EMERGENT ISSUES IN NIGERIAN EDUCATION

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FUNDING OF EDUCATION MOSTLY FOR EMOLUMENTS?
A CRITIQUE

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The very rapid changes taking place in all spheres of life - political, economic, social, science and technology, especially in information and communication technologies, have a significant impact on education generally. These changes have a lot of influence on the decision-making of various educational policy issues and this includes the process of learning which directly affects the status of teachers.

Expanding education is becoming crucial because it is so incontrovertibly and consistently linked with development and global economy. As government and stakeholders turn their attention increasingly to education, policies are being established to create more widely accessible, more relevant, and higher quality education. This presents a particular challenge, since the education sector is unlikely to be infused with enough resources in the near future because resources are scarce and enrolment in the educational sector is growing astronomically.

Improving the quality of education must therefore include policies that make use of current resources creatively and more effectively. Teachers are the most expensive, and possibly, the most critical components in establishing quality in education system. For higher standards to be achieved in the industry, there is need to device new and more effective approaches to the preparation, deployment, utilization, and especially remuneration and conditions of service for teachers (Cloftieter, Ladd, Vigdor and Diaz, 2004).

There seems to be an across - the board consensus that something is seriously wrong with our educational system. Surely, our educational institutions are suffering from abnormal troubles. However, without proper identification of the wrongs, one cannot rectify them effectively. The issue of failing standards can be understood only when it is analyzed in a proper perspective. It is possible to draw a distinction between three levels of formal education. This distinction has been well reflected in the structuring of education at the primary, secondary and university levels which are inextricably intertwined.

First, primary school pupils are trained to become proficient in using knowledge available in society. If properly planned and implemented, schools can make new generation active and responsible members of society. Secondly, students in secondary schools who decide to pursue various undergraduate courses are expected to become familiar with the ongoing developments in the frontier knowledge and innovation of new skills. Finally, university students are trained to acquire the necessary ingredients for creation of new knowledge. This is possible only if the faculty members are actively engaged in this pursuit. The universities contribute to civilization development by providing significant solutions to unresolved theoretical and practical problems, new ways of understanding the human condition.

However, are the primary schools, secondary schools, and universities geared to serve these various levels in the system of modern education? Sadly, most of our primary and secondary school teachers are not only no more than extending what is being taught above at
Patterns and Determinants of Educational Expenditure

Recently, there has been emphasis in understanding the trend in educational expenditure, and identifying the factors that determine educational expenditures. Most studies have focused on public and not private educational expenditures because of lack of data for the latter. Eicher (1984) reviewed the pattern and explained that despite differences between countries and regions, the overall effort in favour of education in the past two decades has been nothing less than phenomenal. He states that:

Total public educational expenditure increased by 25% in real terms. Public educational expenditure as a ratio of national income increased by 75% in developing countries and by about 50% in developed countries. Public educational expenditure increased by more than 30% in both developing and developed countries (pp. 45-47).

In developing countries like Nigeria, while the demand for education is increasing, the cost of education is also skyrocketing. Education at all levels is virtually a public sector programme and this takes huge resources like men, money and materials. The country cannot afford to ignore the social, political, and economic purposes which education serves. This is why the government should aspire to provide mass education not minding the cost of such venture, since education is regarded as an important investment by the society as a whole. The mounting demand for education brought about the escalating costs of education.

Educational expenditure has been on the increase in Nigeria since the 1950s and government recurrent expenditure increased from about N566,300 in 1955 to about N2,150,600 in 1962 (Ojo, 1983). This represented an annual increase of forty percent between 1955 and 1962. There was a rapid increase in education budget from 1955. This was as a result of the introduction of the Free Universal Primary Education (UPE) by some regional governments. It was observed that allocations to education became the single largest item in the budgets of the former regional governments between 1955 and 1965/67.

The Northern region spent between 20 and 26 percent of its annual recurrent budgets on education while the Eastern and Western regions spent between 35 and 49 percent respectively and Lagos spent 35 percent.

The development in education expenditure from the mid-fifties to the mid-sixties showed that the Nigerian governments' aggregate expenditure on education increased at a faster rate than gross domestic product (GDP) and overall government expenditure.
government for funding education. They include factors such as "the rate of inflation, the range of competing demands of other public services, the rate of growth of national economy, the sensitivity of educational revenue to changes in national income, etc. (Tsang 1988, p. 18). The second set of factors relates to the demand for education. They include among others, the growth in population, and its age distribution, the importance of education for social mobility and national development, the level of coverage of education to diverse segments of the population, etc. Those two sets of factors are external to education in that they lie outside the locus of control of school administrators and policy makers.

