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## **An Investigation into Factors Responsible For Shortage of Funds in the Administration of Public Primary School in Federal Capital Territory (FCT), Abuja, Nigeria**

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***Ogunode Niyi Jacob***

Ogunodejacob@gmail.com

***Ugbome Nnamdi Richard***

richardugbome2015@gmail.com

***Abubakar Musa***

abubakarmusakidah@gmail.com

Federal University Wukari, Nigeria

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### **Abstract**

The study investigated the factors responsible for shortage of funds in the administration of public primary school education in FCT, Nigeria. The study employed a descriptive survey design. The targeted population was all the public primary school administrators in the six area council of FCT who are the head of various schools. The sample of the study was 150 school administrators which include headmasters, assistance head-master and head of departments. The study made use of simple random sampling, proportionate stratified random sampling and purposive sampling techniques. Using proportionate stratified random sampling, 5 public primary schools were selected from the six area councils of FCT, totaling thirty public primary school. The instrument used for the collection of data was structured questionnaire. The questionnaire used a 4-point Likert method of strongly agree, agree, disagree and strongly disagree. A test re-test method with an interval of two weeks was followed to test the reliability of the instrument. The scores obtained were correlated using Person's Product moment co-efficient. The data were analyzed using mean and standard deviation for the research questions. The study discovered that poor budgetary allocation, lack of political-will to implement UNESCO recommendation for education, corruption in the administration of primary school, fall in revenue and demand from other sector of the economy are the problem responsible for shortage of funds in the administration of primary school education and the effects of

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### **Keywords:**

Administration,  
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underfunding primary school education in FCT will result to poor quality of education, shortage of infrastructural facilities, shortage of professional teachers, shortage of instructional resources and poor implementation of primary school policies and programme. Based on the following findings, the study recommended that the government should implement the UNESCO 26% budgetary allocation for education in Nigeria and more allocation should be given to the primary school education.

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## **1. Introduction**

Public primary schools are primary schools owned by the government established purposely for the provision of educational services for the children. Primary school is the post-pre-education system that deals with the provision of functional education for the children. Primary /basic school are educational institutions that prepares the learners for junior and secondary school education. The basic education is designed to provide the learners with basic forms of education. The objective of primary school education include to inculcate functional literacy and numeracy, develop the ability to communicate effectively, and enhance positive attitudes towards cooperation, work, community, national development and continuing learning (UNESCO, 2011).

Inadequate funding is one of the major problems facing the administration of public primary schools in Nigeria. The funds available for the administration of the primary school education in Nigeria is not adequate.

### **1.2 Objectives of the Study**

The objectives of the study were to:

1. Determine the factors that is responsible for shortage of funds for the administration of public primary school education.
2. Determine the effect of underfunding of public primary school education.

### **1.3 Research Question**

The following research questions were raised to guide the study.

1. What are the factors that are responsible for shortage of funds for the administration of public primary school education in FCT?
2. What are the effects of underfunding of public primary school education in FCT?

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### **1.5 Statement of Problem**

The budgetary allocation for the administration of education in Nigeria is inadequate. The higher institutions, secondary school education and the primary school education all gets their allocation from the government with different percentage. The higher education gets the higher allocation, followed by the secondary school education and the least allocation goes to the primary schools. This sharing formula adopted in Nigeria is not favouring the primary school education. The formula for a long time has made availability of funds inadequate for the administration of the primary school education in Nigeria specifically in Federal Capital Territory, Abuja. In view of this therefore, this study is determined to investigate the factors responsible for shortage of funds in the administration of primary school education in Federal Capital Territory, Abuja.

### **2.0 Literature Review**

Education Finance is an aspect of educational management. It is concerned with revenue allocation, disbursement of funds through budget allocation and alternative incomes into education. The effectiveness and efficiency in the use or disbursement of available funds, have implications for the achievement of school objectives (Noun, 2009). The funds made available for primary education are used for the following: Construction of school physical plant, Stocking of library, Purchase of laboratory equipment, Employment of staff and purchase of other facilities in schools (Noun, 2009).

