Access and Resource Allocation to Education in Nigeria

Comfort R. Etor¹, Ekpenyong E. Ekanem¹ & Mary A. Sule¹

Correspondence: Comfort R. Etor, Department of Educational Management, University of Calabar, Calabar, Nigeria.

Received: November 1, 2019 Accepted: December 19, 2019 Online Published: February 18, 2020

doi:10.5539/ies.v13n3p79 URL: https://doi.org/10.5539/ies.v13n3p79

Abstract

Access to education in Nigeria has attracted the attention of many Nigerians due to rising number of children and youths who are unable to gain admission into schools to actualize their educational and career dreams. Besides, there are also the issues of equitable and adequate resources to the existing schools to ensure qualitative education at all levels in Nigeria. This is the trust of this paper, as it examines the significance of access to education, equal educational opportunities, resource allocation to education and criteria for such allocations. The paper also attempts to highlight some problems and prospects of access and resource allocation to education in Nigeria.

Keywords: access, education, allocation, resources, opportunities

1. Introduction

Education for all by the year 2000AD, was a resounding slogan in Nigeria but when that target could not be attained, the target was further extended and tagged "education for all by the year 2015". That year came and ended without the realization of that vision. This tends to raise the question what really hindered the attainment of education for all Nigerians at those two instances? The answer to this question maybe approached from various perspectives. In this paper, an attempt shall be made to approach it from the perspective of "Access and resource allocation to education".

Access implies adequacy of educational opportunities for all who need education at all levels-primary, post-primary and tertiary. This has to take cognizance of the rate of growth in the population annually. This is where education should not be seen as the sole responsibility of government, but should include the involvement of individuals and other stakeholders in the private sector of the economy. This is why the Nigeria government allows the participation of the people in the running of private schools-from pre-primary to the tertiary levels (Federal Republic of Nigeria, 2013). However, in spite of such policies to enhance access to education, the situation still remain bleak as many children of school-going age, at all level, still lack access to education in this 21st century. It must be noted that access to education at all levels is a right to Nigerians as contained in Nigerian Constitution (1999) revised edition 2011.

The second aspect of concern is resource allocation to education. This is very crucial to the attainment of the educational objectives at all levels. It further implies that an improvement in access to education naturally requires the corresponding increase in resource allocation to education. These shall be discussed in some details in this paper.

1.1 The Meaning of Access in Education

The Oxford Dictionary of English Etymology defines access as approach, admission, entrance and attack of disease. This implies that access may be used in relation to having opportunity to approach a person or situation. It may also be used in connection with the privilege of gaining admission into an institution of learning, restricted place or environment, and so on. In the context of this paper, access concerns having opportunity to gain admission or entrance into a school, college or university.

In this regard, Ehiametalor (2005) sees access to education as the opportunity to participate in the education sector, whether formal or informal. In the same vein, Oyebade, Oladipo, and Adetoro (2007) submit that access to education implies providing opportunities for those who are entitled to education to receive it. Akpan and Undie (2007) define access as the provision of equal opportunities for the qualified candidates, irrespective of circumstances of birth, ethnic group, religious affiliation or social status. This means that real access eliminates or

¹ Department of Educational Management, University of Calabar, Calabar, Nigeria

should eliminate any form of discrimination against persons from certain group or class in the society.

Access in education therefore means availability of open doors for all intended and qualified candidates who wish to enter into existing schools to do so (Agile, 2018). It also implies that where there are inadequate number of schools at all levels, more schools should be established and equipped with adequate resources, to create opportunities for those who could not gain admission into the existing schools to do so. Access also means nearness of schools to those who wish to access it. In other words, access implies that nearness of schools at locations where potential learners could enroll is a significant factor since pupils or students from poor families may access it within a walking distance to save the costs of transportation to and from school.

1.2 Significance of Access in Education

Federal Republic of Nigeria (2014) recognizes access to education and training as not only basic human right, but also a key factor to social progress and in narrowing the gap between social economic groups and sexes. Furthermore, the policy thrust is to ensure access to education for all citizens at the primary, secondary and tertiary levels of education (Ene, 2005). This stresses the significance of access to education for all citizens considering the increasing trends in population growth in children of school-going age, and transition of completers at each level of education to another (from primary to secondary, and to tertiary levels, as the case may be). Besides, access to education does not only ensure that all willing and qualified candidates are offered admission into schools but also stimulates interest in those who were unwilling and less interested to embrace education as opportunities to develop themselves and become useful to themselves and the society in general. This is further anchored on the fact that access to education will reduce illiteracy and crime rates in the society.

2. Types of Access to Education

Each level of education determines the degrees of access to it, and that also depends on a number of factors, such as:

- 1) The number of local government areas in each state in Nigeria.
- 2) The number of existing schools.
- 3) Current enrolment profile pre-class and projected enrolment for 3 years.
- 4) Future expansion projections for, at least, three (3) years.
- 5) Reliable source of funding for capital and recurrent expenditure.
- 6) Accessibility (nearness) of schools within villages, clans within each local government area.

In this section, attempt shall be made to discuss access to primary education, post-primary and tertiary education, as well as adult and non-formal education which also include distance and correspondence education in Nigeria.

2.1 Access to Primary and Secondary Education

Primary education is the foundation laying level for other levels of education in any nation. In view of population growth, occasioned by increasing rate of births, the need for expansion of educational opportunities, in terms of increase in numbers of primary and secondary schools become imminent across the country. It is important to ensure that new schools (primary and secondary) are established where the existing schools do not provide the needed access to educational opportunities for children of school-going ages in any part of the local government, state and nation. A cursal look at Tables 1, 2 and 3 show enrolment by level of school in the nation from 2012-2016 with inconsistency in figures in primary 1-6, Js1-3 and SS1-3 in secondary schools.

