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ASSESSING THE COST OF FREE PRIMARY EDUCATION POLICY IN NIGERIA AND THE QUESTION OF SUSTAINABILITY

Abstract:

The cost of implementing free and compulsory primary education policy in Nigeria and the question of sustainability were respectively assessed in the paper. The observed poor quality of primary school leavers and scarcity of all production inputs in the school system motivated the study that raised three (3) research questions to guide investigation. The entire primary school system including the 707,124 teachers across the 622,841 available primary schools constituted the study population. A convenient number of 35,356 (i.e 5 percent) teachers randomly selected from the schools using the multi-stage sampling technique made up the study sample. Documentary evidences of allocated funds from relevant government Ministries, Departments and Agencies (MDAs) and a questionnaire title: Free and Compulsory Primary School Attendance Policy Sustenance Questionnaire (FRECOPRISUQUE) was validated, pilot-tested (N=50, $r=0.77$) and administered by the researchers assisted by 37 chair persons of Nigeria Union of Teachers (NUT), each from every state of the federation including the FCT. Data collected to answer the research questions were descriptively analysed with means, percentages and standard deviation. Based on data analysis, the following findings emerged. First, the money required to adequately fund the free and compulsory primary education policy per pupil is N255,000.00. Second, it is only about 3 percent of the required money that government allocates to fund primary education. Thirdly, the perception of stakeholders particularly teachers is that government lacks the ability to implement the policy in Nigeria. Based on the findings, it was recommended among others that government should admit its inability to adequately fund the policy and through legislation invite parents and corporate organizations to contribute money to sustain the policy.

Keywords:

Free, Compulsory, Primary Education, Policy, Cost, Sustainability

JEL Classification: I22, I28

Introduction

Education is one of the social processes the society uses in developing the capacity of its citizenry to effectively perform civic and socioeconomic functions. The development of this capacity in Nigeria takes place in three (3) levels: primary, secondary and tertiary¹. The primary level of education is the foundation, the pivot upon which the other levels of education hinge². This without doubt, underscores the importance of primary education, the reason UNESCO in 1948 universally declared it as a fundamental human right. From that time till date, governments all over the world including Nigeria have made legislations to domesticate the international treaty on universalization of primary education. One of such legislations is the Universal Basic Education (UBE) Act of 2004. It is this Act of parliament that makes primary education in Nigeria compulsory and free³.

It is clear from the fore-going that the importance of primary education cannot be over-emphasised. Children that are able to undergo primary education are more likely to have a better probability of continuing with secondary education and by extension to the tertiary level^{4,5 & 6}. In doing so, the child can have an opportunity to find and secure a better job, participate productively in facilitating the processes of development than a child without primary education⁷. It is for this reason that the government of Nigeria accepts education, particularly primary education as instrument par excellence for effecting national development. The objectives of primary education according to the National Policy on Education (NPE) as approved by Federal Republic of Nigeria are:

- ❖ Inculcate permanent literacy, numeracy and the ability to communicate effectively;
- ❖ Lay a sound basis for scientific, critical and reflective thinking;
- ❖ Promote patriotism, fairness, understanding and national unity;
- ❖ Instill social, moral norms and values in the child;
- ❖ Develops in the child the ability to adapt to the changing environment and

¹ Federal Republic of Nigeria (2013). *National policy on education*. Abuja: Nigeria Educational Research and Development Council.

² Carron, G and Chau, T.N. (1996). *The quality of primary schools in different development contexts*. Paris: Unesco.

³ Universal Basic Education Commission(2016). *Education quarterly review* (February): Abuja: UBEC Press.

⁴ Emetarom, U. (2005). Deregulation in the management of primary education in Nigeria: The need for legislation *NAEAP* 4(10), 312-317.

⁵ Alaba, S.O. (2010). Improving the standard and quality of primary education in Nigeria: A case study of Oyo and Osun States. *International journal for cross disciplinary subjects in Nigeria* 1 (3), 97-111.

⁶ Asodike, J.D & Ikpitibo, C.L. (2012). Basic issues in primary education delivery in Nigeria *European scientific journal* 8(1), 150-164.

⁷ Egwuasi, P.I. Ekwere, M.E., Azunwena, R.N. & Okododo, D. (2008). The Universal basic education and sustainable human development in Nigeria. *Nigeria journal of educational administration and planning* 8(2), 59-72.