Tsang also showed that educational expenditure does not depend on the level of economic development (measured by GNP per capita), but was influenced by unit cost as a ratio of GNP per capita, and the enrolment ratio. The slow down in total public educational expenditure in developing countries may be as result of a combination of three factors: slower rate of economic growth, a relative decrease in the demand for education and a change in government attitude toward education. Having put into consideration the current fiscal constraints and demographic trends, the need for cost reduction measure and more generally, the policies turned towards cost-effectiveness is becoming urgent in many countries including Nigeria.
as to how best it can be done. In Nigeria, education is financed in a number of ways. First by all the three tiers of government, that is the federal, state, and local governments; and Secondly by private funding which has to do with payment of user charges in form of fees, private sector participation, etc.

Public support for education is dependent on a number of factors, most of which are economic in nature. The performance of the economy to a larger extent determines the budgetary allocation to education. In other words, the fiscal ability of a particular government or economy will dictate its ability to legislate on education and how much education to provide (Oguntoyinbo and Alani, 1998). Going by this line of analogy, the primary aim of funding education should therefore be geared towards economic development. They argued that education especially in the developing countries of Africa and Asia, has contributed to aggregate economic growth by:

i. creating a more productive labour force and

ii. providing widespread employment and income earning opportunities for teachers.

However, the educational sector has been confronted with many problems. The major crisis in education today revolves around adequate funding of the educational enterprise. In any case, the prevailing financial plight of the government, at the federal, state and local levels is not new. A serious problem confronting Nigeria education today and perhaps all over the world is that of scarcity of funds. It is necessary to mention that expenditures on education have been escalating in the recent times, as in most other countries. While this is so, it must however be pointed out that expenditures in other sectors of the economy such as defence, health and agriculture, which are as important as education have also been rising. Invariably, to a large extent, this rise in cost is not peculiar to education.

The magnitude of the problem of meeting the financial needs of the educational system is alarming. This is as a result of the fact that increase in government expenditure on education has been inadequate to cope with the financial requirements of education. In most cases, expected educational expenditure is greater than the expected state revenue. The education sector has grown so large that budgetary allocations are of major concern to both the federal and state governments.

Government's financial policies on education have therefore been subjected to constant review with the intention of allocating more resources to education. Even though there appears to be absolute increase in fund allocation to the education sector over the years, yet there is financial crisis in education (Uzoka, 2007).

Inflation has further aggravated the situation by reducing the purchasing power of money available and escalating the salary bill of teachers. These problems have taken their toll on the funding of education in the country. With the growing concern about the rapid expansion of educational facilities, the acute shortage
Budgetary allocation to education has been found to be inadequate to cope with financial requirements of education. At the same time, rapidly rising costs caused by inflation is creating serious financial problem for schools.

The Concept of Emolument
Emolument is derived from a Latin word "emolumentum", originally a sum paid to a miller for grinding out one's wheat, from molere, "to grind". It is related to molar, the "grinding" tooth. It can be seen as a compensation received by virtue of holding an office or having employment (usually in the form of wages or fees); a clause in the United States constitution prevents sitting legislators from receiving emoluments from their own votes.

Gale (2002) says that emolument can be seen as the profit arising from office, employment or labour; that which is received as a compensation for services, or which is annexed to the possession of pre-requisites advantage, profit or gain arising from the possession of an office. It is any sort of compensation received from employment whether salary, stock, options, or other benefits. Emolument in business term refers to income derived from office, rank, employment or labour which include salary, fees, and other compensation (Barrows 004).

Teachers' emolument has to do with the total package a teacher receives at the end of the month. As earlier mentioned, teachers' emolument is a significant component of the educational cost. This is because a large percentage of educational cost goes into paying the emolument of teachers. This shows the labour-intensive nature of the educational sector and with the demand for education going very high, adequate number of teachers has to be on ground to take care of the large environment.

It is no longer in doubt that human capital is the most valuable asset of any organization. If the people in a country are not competent and are not willing to exploit the resources, no amount of natural endowments can uplift that country. In the educational sector, the teachers constitute the key human capital for the delivery of quantitative and qualitative education (Ferkas, Johnson and Faleno, 2000). The teachers are the most indispensable human factor in the affairs of the country's educational systems because they are responsible for interpreting the aims and goals of the educational system and ensuring that activities are geared towards the attainment of stated goals. The quality of education in any nation is invariably tied to the quality of its teaching manpower.