Summary of Education Statistics: 2011-2016:

Table 1. Primary school enrolment by state, year and gender: 2011-2016

STATE		2012			2013			2014			2015			2016	
	M	F	M+F												
Abia	94329	94875	189204	134921	133156	268077	119287	174401	293688	95306	92439	187745	80827	78593	159420
Adamawa	382793	333497	716290	381813	331387	713200	303513	278710	582223	34126	32930	67056	271920	247984	519904
Akwa Ibom	448519	472984	921503	487776	119461	1007237	465437	494890	960327	488717	519622	1008339	424274	443875	868149
Anambra	413050	425825	838875	112078	119872	231950	448686	467045	915731	402905	414168	817073	427924	446180	874104
Bauchi	414052	374159	788211	319682	431662	751344	429884	940488	1370372	467814	395336	863150	495327	421940	917267
Bayelsa	154472	158373	312845	117767	119685	237452	68057	67976	136033	63220	61449	124669	57444	54330	111774
Benue	437052	395872	832924	475672	430680	906352	372018	332157	704175	530586	477819	1008405	283949	253594	537543
Bomo	NA	190611	249051	539662											
Cross River	170211	165669	335880	170211	165669	335880	219336	216059	435395	219336	216059	435395	100718	96858	197576
Delta	248363	249989	498352	242401	239013	481414	253461	248288	501749	240405	238675	479080	194207	191310	385517
Ebonyi	188088	191420	379508	188768	186364	375132	180312	184037	364349	191722	196938	388660	172984	174422	347406
Edo	218130	218589	436719	186521	183426	369947	186438	184782	371220	187112	181960	369072	155857	152307	308164
Ekiti	76236	76575	152811	76055	77080	153135	55551	56088	111639	71171	71692	142863	77827	76966	154793
Enugu	167809	164469	332278	159306	155479	314785	172219	163467	335686	160535	156805	317340	163268	158953	322221
FCT	133254	132950	266204	159905	159540	319445	112892	110467	223359	119294	116771	236065	244214	245084	489298
Gombe	304479	245679	550158	353826	291583	645409	282151	230913	513064	238955	195937	434892	249545	206026	455571
Imo	559634	512904	1072538	726313	692474	1418787	481826	447084	928910	506486	470253	976739	489440	467887	957327
Jigawa	306762	229925	536687	322287	245568	567855	331449	252571	584020	329371	254048	583419	362802	285345	648147
Kaduna	551940	556851	1208791	714722	617345	1332067	704592	613216	1317808	698092	612625	1310717	\$10634	726061	1536695
Kano	1162037	1094270	2256307	1211811	1173373	2385184	1313143	1278240	2591383	1358500	1335095	2693595	1420782	1398611	2819393
Katsina	943279	645277	1588556	487920	680902	1168822	915303	674900	1590203	917848	676394	1594242	\$50043	679587	1529630
Kebbi	312059	187822	499881	312059	187822	499881	287428	167873	455301	301696	177095	478791	103762	193790	497552
Kogi	532555	532982	1065537	532555	532982	1065537	398168	398251	796419	441025	441136	882161	272597	267577	540174
Kwara	160123	149682	309805	142704	132571	275275	150064	140402	290466	154804	143168	297972	156352	143060	299412
Lagos	533949	537880	1071829	553344	570952	1124296	195973	204304	400277	479023	489226	968249	486924	496482	983406
Nasarawa	189551	160853	350404	189551	160853	350404	174688	145506	320194	190468	163315	353783	407018	359434	766452
Niger	129810	330449	760259	413037	305878	718915	397283	309179	706462	385553	303168	688721	432214	339523	771737
Ogun	288731	298504	587235	288459	291330	579789	280014	275218	555232	320085	319614	639699	101998	488219	990217
Ondo	756459	789369	1545828	1103432	1119218	2222650	1069153	1081578	2150731	838629	838729	1677358	435397	411059	846456
Osun	200461	200130	400591	200461	200130	400591	210661	209669	420330	210706	210325	421031	169462	168141	337603
Ovo	508139	528663	1036802	512300	149387	1061687	651565	689263	1340828	742662	746962	1489624	796005	858352	1654357
Plateau	275335	263360	538695	555750	120448	1076198	369311	365021	734332	297932	296759	594691	285238	278412	563650
Rivers	150014	160433	310447	150014	160433	310447	165328	168001	333329	167632	162054	329686	121144	119412	240556
Sokoto	397681	212923	610604	409384	124276	633660	438864	254266	593130	442232	272199	714431	414849	262044	676893
Taraba	343908	271498	615406	339258	271999	611257	339258	271999	511257	330992	274131	605123	295235	243122	538357
Yobe	411629	262547	674176	486438	322761	809199	424857	295790	720647	448782	317726	766508	413821	295682	709503
Zamfara	202174	99128	301302	282392	152723	435115	287619	153309	140928	319588	176603	496191	319327	175968	495295
		11726375					13255789	12545408			12049225	25442535	13435940		25591181
Total	13167067	11/205/5	24893442	13500893	12657482	26158376	15255/89	12343408	25801197	13393310	12049223	23442353	1:453940	12155241	20091181

Note. Insurgency in the North East especially in Borno State affected data collection from 2011 to 2015 (Source: Nigeria Education Indicators, 2016).