The realization of the objectives of primary school education hinges on adequate funding. The administration of primary school education depends on the availability of funds to procure all the human and materials resources. Adequate funding of primary school education will lead to the provision of quality education, employment of adequate professional teachers, provision of adequate infrastructural facilities, provision of instructional materials and effective staff development. Adequate funding of primary school education will also aid effective planning, supervision and administration.

Noun (2009), submitted that the major provider and financier of education is the government. The Federal structure of Nigeria system of government entrusts primary education finance to both state and local government, although the allocation comes from the Federal government.

World Bank (2015), submitted that the financing and management of basic education is based on a complex system involving all three tiers of government, and there are many overlapping functions.

Generally, Section 13 of the National Policy on Education (2013) entitled “Financing of Education” states that the traditional sources of revenue for educational establishments include taxes, school fees, education levies, or rates and sometimes donations. The bulk of education revenue in Nigeria comes from the sales of liquid and solid natural mineral resources, the principal of which is the petroleum

product. The sources of funds for primary school education in Nigeria include government grant, donation, school fees, gifts from parents etc. Noun (2009), observed that other sources of funds for primary education in Nigeria include: Donation from individuals and groups and Proceeds from sales of farm produce. Some schools that engage in farming sell their farm produce which generate funds for the school while Nwoko (2015), observed that the main sources of revenue for basic education include direct fund from the federal government, state government, local government, and private individual and educational stakeholders like Non-Government Organization (NGOs) and international development partners (IDPs)

There are many investigation on primary school education finance. Ogunode & Abashi (2020) carry out a study and identified inadequate funding as one of the major problems facing administration of Basic Education in FCT. John (2016), conducted a research on the primary school education and listed among other problems facing the primary school education in Nigeria to include inadequate funding. Ogunode (2020), submitted that inadequate funding is a major problem facing the administration of primary school education in Nigeria. Philip, Okoroafors & Iro (2015), did a study that Investigated the implementation of The Universal Basic Education (UBE) Policy in Nigeria: A Case Study of the Federal Capital Territory and identified inadequate financial resources as one of the problems facing the implementation of the programme in FCT. Ejiro (2011), identified inadequate funding as one of the challenges facing the basic education in Nigeria.

The EFA Dakar Framework for Action (2000), recommended that 20% of national budgets, or 5% GDP, should be allocated to education. Allocations by the Government of Nigeria have not met this expectation: The Federal Ministry of Education budget share declined overall from 8.6% of the national budget in 2006 to 5.3% in 2010 and 3.1% in 2012 (ActionAid, 2012). A fluctuation in 2011 to 6.0% represented only 1.5% GDP to education (Figure 1). However, in 2013 the education sector was prioritized and allotted the highest proportion of the national budget at 8.7%. The Government's 2014 budget proposal is to allocate 10.7%, which would represent a commendable and consistent increase on the previous years. The allocations cover recurrent and capital expenditure on institutions, administration and subsidies with an almost equal share apportioned across the sector between primary (32%), secondary (31%) and tertiary (30%) schools. This implies that much more is spent per capita on tertiary education than primary because nearly half of all enrolments are at primary. Construction and the rehabilitation of infrastructure absorb significant portions of budgets across all levels (Girl's Education in Nigeria, 2014).

Girl's Education in Nigeria (2014) report, submitted that despite increased allocations in the last two years, there remains a chronic lack of adequate financing to education. Only half, or less, of the recommended 20% national budget is allocated to the education sector. It is very difficult to track the actual utilization of allocated resources from Federal to States and LGEAs, including for basic inputs

such as textbooks and buildings maintenance. The complete picture of public expenditure on education is unclear but is certainly inadequate at the classroom level in many communities. Coupled with a complex financing structure and system, the education sector faces many challenges. It is a challenge to provide quality basic education for the estimated 45% of the population who are under 15 years of age - a challenge that demands adequate financing and resource management.

