesizes empirical data and policy literature, highlights the structural deficiencies in Nigeria's funding architecture, and examines the far-reaching implications on learning outcomes, teacher welfare, and infrastructural development. Furthermore, the findings will benefit policymakers, education administrators, and development partners by offering evidence-based insights for informed budgeting, planning, and implementation. It will also serve as a resource for scholars and stakeholders seeking to understand and reform the financial mechanisms governing basic education in Nigeria. This paper contributes meaningfully to national discourse and advocacy efforts focused on making basic education free, compulsory, and of acceptable quality for every Nigerian child.

METHODS

This paper adopts a Systematic Literature Review (SLR) approach, guided by the PRISMA (preferred reporting items for systematic reviews and meta-analyses) framework, to investigate the implications of inadequate educational funding on quality education delivery in Nigeria. The PRISMA design ensures methodological rigour, transparency, and replicability in the literature review process, allowing for an objective and comprehensive synthesis of relevant studies. The choice of a systematic review is anchored in its ability to consolidate a wide range of empirical evidence and policy literature, critically evaluating the depth and breadth of the impact of funding inadequacies in the Nigerian education sector.

This approach helps to uncover prevailing patterns, thematic consistencies, discrepancies, gaps, and future research needs. The primary objectives of this review are to evaluate existing empirical and theoretical studies on educational funding in Nigeria and its effects on educational quality. To identify key themes, patterns, and trends in the literature regarding funding sources, allocation mechanisms, and their outcomes. To assess the effectiveness of current educational funding strategies and policy interventions. To provide data-driven recommendations for policymakers, stakeholders, and education managers aimed at improving educational quality through sustainable funding.

Inclusion criteria: peer-reviewed journal articles, government and institutional reports, policy briefs, and grey literature published between 1999 and 2024, focusing on educational funding in Nigeria. Exclusion criteria: non-English publications, studies unrelated to the Nigerian context, or those lacking empirical basis or relevance to funding and educational quality. A systematic and exhaustive search was conducted across multiple academic databases and repositories, including: Google Scholar, ERIC (Education Resources Information Center), JSTOR and ResearchGate. A PRISMA flow diagram was used to document and visualise the selection process. This PRISMA-guided systematic literature review provides a robust foundation for exploring how educational underfunding continues to shape Nigeria's pursuit of quality education. The methodological framework ensures that findings are evidence-based

and actionable for stakeholders working towards sustainable development goal 4. The PRISMA flow diagram in this research outlines the stages for selecting studies for a systematic literature review on inadequate educational funding and quality education delivery in Nigeria.

Table 1. The research procedure used PRISMA design

Phase	Description	Number of Records
Identification	Records were identified through database searching (Google Scholar, JSTOR, ERIC, ResearchGate) using keywords such as "Educational funding in Nigeria," "Quality education delivery in Nigeria," etc.	1,230
	Additional records identified through other sources (e.g., citations, grey literature, government reports)	85
Total records identified		1,315
Screening	Records after duplicates removed	1,102
	Records screened by titles and abstracts	1,102
	Records excluded (irrelevant scope, off-topic, or insufficient data)	370
Eligibility	Full-text articles assessed for eligibility	732
	Full-text articles excluded, with reasons (e.g., not Nigeria-focused, missing empirical data, lacking policy relevance)	646
Included	Studies included in qualitative synthesis (systematic review)	86

RESULTS AND DISCUSSION

Implications of Inadequate Funding on Quality Education Delivery

Quality education encompasses learning activities that strengthen students' capacities to acquire relevant knowledge and skills to become valuable citizens of a country. The acquisition of appropriate skills and knowledge rests on the availability of funds to provide adequate teaching and learning materials. The introduction of Universal Basic Education (UBE) in Nigeria and the expansion of universities have witnessed a significant rate of enrolment of learners across all levels of education (Barira, 2018). The current financial position may not sustain future educational plans. When all this pressure does not meet with increasing revenue, the results are apparent: a decrease in efficiency, productivity, and diminished quality and output (Afuberoh & Okoye, 2014). Amadi and Nwogu (2023) and Eze (2024) infer that due to poor funding, the quality of education offered is affected, as the building of new classrooms has not kept up with the increased enrollment at all levels of education. Owoye and Olatunde Yara (2011) further stated that primary and secondary schools are the worst hit, where lessons are delivered in open spaces, learners sit on the bare floor due to a lack of desks, and overcrowded classrooms. In Nigerian public institutions, students are found outside the classrooms to receive lectures, as their population has

outstripped the available classroom space (Omede, 2020). It is no longer news that our institutions experience the loss of facilities, the deterioration of equipment, and uncompleted school projects due to poor funding. Due to poor financing, the quality of education offered is affected by poor attendance and inadequate preparation by teachers; the morale of teachers is low due to poor service conditions and low salaries.