Table 2. Junior secondary school enrolment by state, year and gender: 2012-2016

STATE		2012			2013	inter annual		2014			2015			2016	
1777	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F
Abia	14832	17743	32575	29580	36516	66096	27907	32397	60304	31755	35347	67102	15709	19633	35342
Adamawa	65194	49845	115039	65194	49845	115039	65125	50101	115226	55127	46664	101791	56286	47614	103900
Akwa Ibom	167075	181236	348311	163402	174981	338383	169039	181196	350235	177488	190263	367751	88500	92432	180932
Anambra	37699	40327	78026	37699	40327	78026	40461	46377	86838	61269	68637	129906	46064	48548	94612
Bauchi	123145	73836	196981	132890	75365	208255	89104	62195	151299	99089	70142	169231	112110	82239	194349
Bayelsa	19823	18703	38526	24496	23447	47943	21162	20634	41796	21514	20674	42188	17879	17472	35351
Benue	73132	60566	133698	73393	59193	132586	383199	298396	681595	234728	183168	417896	83618	71648	155266
Borno	49945	38088	88033	NA	NA	NA	NA	NA	NA	NA	NA	NA	66238	55018	121256
Cross River	43748	45458	89206	91167	45458	136625	87120	88609	175729	87120	88609	175729	33075	31237	64312
Delta	89714	89206	178920	90593	92401	182994	92476	95499	187975	108651	110994	219645	79740	75388	155128
Ebonyi	41987	42721	84708	58793	53078	111871	36604	37166	73770	36570	40427	76997	45849	50741	96590
Edo	84013	92865	176878	70044	67797	137841	70044	67797	137841	85949	86814	172763	71213	71370	142583
Ekiti	28603	28853	57456	29199	28750	57949	30126	25097	55223	29017	28972	57989	29073	29604	58677
Enugu	101777	114475	216252	64147	73371	137518	67232	73633	140865	59619	70857	130476	55548	66259	121807
FCT	55404	55362	110766	60656	60678	121334	54170	55855	110025	68217	71190	139407	45205	46122	91327
Gombe	56468	41923	98391	62403	40489	102892	76918	56150	133068	49097	38853	87950	51228	41000	92228
Imo	214294	213040	427334	470037	527246	997283	229553	229645	459198	237404	238163	475567	208537	208780	417317
Jigawa	52691	38553	91244	66307	40651	106958	70163	41599	111762	63443	44392	107835	85958	59849	145807
Kaduna	85875	73294	159169	78891	69903	148794	116650	97880	214530	47493	44514	92007	167595	138047	305642
Kano	75309	58887	134196	67248	57112	124360	196487	147785	344272	242369	194125	436494	242398	199237	441635
Katsina	124156	81271	205427	152214	127452	279666	121537	93878	215415	144755	102746	247501	154668	111514	266182
Kebbi	91372	47120	138492	91372	47120	138492	96481	47175	143656	99032	46882	145914	95598	47804	143402
Kogi	39264	37844	77108	39269	37847	77116	43408	41896	85304	44101	42549	86650	33520	31933	65453
Kwara	64240	52794	117034	60626	54674	115300	17016	15452	32468	17896	16842	34738	65939	63188	129127
Lagos	69669	72421	142090	242569	255416	497985	156237	161375	317612	223337	238263	461600	232384	239663	472047
Nasarawa	29920	26374	56294	29920	26374	56294	12771	12301	25072	48968	38687	87655	53689	46433	100122
Niger	130297	84061	214358	116669	73085	189754	109648	74982	184630	107474	71654	179128	124255	93121	217376
Ogun	116348	116929	233277	128072	128650	256722	136929	133604	270533	146721	146109	292830	135093	133614	268707
Ondo	98403	101703	200106	98928	102561	201489	101063	99417	200480	110753	105718	216471	59274	60632	119906
Osun	86079	84077	170156	84447	82909	167356	69386	68765	138151	12398	13281	25679	63876	62490	126366
Oyo	115796	116656	232452	119757	120147	239904	142754	145890	288644	166199	165096	331295	146750	148830	295580
Plateau	59348	52708	112056	88250	78906	167156	55502	48896	104398	61491	54771	116262	52347	47848	100195
Rivers	63441	69652	133093	63441	69652	133093	74331	81672	156003	72143	78108	150251	55633	59692	115325
Sokoto	54770	22021	76791	55067	28041	83108	57875	32612	90487	58732	32337	91069	128906	71132	200038
Taraba	50537	33284	83821	50536	33283	83819	56165	37035	93200	40638	31007	71645	67371	49218	116589
Yobe	75874	58641	134515	41516	29672	71188	79152	57528	136680	46716	29227	75943	42643	32009	74652
Zamfara	66504	28244	94748	68250	29606	97856	57675	31135	88810	62836	34100	96936	68041	34973	103014
TOTAL	2816746	2460781	5277527	3221959	2946805	6168764	3311470	2891624	6203094	3260109	2920182	6180291	3181810	2786332	59681

Note. Insurgency in the North especially in Borno State affected data collection from 2013 to 2015 (Source: Nigeria Education Indicators, 2016).