The National Policy on Education equally recognized this fact when it stated that no education system could rise above the quality of its teachers. It should be noted that any genuine effort to revitalize or sustain the education system must pay adequate attention to the ways of getting the teacher adequately remunerated. The importance of emolument to an ordinary Nigerian worker who is still struggling to meet the basic necessities of life cannot be over-emphasised.
The educational system in Nigeria is facing significant challenges, particularly in the recruitment and retention of teachers. Despite the approval of several reform proposals and the implementation of new educational policies, the country continues to struggle with the shortage of qualified and experienced educators. This situation is exacerbated by the low salaries and working conditions offered to teachers, which have driven many to seek employment in other sectors.

In Nigeria, the educational system is facing a critical shortage of qualified teachers. The shortage is most acute in rural and less developed areas, where the need for qualified educators is greatest. Teachers in Nigeria are often overworked and underpaid, leading to high rates of attrition and a lack of proper training and professional development opportunities.

The educational budget in Nigeria is also a major challenge. The government has been criticized for its failure to allocate sufficient funds to the education sector, resulting in inadequate resources and facilities for teachers and students. This has led to a decline in the quality of education and a lack of investment in research and development.

In conclusion, the Nigerian educational system is in a state of crisis, with a significant shortage of qualified teachers and significant challenges in funding and resources. The government must take urgent action to address these issues and ensure that all children in Nigeria have access to quality education.
to be a decrease in non-salary expenditure as a portion of total public expenditure overtime in many developing countries, probably affecting the optimal mix of inputs in educational production (Darling-Hammond, 2002).

In many parts of Nigeria, the projected demand for teachers at all the levels of education exceeds projected supply, and in some cases by substantial amounts. There are some factors that are contributing to this and they include among others high rates of teacher attrition. A variety of unattractive conditions of service also plays a strong role in limiting teachers’ supply. Among these are perceived low salary, arbitrary teacher deployment systems, unattractive work locations, unprofessional treatment of teachers and lack of professional development.

Like other professions within the public sector, remuneration of teachers is basically determined by their educational qualifications when first entering the teaching profession. The remuneration of teachers is fairly low when compared with that of employees in private sectors who have similar qualifications. However, the teachers’ salary scale is the same as other civil servants.

The annual increment depends upon the year of teaching experience and teaching performance. Even without promotion, a more experienced teacher may earn more than the less experienced one because of the automatic annual salary increment that is given to teachers. The salary scale of teachers is revised occasionally but the frequency of revision is not consistent. The salary of teachers in public and private schools also differs. Although some private schools provide higher salary for teachers, many others pay less than the public schools do.

There is no denying the fact that teachers are underpaid and they are barely accorded the emolument that are commensurate with their socially and highly dignified position. The issue of shying away from addressing the financial grievances on the grounds that even minute increments in pay packets would entail tremendous costs so the government can only serve as a pretext to deny what is due to the teachers in the country.

However, this may not be far from the truth because as earlier mentioned, the educational system is a major employer of labour, with teachers forming a greater percentage of employees especially at primary and secondary school levels. Any major review of salaries and allowances of teachers has always taken into account the number of teachers. The public school system has not been able to offer generous salaries and allowances to teachers as done in some sectors of the economy because government has always claimed that this will drain the resources available. The number of teachers to be covered under such a salary review has always dissuaded government from increasing the remuneration for teachers (Oguntoye & Alani, 1996).

A New Delhi paper of 11th January 2007, expressing anguish at the shabby treatment meted out to school teachers, the Del High Court asked the government to provide high emoluments and ensure proper
It is extremely difficult to retain such a large expert teacher workforce in our system, where the number of teachers is far below the required number of qualified and experienced teachers. This is the only way to ensure that the quality of education is maintained at a high level.

In the higher levels of education, the teachers are expected to have a significant impact on the students' learning outcomes. The influence of teachers is significant in shaping the future of students, as they are the ones who provide guidance, support, and motivation. Therefore, it is essential to retain the qualified teachers to ensure that the students receive the best possible education.

The multiple crises which the higher educational institutions are facing have on many occasions, forced our teachers to leave their careers. The government needs to take necessary steps to retain the teachers in the system. This includes providing attractive packages, regular promotions, and opportunities for professional development.

The teachers have different forms and duties. The government should ensure that they are treated fairly and with respect. The teachers' job is not just teaching, but also counseling, guiding, and motivating the students. Therefore, the government should provide them with the necessary support to fulfill their responsibilities.

The government should also address the issue of salary and benefits. The teachers' salaries are often inadequate, which affects their well-being and job satisfaction. The government should review the salaries and benefits regularly to ensure that they are competitive and fair.

In conclusion, the government should take proactive steps to retain the qualified teachers. This includes providing adequate support, addressing the salary and benefits issues, and ensuring that they are treated with respect and dignity.

It is crucial to retain the qualified teachers to ensure the quality of education. The government should work towards creating a positive environment for the teachers to work in, which will result in the retention of qualified teachers.
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