The major problem in primary education management as observed by Durosaro (2004), is inadequate funding. The pattern of investment within education sector is such that the tertiary level gets the lion share while the primary gets the least. The table below showed the allocation of funds to the forms of education in Nigeria

**Table 1.1 Pattern of Federal Government funding of education by Levels 1996-2002 Education**

Education levels	1996 %	1997 %	1998 %	1999 %	2000 %	2001	2002
Tertiary	79.9	78.9	68.4	69.1	75.8	68.1	79.9
Secondary	10.4	11.3	14.6	18.7	15.3	15.5	15.6
Primary	9.7	9.8	16.9	12.2	8.9	16.4	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

**Source:** Survey, 2021

### **3.0 Methodology**

#### **Research Design**

The study employed a descriptive survey design that utilized questionnaires to obtain data from the respondents.

#### **Population of the Study**

The targeted population was all the public primary school administrators in the six area council of FCT who are head the various schools.

#### **Sample and Sampling Technique**

The sample of the study was 150 school administrators which include headmasters, assistance head-masters and head of departments. They were made up of 150 both males and females. The study made use of simple random sampling, proportionate stratified random sampling and purposive sampling techniques. Using proportionate stratified random sampling, 5 public primary schools were selected from the six area councils of FCT, totaling thirty public primary school.

#### **Instrument for the Collection of Data**

The instrument used for the collection of data was a 12 item structured questionnaire entitled “An

Investigation into Factors Responsible for Shortage of Funds for the Administration of Primary School Questionnaire” (AIFRFSFAPSQ). The questionnaire used a 4-point Likert method of strongly agree, agree, disagree and strongly disagree. It had 3 sections. Section A included demographic questions, section B comprised questions on factors responsible for shortage of funds while section C was composed of questions on effects of underfunding public primary school. The points of 4, 3, 2 and 1 were assigned to each scale respectively in the questionnaire.

### **Validity and Reliability**

Copies of the questionnaire were given to four lecturers in the faculty of education university of Abuja. The lecturers confirmed the appropriateness, comprehensiveness and clarity of the items in the questionnaire. Their constructive criticisms and opinions led to the restructuring of some items of the questionnaire which helped to strengthen the face and content validity of the instrument. Its reliability was determined by administering the instrument to 20 school administrators of the same public primary school that were not part of this present study. A test re-test method with an interval of two weeks was followed to test the reliability of the instrument. The scores obtained were correlated using Person's Product moment co-efficient. An acceptable coefficient of  $r=0.84$  was obtained thereby indicating that the instrument was adequate for the study. Additionally, a Cronbach alpha value of  $r=0.82$  was recorded for the instrument indicating its acceptable internal consistency.

### **Administration and Scoring of the Instrument.**

The instrument was administered to the school administrators through the help of teachers in the various school sampled. They were briefed on the administration procedure. The questionnaires were all collected, coded and scored. The data were analyzed using mean and standard deviation for the research questions while t-test was used to test the hypotheses. Mean cut-off point was 2.50. All items with mean of 2.50 were regarded as agreement and accepted while those less than 2.50 were regarded as disagreement and were accordingly rejected.

### **4.0 Data Analysis**

**Research Question 1:** What are the problems responsible for shortage of funds for public primary school education?

**Table 2:1 Problems responsible for shortage of funds for the administration of public primary school FCT, Nigeria**

S/ N	Statement	SA (4)	A (3)	SD (2)	D (1)	Mean ( $\bar{x}$ )	Decision
1	Poor budgetary allocation from the government	108	20	10	12	3.22	Agreed
2	Lack of political will to implement UNESCO recommendation for education	93	36	14	7	3.41	Agreed
3	Corruption in the administration of Primary school education	104	23	12	11	3.12	Agreed
4	Fall in national revenue	124	16	02	08	3.31	Agreed
5	Demand from other sector like security problem and COVID-19	107	43	00	00	3.38	Agreed
	<b>Grand Mean (<math>g\bar{x}</math>)</b>	<b>3.59</b>					<b>Agreed</b>

**Source:** Survey, 2021

Table 2.1 reveals the views of the respondents on problem responsible for shortage of funds in the administration of primary school education in Nigeria which had a grand mean of 3.59. The table revealed a mean score of 3.22, 3.41, 3.12, 3.31 and 3.38 respectively which denote that respondents agree to the stated problems responsible for shortage of funds in the administration of primary school education. This implies that respondents agree that poor budgetary allocation, lack of political will to implement UNESCO recommendation for education, corruption in the administration of primary school, fall in revenue and demand from other sector of the economy are the problem responsible for shortage of funds in the administration of primary school education.