Table 3. Senior secondary school enrolment by state, year and gender: 2011-2016

	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F	M	F	M+F
2002001	14689	18119	32808	23529	26632	50161	20,700	24,447	45,147	20,768	21,263	42,031	12580	15917	28497
Adamawa	47287	31854	79141	47287	31854	79141	43,743	33.614	77,357	44,636	34,300	78,936	45546	34999	80545
Akwa Ibom	132126	139717	271843	140336	140911	281247	147,357	147,961	295,318	154,729	155,368	310.097	130116	79775	209891
Anambra	26357	32168	58525	29777	31635	61412	25,212	29,253	54,465	27,000	29,939	56,939	27167	31606	58773
Bauchi	76071	35273	111344	78460	73092	151552	67,943	31,215	99.158	65,721	40,402	106,123	75130	47416	122546
Bavelsa	22399	18149	40548	22399	18149	40548	24,325	21,140	45,465	24,259	21.597	45.856	16986	15462	32448
Benue	73385	53756	127141	73385	53756	127141	194,801	149,323	344,124	245,468	188,753	434,221	53788	44421	98209
Bomo	83661	49786	133447	83661	49786	133447	NA	NA	NA	NA	NA	NA	39726	28810	68536
Cross River	41584	38680	80264	41584	38680	80264	67.092	69,579	136,671	67.092	69,579	136,671	25953	25244	51197
Delta	82567	73709	156276	76839	74286	151125	76,839	74,286	151,125	54,200	52,281	106,481	62726	61847	124573
Ebonyi	53209	55886	109095	82567	73709	156276	23,401	25.621	49.022	31,190	34.886	66,076	35808	40304	76112
Edo	134258	133032	267290	134258	133032	267290	63,286	64,812	128,098	48,550	48,385	96,935	59787	62744	122531
Ekiti	27099	26000	53099	25416	24806	50222	26,185	19,373	45,558	28,283	27,891	56,174	25179	25006	50185
Enugu	61988	74868	136856	61497	71874	133371	60,350	74,927	135,277	53.120	66.113	119,233	48796	60996	109792
FCT	30277	31369	61646	30277	31369	61646	27,437	29,118	56,555	31.858	36,105	67.963	27966	29672	57638
Gombe	46799	29524	76323	46799	29524	76323	51,776	38,670	90,446	38,742	24,994	63,736	38081	27155	65236
Imo	281566	245482	527048	281566	245482	527048	207,783	217,630	425,413	232,477	245,488	477,965	179880	205016	384896
Jigawa	47754	11174	58928	56482	23070	79552	56.818	29,405	86,223	52,722	25.864	78,586	55006	31371	86377
Kaduna	54884	47246	102130	51096	44174	95270	89,620	68,754	158,374	74,464	61,788	136,252	89908	76358	166266
Kano	17193	18858	36051	17193	18858	36051	149,909	87,604	237,513	177,467	120,731	298,198	161304	111502	272806
Katsina	89061	43805	132866	89061	43805	132866	89,229	44,315	133,544	103,954	52,279	156,233	106949	62457	169406
Kebbi**	93424	71573	164997	125778	84893	210671	NA	NA	NA	NA	NA	NA	55369	23125	78494
Kogi	35515	30378	65893	35515	30378	65893	39.622	34.635	74,257	40.681	35,601	76,282	29454	26917	56371
Kwara	50426	41048	91474	49172	43274	92446	44,337	38,860	83,197	52,519	47.019	99,538	54752	48695	103447
Lagos	190633	197402	388035	196656	202790	399446	115,601	132,168	247.769	183,671	191,285	374,956	175485	185379	360864
Nasarawa	79245	59279	138524	79245	59279	138524	NA	NA	NA	50,454	37.640	88,094	49305	37813	87118
Niger	105192	62474	167666	105192	62474	167666	96,453	65,472	161,925	91.850	63,101	154,951	93565	69493	163058
Ogun	107332	105616	212948	114299	117991	232290	111,192	110,174	221,366	125,064	125,979	251,043	113185	119309	232494
Ondo	73608	70139	143747	73608	70139	143747	75,101	71,903	147,004	75,259	71.899	147,158	53854	53841	107695
Osun	78410	75535	153945	74979	71681	146660	NA	NA	NA	70,065	68,605	138,670	44190	40974	85164
Oyo	102155	99206	201361	105682	111248	216930	125,012	127,762	252,774	140,755	147,412	288,167	119528	123603	243131
Plateau	50582	41955	92537	51167	42055	93222	50,245	41,449	91,694	55,501	47,524	103,025	44582	38930	83512
Rivers	72029	80357	152386	72029	80357	152386	NA	NA	NA	NA	NA	NA	51085	62424	113509
Sokoto	79070	29040	108110	79070	29040	108110	48,230	22,755	70.985	39.411	20.610	60.021	50240	27848	78088
Taraba	38061	25078	63139	38061	25078	63139	NA	NA	NA	26.588	20,717	47,305	29375	21955	51330
Yobe**	42167	19411	61578	42167	19411	61578	47,776	19.821	67.597	49,469	26,373	75,842	28517	15063	43580
Zamfara	54805	20908	75713	65871	22273	88144	53,808	25,260	79.068	51.539	19.647	71.186	106324	44670	150994
Total	2696868	2237854	4934722	2801960	2350845	5152805	2,321,183	1.971.306	4,292,489	2,629,526	2,281,418	4,910,944	2417192	2058117	4475309

Note. Borno State was worst hit in insurgency this made it difficult to get the Enrolment for the years 2014 and 2015 (Source: Nigeria Education Indicators, 2016)

There are however, some justifiable reasons for these inconsistencies in enrolment figures. It has been rightly observed that the problem of insurgency affected pupils' enrolment in some Northern States, especially Borno State. Again, some states failed to send data on school's enrolment to the education data bank for compilation e.g. Kebbi, Osun, Rivers and Taraba States. More importantly, and a great concern is inadequacy of access to education which negatively affected enrolment of pupils who were denied opportunity to enroll. This is of great concern since education is the right of every child and youth in Nigeria. As pointed out by Aremu (2014), access to education in some States in the northern part of Nigeria is about 19.91%, while the southern part recorded as high as 95%. Gender disparities also exist as female enrolment was lower than male enrolment in the north (Matera, 2014), while in the southern part, female enrolment was generally higher than male enrolment. It is a dangerous trend to allow such lapses to persist in the education sector, since it implies risking the future of our young people at the primary and secondary school levels, if denied the right to early education as preparation for tertiary education and job opportunities. As rightly stressed by Federal Republic of Nigeria (2014), education and training is not only basic human right but also a key factor to social progress and in narrowing the gap between social economic groups and sexes. This is why government at all levels should ensure that such laudable policies are implemented by providing access to basic education for all children in Nigeria.

Furthermore, the Day of an African Child is celebrated on the 16th June of every year with emphasis on ensuring that every child is given the right to education and moral upbringing in the society. Nigeria, like other African countries celebrated this great event on 16th June, 2018, but how many of Nigerian children have access to education at all levels? This means that the 13.2 million out-of-school children as stated by Hindi (2019) must have access to education to make this celebration worthwhile. Even the Child Right Act on the rights of every child according to Kufre and Kufre (2013) stipulates the following:

- 1) Every child has the right to survival and development.
- 2) Every child has the right to be given a name.
- 3) Right to freedom of association and peaceful assembly.
- 4) Right to freedom of thought conscience and religion.
- 5) Right to private and family life.
- 6) Right to freedom of movement, subject to parental control.