According to Action Aid Nigeria (AAN), the rising insecurity in Nigeria is traceable to poor funding and the sheer neglect of the nation's education sector. No nation can develop without investing heavily in education (Berebon, 2025). The country director of AAN remarked that the time to change the narrative in the nation's education sector is now, as implications for less commitment to it are affecting socio-economic life and national security (Hassan et al., 2024). Since independence, there has been an increasing demand for educational services, such as establishing more schools, providing more schools, and providing instructional material, all of which require money. As a result of inadequate funding, numerous problems are easily exacerbated in the sector, including poor infrastructural facilities, poor number and quality of teachers, and poor confidence in the general public (Mncube, 2023). Ayoko et al. (2023) state that the impact and consequences of poor funding in Nigeria's universities can lead to inadequate and deteriorating infrastructure and facilities. Due to a lack of funding for research activities, the quality of teaching, graduate training, and technology is affected, negatively impacting education quality. Unmotivated staff and poor study conditions in terms of classrooms, library resources, halls of residence, and sporting facilities all combine to nurture frustration, aggression, and conflicts among staff and students of the universities (Nwokeocha, 2023). However, the fact remains that education in Nigeria has been experiencing a loss of facilities, deterioration of equipment plants, and uncompleted projects due to the financial crises facing the system (Alao & Jagboro, 2017). All these gaps, coupled with teacher absenteeism and a lukewarm attitude to work, weaken the capacity of the institutions to deliver quality education. Poor funding remains one of the most significant problems confronting the education sector.

Nigeria's United Nations humanitarian coordinator warned that Nigeria might not achieve the global agenda for inclusive and equitable basic education for all school children by 2030 due to poor education sector funding (Lott, 2025). It was stated that the seven percent increase in the 2022 budgetary allocation for education was not enough to achieve quality educational standards in the country. Ogbonnaya and Abanobi (2023) identified the following consequences of inadequate funding in education:

- a. The old age of facilities makes them insecure and unhealthy for staff and students, who do not have enough funds for maintenance.
- b. With the growth in student population over time, school structures like classrooms, halls, libraries, workshops, and recreation centres have become challenging to adapt to changes in population, size, and new school programmes.
- c. Inadequate funding also results in massive dilapidation of school facilities, such as worn-out paintings, leaking roofs, classrooms, halls, and offices; the unavailability of science and technical equipment; broken-down school vehicles; no electricity; and a lack of modern teaching and learning aids.
- d. Other effects of inadequate funding are teacher strikes arising from non-payment of staff salaries, allowances, promotions, salary increments, etc.

Reasons for the Inadequate Funding of Education in Nigeria

In Nigeria, the issue of inadequate funding for education is multifaceted, rooted in various systemic challenges that hinder the effective delivery of quality education. Previous researchers have highlighted several key factors contributing to this persistent problem. At the heart of the funding crisis lies a significant lack of political will among the governing class. Belay et al. (2024) argue that education often takes a backseat to other political priorities, resulting in insufficient investment in educational programs. This lack of commitment leads to politicising education initiatives, where decisions are driven more by political agendas than by the genuine needs of students and educators. Consequently, educational policies may be poorly implemented or inadequately funded, perpetuating the cycle of underinvestment.

Another contributing factor identified by researchers is the widespread default on school fees by parents and guardians (Nwoke et al., 2024). Many families struggle to meet financial obligations, impacting the school's resources. When fees go unpaid, it creates a ripple effect, leading to budget shortfalls that affect teachers' salaries, classroom materials, and overall school maintenance. This situation not only diminishes the quality of education but also discourages schools from investing in necessary improvements, as highlighted in studies examining the correlation between fee collection and educational outcomes. Education does not exist in a vacuum; it competes for funding against other critical sectors such as health, security, transport, and agriculture. Researchers have noted that each area demands attention and resources, often leaving education behind. With limited natural resources available for allocation, educational funding is frequently deprioritised, resulting in insufficient resources to support schools and educational programs effectively.

Budgeting itself poses another significant hurdle. Ilesanmi and Owoyemi (2015) state that the education sector often suffers from poor financial planning. Inadequate budgeting practices can manifest as a lack of timely preparation and a failure to express educational needs comprehensively in financial terms. This can lead to delays in fund disbursement, resulting in schools operating with insufficient resources and support. Researchers emphasise the need for more comprehensive budgeting to adequately fund educational programs (Amadi & Nwogu, 2023; Lasisi, 2021). The absence of accurate and detailed statistical data further complicates funding efforts. Previous studies have shown that without reliable information on student enrollment, personnel, and facilities, it becomes challenging to assess the actual needs of the education sector (Birabil & Ogeh, 2020). This lack of data hinders effective planning and allocation of resources, making it difficult for policymakers to make informed decisions that would enhance educational quality. Finally, the rapid population growth in Nigeria has led to an overwhelming increase in student enrollment across schools. Researchers have indicated that this surge creates a significant demand for educational resources, exacerbating funding shortfalls (Ogunode et al., 2022). As more students enter the system, schools struggle to provide adequate facilities, trained teachers, and essential learning materials. The result is a strained education system that finds it increasingly challenging to deliver quality education to all. In conclusion, addressing the issue of inadequate funding in Nigeria's education sector requires a comprehensive understanding of these interconnected challenges. By tackling the