- ❖ Provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability⁸.

For the actualization of these objectives, minimum academic standards are enunciated in the national policy to guide their implementation. This is germane because any misadventure in the organization, distribution and utilization of resources at this level of education may reverberate on the entire educational system with grave consequences on the economy. To guarantee quality assurance therefore, the national policy on education document outlines minimum standards to regulate the provision of quality primary education in Nigeria⁹. Maintaining quality assurance standards in this regard has implications in the submission of scholars and policy makers on cost and funding of education^{10,11,12 & 13}.

Cost is defined as the money value spent on goods and services in the process of production, in addition to what must be sacrificed or exchanged in order to produce an item¹⁴. Expenditure in this context is viewed as the amount of resources that are directly spent on the procurement of goods and services. Expenditure in education from the budgetary sense, therefore, is the monetary value of resources assigned to educational institutions during a given school year. This however does not reflect the "true cost" or "real cost" of education. The real cost of education is the alternative opportunities that have to be sacrificed or foregone in the process of providing educational services^{15 & 16}. The real cost of building a new university is the important projects such as health, road, telecommunication, new technical schools that are foregone¹⁷.

In education, cost represents the value of all resources in terms of money (and sacrifices) used to accomplish educational projects¹⁸. Indeed, the inputs of education can be

⁸ Federal Republic of Nigeria (2013). *National policy on education*. Abuja: Nigeria Educational Research and Development Council.

⁹ Federal Republic of Nigeria (2013). *National policy on education*. Abuja: Nigeria Educational Research and Development Council.

¹⁰ Okpala, B.N. (2007). Maintenance culture and the sustainability of the UBE programme in Nigeria *JORDE* 3(2), 115-122.

¹¹ Saidu, S. (2008). Primary school education reforms for better foundation of education in Nigeria. *Zaria educator* 3(1&2), 56-68.

¹² Olaniyan, D.A. & Obadara, O.E (2008). A critical review of management of primary Education in Nigeria. *International journal of Africa & African American studies*, 7(1), 131-144

¹³ Igbaji, C. (2017). The challenges of funding primary education in a depressed economy. *International journal of education and evaluation* 3(7), 65-70

¹⁴ Clark, J.M. (2016). The economics of overhead costs. *Journal of management accounting research* 2 (2), 155-166

¹⁵ Clark, J.M. (2016). The economics of overhead costs. *Journal of management accounting research* 2 (2), 155-166

¹⁶ Vollmers, G.L. (2016). Academic cost accounting. *Journal of management accounting research* 8(2), 181-199

¹⁷ Carron, G and Chau, T.N. (1996). *The quality of primary schools in different development contexts*. Paris: Unesco.

¹⁸ Clark, J.M. (2016). The economics of overhead costs. *Journal of management accounting research* 2 (2), 155-166

measured in terms of money or resources that are used up in the educational process. In Nigeria, the provision of money to finance the cost of education particularly at the primary level has remained a knotty issue. The issue seems more cancerous because the government according to Federal Ministry of Education in Nigeria has a parliamentary mandate to provide primary education as a right of every Nigerian citizen but lacks the constitutional responsibility to allocate a defined proportion of its annual budgets to fund it. What the government does therefore is to allocate convenient to finance primary education as there is no legislation prescribing a fixed proportion of its budget to fund public primary education¹⁹ & ²⁰. Table 1 sheds light.

Table 1: Percentage Share of Primary Education Fund in Nigeria Annual Budget, 2009 – 2018

Budget Year	Total National Budget (₦)	Allocation to Primary Education (₦)	% Allocation
2009	3,870,702,240,114	183,858,356,400	4.75
2010	4,079,456,724,510	276,995,111,606	6.79
2011	4,426,899,559,206	108,901,729,221	2.46
2012	4,665,101,510,257	302,298,577,811	6.48
2013	4,795,191,712,804	263,735,544,246	5.50
2014	4,993,363,957,158	173,269,729,333	3.47
2015	6,060,677,358,227	416,368,534,512	6.87
2016	7,441,175,486,758	436,797,001,000	5.87
2017	8,610,077,428,304	427,059,840,464	4.96
2018	9,120,811,624,332	555,457,427,933	6.09
Total	49,453,380,173,366	2,630,919,825,000	5.32

Source: Compiled and Collated from the Final Accounts of the Budget Office of the Federation; Central Bank of Nigeria (CBN) and the Federal Ministries of Education and Finance.