- 7) Right to freedom from discrimination.
- 8) Right to the dignity of the child.
- 9) Right to health and health services.
- 10) Every child is entitled to rest and leisure and to recreation, and cultural activities.
- 11) Every child has the right to parental care, protection and maintenance.
- 12) Right of a child to free, compulsory and Universal Primary Education, etc.
- 13) Right of a child in need of special protection measures.
- 14) Right of the unborn child to protection against harm, etc. (pp. 75-86).

It is obvious that the above provisions of the Child Right Act have a lot of implications for resource allocations to education by all the tiers of government. This will ensure the provision of the necessary facilities for quality education and training that would maximize their all-round potentials for growth and development.

2.2 Access to Tertiary Education

The demand for tertiary education in Nigeria in the 21st century is very high (Zwalchir, 2007), yet access to it still remains a problem. This shows the dilemma of matching the number of existing universities and other tertiary institutions with the surging population of youths processed from secondary education, seeking admission into the universities year after year. As pointed out by National Universities Commission cited in World Education Services (2017), between 1980 and 2017 the number of universities have grown from 16-152 (this includes private universities) which increased from 3 in 1999 to 68 in 2017. In 2013, 1.7 million candidates registered for centralized admission examination for available places of less than 400,000 in the existing institutions. This shows that over one million candidates could not have access to university education in the year 2017.

However, the problem may not only be due to lack of access but failures in tertiary institutions centralized examination which naturally screened out the unqualified candidates. For example, Table 4 shows the number of applicants for 2004/2005 to 2013/2014 and the number of candidates admitted each year.

Table 4. Unified tertiary matriculation examination applicants and admission into tertiary 2004-201	Table 4. Unified tertia	v matriculation	examination	applicants and	admission	into tertiary	2004-2014
---	-------------------------	-----------------	-------------	----------------	-----------	---------------	-----------

Year	No. of Applicants	Number Admitted	Percentage Admitted
2004/05	841,878	122,492	14.5
2005/06	916,371	76,984	8.4
2006/07	808, 422	88, 524	11.0
2007/08	911,653	107,370	11.8
2008/09	1;054,060	Not available	Not Available
2009/10	1,182,381	148,000	12.5
2010/11	1,375,652	360,000	26.2
2011/12	1,493,604	400,000	26.8
2012/13	1,503,889	500,000	33.3
2013/14	1,670833	520,000	31.1

It is unimaginable that the shortfall may be attributable to inability of candidates to pass the qualifying examination but inadequate number of universities for more candidates to gain access into them. Similarly, National Universities Commission cited in World Education Services (2017) reported that in 2017, there were 107 Polytechnics, 27 monotechnics, 220 colleges in various specific disciplines, and 84 Teacher Training Colleges in Nigeria. This implies that more Universities are needed in Nigeria, in order to cope with admission demands and expectations. Interestingly, 1n 2019, the number of Universities in Nigeria increased to 170 comprising of 43 Federal, 48 State and 79 private Universities (Stephen, 2019). Besides, it is not only the establishment of more universities that matter, but to actually provide adequate resources to ensure effective teaching, research and community services which are the core mandate of university education (Okwori & Okwori, 2007).

Other sources of providing access to education are through Polytechnics, Colleges of Education, Monotechnics, Research Institutes, Teacher Training Colleges and so on. It is regrettable to note that young people tend to think that university education is the ultimate, while other aspects of tertiary education are less significant. This is due to undue emphasis on University education by parents and the society. This has resulted in many youths who would have trained successfully as technicians, technologists and engineers in the Polytechnics and Colleges of

Technology, to clamour for university admissions and meet with constant failures at centralized qualifying examinations. To correct this anomaly, due recognition should be accorded other levels of tertiary institutions so as to encourage young people to acknowledge their relevance to the society by seeking admissions into such institutions. These levels of education as pointed out by Adamu in Isuku (2007) helps in improving the graduates, increases their income earnings, improves occupational mobility, reduces unemployment level, enhances income distribution and hence improves social equity.

3. Equal Educational Opportunities

Whereas, access implies provision of adequate number of institutions to meet the admission demands of children and youths, equal educational opportunities refer to actual placement of qualified candidates in schools and programmes of studies irrespective of tribe, religion and race (Ofoha, 2010). This negates the introduction of quota system of admissions into tertiary institutions in Nigeria. Although the idea was good in principle, but in practice; many qualified youths could not gain admission into the universities because the allotted quota to their state(s) were exhausted due to the large number of qualified candidates seeking admission into available quota for that state. The consequence is that some states with fewer numbers of qualified candidates have excess quota while other states suffer inadequacy of quota allocation. This results in inequality in educational opportunities, which should be revisited and revised for the interest of all.

Education is the right of every citizen of Nigeria, but some persons who may not be opportuned to access formal education can take advantage of educational opportunities available to them in adult and non-formal education. There are myriads of opportunities in the non-formal sector, such as Basic Adult Literacy Classes, Education for School drop-outs in the evening continuing education centres, Education for Nomads, Distance Learning or Distance Education/Correspondence Studies, National Open University (NOUN) and so on.

These provide educational opportunities for youths and adults especially working class adults who may not be able to enroll in the formal education studies due to their jobs and family challenges. As pointed out by Etor (2011), "many workers and professionals need further education for various reasons, such as to update their knowledge, skills, work habits in line with changes in technology, and techniques of production, and other reasons. Thus, continuing education for this class of people through Open and Distance Learning (ODL) will help them avoid the high cost of part-time or full time studies along with other predicaments" (p.119). Educational opportunities abound for all Nigerians at various levels, but everyone is entitled to formal basic education as the springboard for all opportunities for other levels of education

4. Resource Allocation to Education

Resource allocation to education is the act of providing a reasonable percentage of the nations' or states, annual budget for the education sector of the economy. There do not seem to exist a clear-cut policy on resource allocation to education; otherwise referred to budgetary allocation for education in Nigeria, in view of the noticeable inconsistencies in figures or percentages annually. Consequently, there is a noticeable characteristic of resources in education which are not always enough to provide for all the educational services (Babalola, 2003). This often presents a serious problem in the actual budget implementation, with regards the needs assessment of each level of education. This raises the issue of distribution theory in resource allocation in education.