root causes—political commitment, financial accountability, data accuracy, and resource allocation—Nigeria can move toward a more equitable and effective educational system, as various researchers in the field emphasised.

Possible Ways to Improve Educational Funding

In Nigeria, education is the most capital-intensive venture that requires every stakeholder to contribute to its funding. The government alone cannot bear the financial burden. Nwali et al. (2024) emphasise that the wholesome scenario calls for reforms in the funding system to complement government efforts in this direction. Ifediora (2024) enumerated the reform initiatives to include school fees and levies, philanthropic gestures, donations, government grants and subventions, internally generated revenue, Parents Teachers Association (PTA) contributions, etc. Improving educational funding in Nigeria is vital for enhancing the quality of education and ensuring that all students have equitable access to learning opportunities. To address the challenges in this area, a multifaceted approach is necessary, incorporating various strategies that can bring about meaningful change. One of the most critical steps toward improving educational funding is strengthening political will at all levels of government. Leaders must recognise the importance of education as a cornerstone of national development and prioritise it in budgetary allocations. This commitment can be demonstrated by setting clear educational funding targets and ensuring these targets are consistently met. By valuing education as a priority, governments can create a more stable and supportive environment for funding initiatives.

Relying solely on government funding can be limiting, particularly in a country with competing priorities. To alleviate this pressure, Nigeria can explore diverse funding sources. Public-private partnerships (PPPs) can be crucial, allowing the government to collaborate with private entities to fund educational projects. Additionally, seeking international aid and grants from organisations and NGOs can supplement domestic funding and provide valuable resources and expertise. Effective budgeting is essential for ensuring that educational funds are allocated where they are most needed. Improving budgeting practices can involve developing comprehensive financial plans that accurately reflect the needs of schools and students. Timely preparation and disbursement of budgets are also crucial; delays can disrupt school operations and hinder educational quality. By adopting a more systematic approach to budgeting, governments can ensure that funds are used effectively to support educational programs. Enhancing the mechanisms for collecting school fees can significantly improve funding for education. Many parents and guardians struggle to meet financial obligations, leading to defaults. Schools can implement flexible payment plans, allowing families to pay fees in instalments rather than in a lump sum. Additionally, raising awareness about the importance of timely fee payments through community campaigns can encourage school compliance and support.

Accurate data is essential for understanding the funding needs of the education sector. Investing in robust data collection systems can provide insights into enrollment figures, facility conditions, and resource requirements. This information can inform policy decisions and enable targeted interventions. Regular monitoring and evaluation of educational programs can help identify gaps and areas that need improvement, ensuring that funding is directed where it is most effective. Community involvement in education can foster local ownership

and accountability, ultimately leading to better funding outcomes. Establishing school management committees that include parents and community members can create a platform for collective decision-making and resource mobilisation. Additionally, organising local fundraising activities can engage the community in supporting schools, encouraging a sense of shared responsibility for educational success. Advocacy plays a crucial role in securing increased funding for education. By campaigning for legislative reforms that mandate a minimum percentage of the national budget be allocated to education, stakeholders can help ensure that education receives the attention it deserves. Promoting transparency in how educational funds are used can also build public trust and support for ongoing funding initiatives. In today's digital age, technology can be a powerful tool for improving educational funding processes. Implementing digital platforms for fee payments can make it easier for parents to contribute financially to their children's education. Furthermore, data management systems can help track student performance and resource allocation, enabling more informed decision-making. Improving educational funding in Nigeria requires a comprehensive and collaborative approach. By strengthening government commitment, diversifying funding sources, and enhancing budgeting practices, the country can create a more supportive environment for education. Engaging communities, advocating for legislative reforms, and leveraging technology are essential strategies in this effort. Ultimately, a concerted focus on these areas can lead to a more equitable and effective educational system, benefiting all Nigerian students and laying a foundation for future national development.

CONCLUSION

The paper emphasizes the importance of sustainable educational development in Nigeria, highlighting the need for a shift in prioritizing education in fiscal policy and political decision-making. It recommends increasing statutory allocation to 20 percent, establishing an independent body to monitor school funds, and urging the political class to exercise strong political will to address the issue of educational funding. This will help deliver inclusive and quality education for all

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