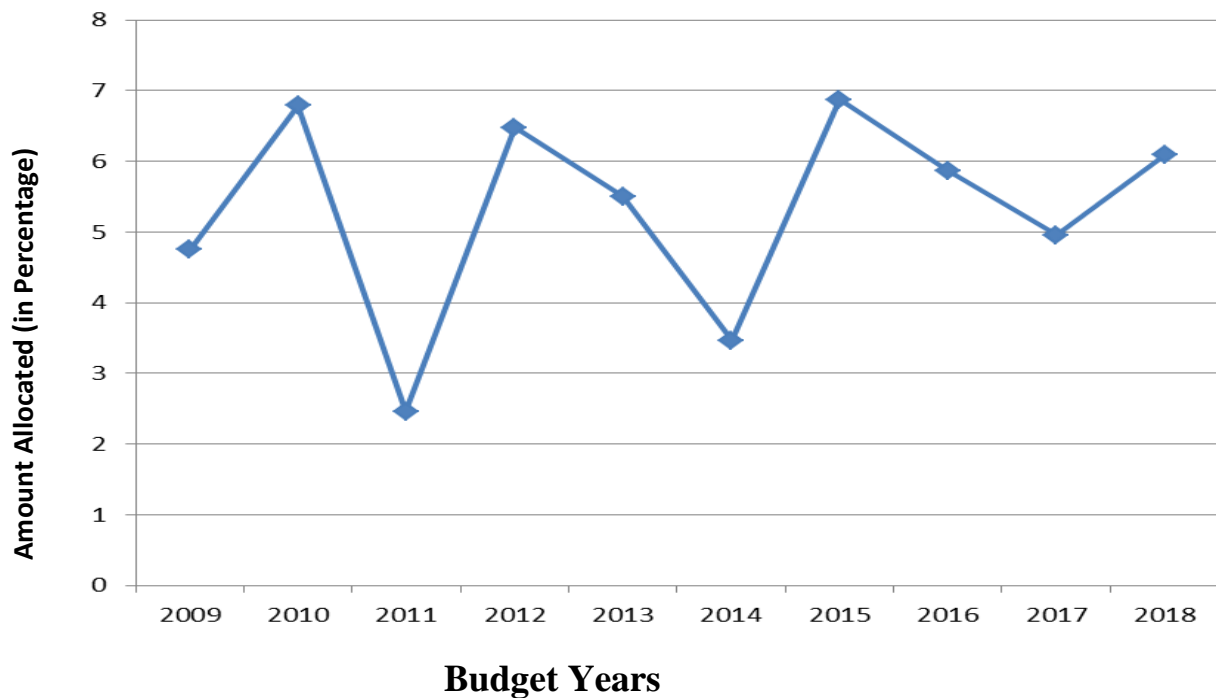
According to the data in Table 1, a total of ₦49.453 trillion was allocated out of which ₦2.630 trillion (or 5.32 percent) was allocated to finance the expenditure of implementing free and compulsory primary education policy in the last ten (10) years. Within the period,

¹⁹ Federal Ministry of Education (FME, 2018). *Roadmap for Nigerian educational sector*. Abuja: FME

²⁰ Budget office of the Federation (2018). *Education votes final accounts, 2009- 2018*. Abuja: Budget office of the Federation.

different percentage proportions of the national budget is seen to be allocated in the different years for primary education funding. The highest fund allocated (6.87%) is seen in 2015 and the lowest (2.46%) in the year 2011. The polygon in Figure 1 illustrates the lack of uniformity in the budgetary allocation of funds for primary education funding in Nigeria.

Figure 1: Polygon Showing Percentage Share of Primary Education Fund in Nigeria Annual Budget, 2009 – 2018



Source: Polygon plotted by the author

The Problem

It is clear from the fore-going discourse and reports that the Nigerian government has invested relatively huge public funds to finance free and compulsory primary education. The most recent ₦9.12 trillion budget for 2018 fiscal year out of which ₦747 billion representing 6.09 percent was allocated to finance primary education is worth acknowledging for commendation. However, there are concerns about the pattern of allocation as it does not have any locale on any known costing model or minimum benchmark established by parliament. The concerns have become more worrisome against the backdrop of over 15 million children that are reported to be out of school

across the country²¹ & ²². Other reports show that pupils who attend the few available schools lack writing materials, books, teachers, chairs/desks and classrooms, a situation that makes learning difficult and compulsory school attendance difficult to enforce²³. Personal visits to some of the schools across the country to observe the situation confirm the reports, while interaction with some teachers revealed the cost of implementing free and compulsory primary education is unaffordable by government, the reason for the difficulty in implementing the policy. It is therefore the intention of this paper to find out the cost of implementing free and compulsory primary education policy in Nigeria and whether government has the ability to provide the required fund to sustain the policy. To achieve the purpose of study, three research questions were raised to guide investigation:

1. What is the cost of implementing free and compulsory primary education policy in Nigeria
2. To what extent is the allocated fund for free and compulsory primary education policy in Nigeria adequate?
3. Does government have the ability to sustain implementation of free and compulsory primary education policy?

Method

Being a descriptive study, the survey research design was adopted to observe and describe the cost and funding pattern of free and compulsory primary education policy in Nigeria. The population of study comprised the entire public primary education system including the available 622,841 primary schools; 19,305,277 registered pupils and; 707,124 teachers distributed across the country as at September, 2018 ²⁴. Using the multi stage sampling technique, 5 percent of schools and teachers therein were randomly selected to have 31,142 schools from which 35,356 teachers were randomly selected across the six (6) geo-political zones of the country to constitute the study sample.

Data for the study were collated from documentary evidences of the funds allocated for primary education from the Ministries of Finance, Budget and National Planning, including the agencies of Universal Basic Education Commission (UBEC); Central Bank of Nigeria

²¹ National Bureau of Statistics (2018). *Quarterly information digest* (March). Abuja: National Bureau of Statistics.

²² Nigerian Union of Teachers (2018). State of Education in Nigeria: The way forward. A Memorandum Submitted to the National Assembly House Committee Public Hearing on the state of Education in Nigeria.

²³ Inegbai, P. (2018). Education resource availability and students' academic achievements in Edo State Public Secondary Schools. An Unpublished Ph.D Thesis, University of Benin.

²⁴ Universal Basic Education Commission (2016). Education quarterly review (February): Abuja: UBEC Press.

and the Budget Office of the Federation. Additionally, a questionnaire titled: Free and Compulsory Primary School Attendance Policy Sustenance Questionnaire (FRECOPRISUQUE) was designed and used to collect data on the ability of government to adequately fund the cost of primary education. Section “A” of the questionnaire collected demographic information on the respondents that comprised teachers while “B” contained a list of 10 primary education quality assurance policies. The respondents rated government’s ability to adequately provide funds for the sustainability of the policy on a 4-point rating scale. The validated and reliable questionnaire (N = 500, $r = 0.72$) was administered on the respondents by the 37 Chair Persons of Nigeria Union of Teachers (NUT) from each of the 36 States of the country including the FCT who served as research assistants. The administration of instrument lasted for 24 weeks between September 2018 and February 2019 after which 24,046 (or 68%) were retrieved and used for analysis. Data collected were descriptively analysed using percentages, means, standard deviation and patterns of allocation illustrated with polygons.

Data Analysis

Research Questions 1: *What is the cost of implementing free and compulsory primary education policy in Nigeria?*

To answer research question 1, the population of primary school – going aged children was extracted from the 2006 National Population Census, being the most recent census using the Sprague’s projection model. The extracted enrolment 23,171,245 was then projected with 2.83 percent growth rate for 12 years from 2006 to 2018. The outcome of this projection 32,439,743 children by the UBE Act of Parliament (2000) are expected to enroll and attend free and compulsory primary schools nationwide. Thereafter, the cost implication using the following government approved quality assurance factors²⁵ was computed as shown in Table 2.

Table 2: Estimates of the Recurrent Cost of Free and Compulsory Primary Education in Nigeria

Curriculum	Enrolment	Required Teachers	Estimated Cost (in Naira) Salary (80% of Total Cost)	Administration (20% of Total Cost)	Total Cost	Cost Per pupil
Core Subjects :						
English studies	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Mathematics	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Basic Science	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29

²⁵ Teacher: Pupil Ratio of 1:35

Nigeria Certificate in Education (NCE) adopted as the Minimum Teacher Qualification

10 out of the 22 Subjects are in the curriculum Core and taught by Specialist Teachers while the remaining 12 Subjects by General Subject Teachers.