According to Babalola (2003) distribution theory is based on the notion that the optimum allocation of resources is achieved through the workings of the price system in which resources move from less profitable to uses that are more profitable, and from less important to more importance uses. This theory may apply wholly or partially in commercial and business enterprises, but not in education because each level of education is very important. Ideally, if there is a level of education that may be considered as most necessary and demanding, it is the basic education at the primary schools (Etor, Ekanem, & Mbon, 2013), which is the foundation-laying level for all other levels to build on. To this end, more resources (human, money and materials) should be allocated to that level of education. What then should be the criteria for resource allocation to education?

4.1 Criteria for Resource Allocation to Education

The generally known outcry in the education sector is poor funding, inadequate infrastructures as major setbacks to increased access and breakthrough in the education sector. As pointed out by Akpan and Undie (2007), inadequate provision of human and material resources as well as infrastructural facilities due to poor funding resulted in the stipulation that admission of students should be based on available facilities, classroom, staff, equipment and materials. The implementation of such a proposal will further worsen access to education, hence, the need to explore some possible criteria for resource allocation in education. Since each level of education is very important and crucial for the socio-economic and political development of the state or nation, there should be comprehensive

needs assessment of each level of education so as to justify its resource allocation annually. A typical example is a report by Abdullahi (2017) on Kaduna State budgetary allocation for education which was said to be the highest ever in that state which indicates the basis for that allocation as follows:

- 1) To raise poor (low) enrolment of pupils in primary schools.
- 2) To reduce high illiteracy rate in the state to the minimum.
- 3) To improve infrastructural facilities in all primary and secondary schools in the state.
- 4) To bridge the gap between those who have benefitted from formal education and those who have not.

This is a laudable example that should be emulated by other states and national levels in resources allocation for education. The prioritization of each level of education at state or national level would present the basis for objective resource allocation based on needs assessment of each level of education.

5. Problems of Access and Resource Allocation to Education

The problems of access to education are multi-dimensional and have serious implications for resource allocation to that sector. Besides, since the available public schools (at all levels) are unable to offer admission to all school leavers from one level of education to another, as well as new students seeking admissions, the problem of access becomes more pronounced and worrisome. It is in this regard that the governments of Nigeria encouraged and endorsed collaboration between government and private school proprietors to enhance expansion of access to education for children and youths who may not be absorbed into government-owned public schools.

Since the problem of access to education has a relationship with resource allocation to that sector, it becomes imperative to discuss problems in relation to poor funding, government attitude towards education, gender discrimination, Nigeria torture house, child-labour, insecurity in the country (Ene, 2007; Akpan & Undie, 2007; Osim, 2016). These are briefly discussed as follows.

5.1 Poor Funding

Poor Funding has been a major problem of access to education because the inadequate financial allocation to the education sector over the years 2010-2019 could not ensure qualitative education for existing number of students in schools without reference to annual population growth and the number of students seeking admission to all levels of education. It is in this regard that Akpan and Undie (2007) stressed that when there is poor funding of schools, new facilities cannot be provided, and old ones cannot be expanded, and that makes students to learn under deplorable conditions. They also stated that due to poor funding, human, material resources and infrastructural facilities are always inadequate, hence, admission of students tend to be based on the availability of facilities, such as, classrooms, staff and materials. This creates additional problem of lack of access to admission for those who are qualified but cannot be admitted into schools.

5.2 Government Attitude Towards Education

Government attitude towards education in Nigeria over the years can be described as misplaced priority as evidenced in its previous annual budgeting allocations by various governments at the federal, state and local levels. As pointed out by Akumah, cited in Ene (2007), any government that budget's inadequate funds to education is bound to reap the dividends in all directions.

5.3 Gender Discrimination

Another problem that negatively affects access to education in Nigeria is gender discrimination and early childhood marriage. In the Northern part of the country, and even in some other parts of the country, the girl-child is not allowed to go to school because of the belief that their education would be an economic loss to their families as the girls would be married to other families. This is further worsened by giving the girl-child out to early marriage, and the dowry used in training the boy-child who will inherit the family property and continue the family lineage.

5.4 Child Labour

Child labour and trafficking is another serious problem of access to education by the affected children. It involves some parents using their children (boys and girls) to hawk and sell food and other items on the streets to augment family income, while other children are in schools learning. Child trafficking on the other hand involves forcefully taking a child away from parents by strangers known as traffickers and using them for economic gains to serve as servants, prostitutes outside Nigeria. As reported by Osim (2016), Nigeria is rated highest in child labour in Africa. These unfortunate children are denied access to education at primary and in some cases secondary education.

Another related aspect of child abuse of recent discovery in Nigeria is what is referred to as "Nigeria torture

house", where it was reported by BBC (2019), that nearly 500 men and boys were rescued from a building in the Northern City of Kaduna where the detainees were alleged to be sexually abused and tortured. The report further indicated that the Nigeria Police said children as young as five years were among those in chains at what was believed to be an Islamic School. It was also reported that the children were forced to go and beg for money on the streets, and that the trend had continued for a long time before this discovery.

5.5 Insecurity

Insecurity in Nigeria is seriously militating against access to education in the country. For example, in 2014 over 200 secondary school girls in Chibok, Bornu State were kidnapped from the school by Boko Haram, and till date many of them are still missing. That incident affected access to education, as parents could no longer release their children to schools, as similar incidences occurred across the North-Eastern Nigeria. As reported by Onuoha cited in Osim (2016), many pupils, students and teachers have lost their lives and some seriously injured due to attacks on their schools by insurgents. This has negatively affected access to education in most parts of the country as the problem has spread all over the country.