**Research Question 2:** What are the effects of underfunding public primary school education in FCT, Nigeria?

**Table 2.2 : Effects of underfunding public primary school education in FCT, Nigeria**

S/N	Statement	SA (4)	A (3)	SD (2)	D (1)	Mean ( $\bar{x}$ )	Decision
1	Poor Quality of education	140	10	00	00	3.42	Agreed
2	Lead to shortage of infrastructural facilities	113	17	15	05	3.19	Agreed
3	Leads to shortage of professional teachers	120	16	06	08	3.32	Agreed
4	Leads to shortage of instructional resources	132	08	05	05	3.41	Agreed
5	Leads to poor implementation of primary school policies and programme	115	24	06	05	3.29	Agreed
	<b>Grand Mean (<math>g\bar{x}</math>)</b>	<b>3.37</b>					<b>Agreed</b>

**Source:** Survey, 2021



Table two and two disclosed that respondents agreed on all that the effects of underfunding of primary school education leads to poor quality of education, shortage of infrastructural facilities, shortage of professional teachers, shortage of instructional resources and poor implementation of primary school policies and programme with the following mean score of 3.42, 3.19, 3.32, 3.41 and 3.29 respectively with a total grand mean of 3.37 which is above the cutoff point. This implies that respondents all agreed that the effects of underfunding primary school education will result to poor quality of education, shortage of infrastructural facilities, shortage of professional teachers, shortage of instructional resources and poor implementation of primary school policies and programme as the effects of underfunding of primary school education.

#### **4.2 Discussion of Findings**

The result obtained from research question one shows that poor budgetary allocation, lack of political-will to implement UNESCO recommendation for education, corruption in the administration of primary school, fall in revenue and demand from other sector of the economy are the problem responsible for shortage of funds in the administration of primary school education. UNICEF (2017) identified lack of political will and UNESCO (2014) identified corruption when he observed that the report Teaching and Learning: Achieving Quality for All indicates that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not in the near future because of poor-quality education that fails to ensure that children learn.

The result on research question two disclosed that the effects of underfunding primary school education will result to poor quality of education, shortage of infrastructural facilities, shortage of professional teachers, shortage of instructional resources and poor implementation of primary school policies and programme as the effects of underfunding of primary school education. This results is in line with Noun (2009) who concluded that the problem of underfunding of primary school education includes; inadequate classrooms, dilapidated school buildings, lack/shortage of laboratory apparatuses, uneven distribution of libraries in schools, irregular staff training and inadequate instructional materials.

#### **4.3 Conclusion**

Funding is very important to the development of primary school. No any meaningful administration can take place without adequate funding. This study was designed to investigate the factors responsible for shortage of funds for the administration of primary school education in FCT, Nigeria. The result collected led to the following conclusion:

That poor budgetary allocation, lack of political-will to implement UNESCO recommendation for



education, corruption in the administration of primary school, fall in revenue and demand from other sector of the economy are the problem responsible for shortage of funds in the administration of primary school education.

That the effects of underfunding primary school education will result to poor quality of education, shortage of infrastructural facilities, shortage of professional teachers, shortage of instructional resources and poor implementation of primary school policies and programme as the effects of underfunding of primary school education.

#### **4.4 Recommendation**

Based on the findings, the following were recommended:

1. The government should implement the UNESCO 26% budgetary allocation for education in Nigeria and more allocation should be given to the primary school education
2. The government should deploy human and technology to fight all forms of corruption in the administration of primary schools in the country.
3. The government should encourage the private sector to invest in the administration of primary school in Nigeria.

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