Class Size Ratio of 1:40

The Teachers’ Salary Structure (TSS) ranges from 7-17 Grade Levels with each Grade having 15 Incremental Steps. The TSS average therefore is Grade 12 step 7 (N650,000.00) being annual salary per Teacher.

Basic Technology	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Physical & Health Edu	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Mother Tongue	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Music	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Fine Art	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Home Economics	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Agriculture	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Sub Total	32,439,743	9,268,500	6,024,525,000,000	1,506,131,250,000	7,530,650,250,000	232,143.00
Optional Subjects:						
Information Tech	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
CRS/Islamic						
Hausa/Igbo/Youruba						
Social Studies						
Civic Education						
Security Education	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Cultural & Creative Arts						
Arabic/French	32,439,743	926,850	602,452,500,000	150,613,125,000	753,065,625,000	23,214.29
Sub Total						
Grand Total	32,439,743	10,195,350	6,626,977,500,000	1,656,744,375,000	8,283,721,875,000	255,267.29

Source: Collated and analysed by the author

According to the data in Table 2, a total of 10,195,350 teachers are required to teach. 10 core and 12 elective subjects to 32,439,743 pupils nationwide with a cost implication of ₦8.283 trillion. The average cost of teaching all the 12 subjects per pupil is ₦255,267.29. For the 10 core subjects, the average cost of implementing the policy per pupil is ₦232,143,143 while the 22 elective subjects is ₦23,214.29. The total money required to fund the cost of teaching per year is ₦6,6626,977,500 while administration is ₦1,656,744,375,000. The average per pupil is ₦204,285.76 and ₦51,071.44 respectively.

Research Question 2: *To what extent is the allocated fund for free and compulsory primary education policy adequate?*

To answer research question 2, funds allocated to finance free and compulsory primary education policy which were collated from the Final Accounts of Universal Basic Education Commission (UBEC)²⁶, Central Bank of Nigeria²⁷ and the Federal Ministry of Education (FME)²⁸ for a period of 5 years, 2013 – 2018 were compared with the required fund for quality primary education provision. The difference was analysed using percentages and results presented in Table 3.

Table 3: Percentage Analysis of Fund Allocated to Finance Free and Compulsory Primary Education Policy in Nigeria

Budget Years	Required Fund (₦)	Allocated Fund (₦)	Fund Adequacy (%)
2009	8,283,721,875,000	183,858,356,400	2.22
2010	8,283,721,875,000	276,995,111,606	3.34
2011	8,283,721,875,000	108,901,729,221	1.31
2012	8,283,721,875,000	302,298,577,811	3.65
2013	8,283,721,875,000	263,735,544,246	3.18
2014	8,283,721,875,000	173,269,729,333	2.09
2015	8,283,721,875,000	416,368,534,512	5.02
2016	8,283,721,875,000	436,797,001,000	5.27
2017	8,283,721,875,000	427,059,840,464	5.16
2018	8,283,721,875,000	555,457,427,933	6.71
Total	82,837,218,750,000	3,144,731,952,546	3.80

Sources:

1. Budget Office of the Federal Final Education Accounts for Affected Years
2. Central Bank of Nigeria (CBN) Final Education Accounts for Affected Years.
3. Federal Ministry of Education (FME) Final Accounts for Affected Years
4. Universal Basic Education (UBEC) Final Accounts for Affected Years.