5.6 Corruption in Education

Corruption is endemic in education sector, from the point of resource allocation at the Federal, states and local levels to actual implementation by the relevant government ministries and the institutional administrators at all levels. As pointed out by Transparency International cited in Douglas and Ezeugwu (2017), the seals and impression of corruption and corrupt practices are noticeable from the points of release of funds to the various ministries, parastatals and educational institutions where the funds are finally used. Osim (2016) pointed out that corruption is a major problem that has also impacted on the quality and access to education in Nigeria.

In the same vein, R. Etor and C. Etor (2018) stated that the problem of lack of probity in the management of budgetary allocations should be judiciously addressed at the end of each fiscal year to ensure proper accountability to enhance objective budgeting in the subsequent year.

The problem of resource allocation to education has many dimensions. The United Nations Scientific and Cultural Organization (UNESCO) proposed a bench-mark of 26 percent of a nations' annual budget as minimum for education to be implemented by all its member countries. Nigeria has never reached half that target as shown in Table 5.

Table 5. National budgetary allocation for education (2010-2019)

Year	Total National Budget	Education budget	Education % of Total
2010	40 trn	293 bn	7.19
2011	4.22 trm	393 bn	9.31
2012	4.74 trm	453 bn	9.15
2013	4.92 trm	499 bn	10.15
2014	4.69 trm	494 bn	10.54
2015	4.49 trm	434 bn	10.71
2016	6.06 trm	431 bn	7.92
2017	7.44 trm	551 bn	7.41
2018	8.60 trm	605.8 bn	7.04
2019	8.92 trm	620.5 bn	7.02

Sources: Adedigba (2018) and Udoma (2018).

A close observation of previous years' budgetary allocations for education in Nigeria show inconsistency and does not portray a clear rationale for such allocations. These cannot be compared to the 26 percent recommendation by UNESCO. The question is what really is the problem of implementing that UNESCO proposal? The problem may arise from one or more of the following:

- 1) Policy makers and planners for education, especially budgeting for education are non-professionals and educationists, hence, they cannot fully grapple with the nitty-gritty of educational needs at all levels.
- 2) The operators/implementers of budgetary allocation for education have never rendered their accounts of stewardship; hence there are no reliable data for subsequent budgetary outlay for objective resource allocation.

ies.ccsenet.org International Education Studies Vol. 13, No. 3; 2020

When these issues are adequately addressed by all education stake-holders, the problems of access and resource allocation to education shall be reasonably solved.

6. Prospects for Access and Resource Allocation to Education

The federal government of Nigeria has licensed private individuals, voluntary organizations and other stakeholders in the education sector to establish schools, colleges and universities to enhance access to education in the country. Furthermore, Aluko and Bosun (2019) reported that the National Chairman of Academic Staff Union of Universities (ASUU) in Nigeria, Prof. Biodun Ogunyemi, said that the alarming out-of-school children in the country is a time-bomb, and that the cycle of inter-generational illiteracy must be broken. He concluded that the way out of it is for government to seek tangible solutions in providing infrastructure and suitable socio-economic conditions, otherwise we are just planting a time-bomb in the country and that as we remain at this level of poverty, and there will always be out-of-school children.

These cannot be compared to the 26 percent recommendation by UNESCO. The question is what really is the problem of implementing that UNESCO proposal? The problem may arise from one or more of the following:

- Policy makers and planners for education, especially budgeting for education are non-professionals and educationists, hence, they cannot fully grapple with the nitty-gritty of educational needs at all levels.
- 2) The operators/implementers of budgetary allocation for education have never rendered their accounts of stewardship; hence there are no reliable data for subsequent budgetary outlay for objective resource allocation.

When these issues are adequately addressed by all education stake-holders, the problems of access and resource allocation to education shall be reasonably solved.

7. Conclusion

It is difficult to believe that Nigeria at 59 years of independence can still be lamenting over poor access to education as well as poor funding of education, arising from poor annual budgetary allocation for education. This shows that something is basically wrong or lacking in the planning and implementation processes. As earlier said, providing access to education is not only the business of government, but also that of private educationalists with proven years of practice and experience, not quacks (Egwu, 2009). Again, implementers of budgetary/resource allocation for education should be made to render accounts of their stewardship to justify the prudent management of funds allocated for education. This is why a fight against corruption should be extended to the education sectors at all levels. As pointed out by Osim (2016) corruption is a major problem that has also impacted negatively on the quality and access to education in Nigeria.

8. Recommendations

On the basis of the above submissions, it is hereby recommended as follows:

- 1) Everyone should be given equal access to education at all levels without discrimination.
- 2) The location of schools should be close to communities so that learners can access them easily.
- 3) Budgetary allocation to education should be made in conformity with the UNESCO recommendation of 26% of the nations' annual budget.
- 4) There should be adequate budgetary allocation for each educational programme in schools to enable heads of schools or departments procure appropriate and requisite instructional materials for effective teaching and learning.
- 5) Equal access opportunities should be given to all gender in the country.
- 6) Stricter laws should be enacted and enforced against child abuse and child trafficking.
- 7) Schools should be well secured against penetration by insurgents.
- 8) Policy makers and planners of education should be professionals and educationist who can make useful policies and plan education at all levels accordingly.

Those who operate and implement budget for education should be people of integrity, probity and accountability.

References

Abdullahi, F. (2017). Economic and fiscal update and education budget policy statement: 2015-2017. *Education Review*, *3*(5), 36-42.

Adedigba, A. (2018). 2018 Budget: Buhari allocates 7% to Education.

- Agile, H. E. (2018). Expanding Access to Education Opportunity in Nigeria: Matters Arising. *International Journal of Scientific Research in Education*, 1(3), 345-356.
- Akpan, C. P., & Undie, J. A. (2007). Access to University Education in Nigeria: Issues and problems. In J. B. Babalola, G. O. Akpa, A. O. Ayeni, & S. O. Adedeji (Eds.), *Access Equity and Quality in Higher Education. Ibadan: NAEAP* (pp. 75-83).
- Aremu, A. O. (2014). *Improving access and quality education at the sub-national level*. Paper presented at the third retreat of Nigeria Governor's forum at Eko Hotel and Suites on Friday March 4, 2014.
- Babalola, J. B. (2003). Fundamentals of Economics of Education. In J. B. Babalola (Ed.), *Basic Text in Educational Planning* (1st ed., pp. 127-192). Ibadan: The Department of Educational Management, University of Ibadan.
- British Broadcasting Cooperation. (2019). Nigeria 'torture house' Hundreds Freed in Kaduna Police Raid.
- Douglas, O. N., & Ezeugwu, M. C. (2017). Corruption in the education industry in Nigeria: Implications for national development. *European Journal of Training and Development Studies*, 4(1), 1-17.
- Egwu, S. O. (2009). *Roadmap for the Nigerian Education Sector Consultative Draft*. Federal Ministry of Education, Abuja: Nigeria.
- Ehiametalor, E. T. (2005). Issues, equity and private sector participation in the deregulation. In G. O. Akpa, S. U. Udoh, & E. O. Fagbamiye (Eds.), *Deregulating the provision and management of education*.
- Ene, A. C. (2005). Access and Equity in University Education in Nigeria: Issues and Trends. In G. O. Akpa, S. U. Udo, & E. O. Fagbamiye (Eds.), *Deregulating the Provision and Management of Education in Nigeria, National Association of Educational Administration and Planning (NAEAP)* (pp. 55-62).
- Etor, C. R., Mbon, U. F., & Ekanem, E. E. (2013). Primary education as a foundation for qualitative higher education in Nigeria. *Journal of Education and Learning*, 2(2), 155-164. https://doi.org/10.5539/jel.v2n2p155
- Etor, R. B. (2011). Distance Learning Management in Education. In S. U. Bassey, & U. U. Bassey (Eds.), *Management of Higher Education in Africa*. Uyo: Abaam Publishing Company. (118-130).
- Etor, R. B., & Etor, C. R. (2018). Budgeting and budgetary allocation strategies for funding Nigerian education at all levels. In G. K. Etuk, E. Etudora-Eyo, & C. R. Etor (Eds.), Fundamentals of education management 2 (pp. 199-206). Uyo: MK Prints.
- Federal Ministry of Education Nigerian Education Indicators. (2016) Retrieved from https://www.nemis.gov.ng/download.fold/Nigeria
- Federal Republic of Nigeria. (2013). 1999 Constitution of the Federal Republic of Nigeria (Revised Edition). Abuja: Ministry of Justice.
- Federal Republic of Nigeria. (2014). National Policy on Education NERDC, Abuja.
- Hindi, L. (2019, June 28). Foundation calls for free girl-child education. The Punch Newspapers.
- Hornby, A. S. (2000). Oxford Advanced Learner's Dictionary of Current English. Oxford University Press.
- Isuku, E. J. (2007). Providing an Enabling Framework for Increasing Access to Higher Education in Nigeria: The Evolving Role of Government. In J. B. Babalola, G. O. Akpa, A. O. Ayeni, & S. O. Adedeji (Eds.), *Access Equity and Quality in Higher Education* (pp. 122-138). Ibadan: NAEAP.
- Kufre, E., & Kufre, E. (2013). The Child's Right. In C. R. Etor (Ed.), *The Child: An Asset or a Liability* (pp. 75-86). Calabar: Embor Ventures.
- Matera, B. (2014). Equal Access to Education: A Challenge in Nigeria.
- Ofoha, D. (2010). *Equalizing educational opportunities in Nigeria through open and distance learning*. A paper presented at the 6th Pan-Commonwealth Forum on Open Learning, at Kochi, India, 24th–28th Nov. Retrieved from donsofoha@yahoo.com.
- Okwori, A., & Okwori, A. G. (2007). Federal Character and Geographical Spread of Universities: Implication for Quality Access to University Education in Nigeria. In J. B. Babalola, G. O. Akpa, A. O. Ayeni, & S. O. Adedeji (Eds.), *Access Equity and Quality in Higher Education* (pp. 91-97). Ibadan: NAEAP.
- Osim, R. O. (2016). Expanding Access and Quality and Quality in Education in Nigeria. In, J. E. Okon, B. A. Akwegwu, & E. S. Uko (Eds.), *Emerging Issues in Educational Administration, Planning and Supervision*

- (pp. 79-96). Calabar: University of Calabar Press.
- Oyebade, S. A., Oladipo, S. A., & Adetoro, J. A. (2007). Access to and equity in university education: A status report in Nigeria and sub-saharan Africa. In J. B. Babalola, G. O. Akpa, A. O. Ayeni, & S. O. Adedeji (Eds.), *Access, Equity and Quality in Higher Education* (pp. 41-45). Ibadan. NAEAP.
- Stephen, M. (2019). How many Universities are in Nigeria in 2019?
- Udoma, U. U. (2018). Breakdown of 2019 Federal Government of Nigeria Budget Proposal: Public Presentation of the 2019 Budget of Continuity.
- World Education Services. (2017). *Education in Nigeria*. Education System Profiles. Retrieved from https://wern.wes.org
- Zwalchir, L. (2007). Access to Higher Education in Nigeria: The University of Jos at a Glance. In J. B. Babalola, G. O. Akpa, A. O. Ayeni, & S. O. Adedeji (Eds.), *Access, Equity and Quality in Higher Education* (pp. 86-89). Ibadan: NAEAP Publishers.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (http://creativecommons.org/licenses/by/4.0/).