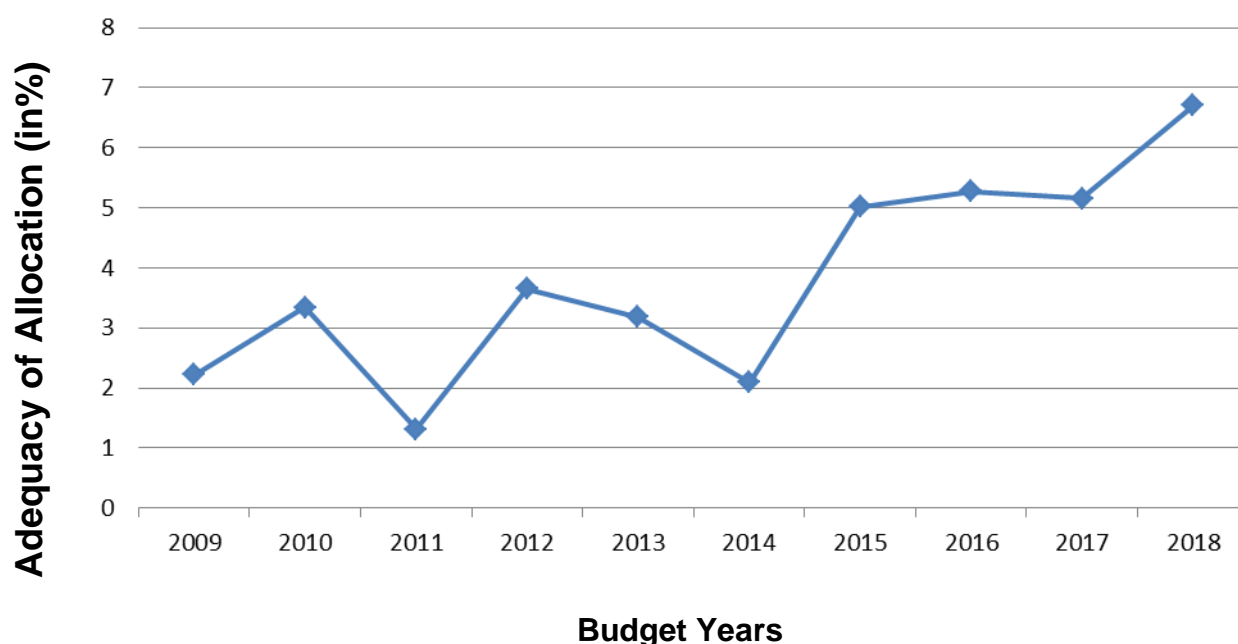
²⁶ Universal Basic Education Commission (2016). Education quarterly review (February): Abuja: UBEC Press.

²⁷ Central Bank of Nigeria (2018). *Education portfolio final accounts for 10 years 2009-2018*. Abuja: CBN.

²⁸ Federal Ministry of Education (FME, 2018). *Roadmap for Nigerian educational sector*. Abuja: FME

According to the data in Table 3, a total of ₦3.144 trillion out of the required ₦82.837 trillion (i.e 3.80%) was allocated to finance free and compulsory primary education in Nigeria within the period under review. Analysis by budget years show that the highest allocation (6.71 percent) was in 2018 followed by years 2016 (5.27 percent) and 2017 (5.16 percent). The lowest allocation (1.31 percent) was in 2011 followed by 2009 (2.22 percent). The pattern of allocation within the period under investigation is illustrated with the polygon in Figure 2.

Figure 2: Polygon Showing Percentage Analysis of Fund Allocated to Finance Free and Compulsory Primary Education Policy in Nigeria



Source: Graph plotted by the author

Question 3: *Does government have the ability to sustain implementation of free and compulsory primary education in Nigeria?*

To answer research question 3, the respondents that comprised primary school teachers rated the extent to which they perceived government's ability to sustain adequate funding of free and compulsory primary education policy in Nigeria on a 4-point rating scale. The responses were descriptively analysed and results presented in Table 4.

Table 4: Descriptive Analysis of Government's Ability to Sustain Free and Compulsory Primary Education Policy in Nigeria

Policies and Issues with Sustainability	Mean	SD
Compulsory School Attendance	2.33	.036
Free-Tuition	1.14	.032
Curriculum (10 Core Subjects and 12 Elective subjects)		
	1.88	.047
Teacher: Pupils Ratio 1:35	2.24	.041
Free School Meals and Learning Materials Policy	1.64	.040
Nigeria Certificate in Education as Minimum Teaching Qualification		
	2.31	.039
Uninterrupted School Calendar Policy	1.92	.038
6-Year Primary Education Duration	2.39	.042
Class size of 1:40	2.28	.040
Teacher Salary Structure Compliance	2.16	.044
Average	2.03	.042

N = 2886, Decision Mean = 2.50

Source: Collated and analysed by author

According to the data in Table 4, the respondents' perception of government's ability to sustain the policy of free and compulsory primary education policy on a 4-point rating scale has a mean of 2.03 (SD= 0.042). This shows that the respondents, teachers who are direct users of the allocated funds believe that government does not have the ability to sustain the policy of free and compulsory primary education.

Discussion

Primary education is typically costly. The cost notwithstanding, governments all over the world universalize its access to provide citizens with opportunities to acquire functional literacy and numeracy skills with a view to enabling them participate actively in socioeconomic activities. This approach used in supplying primary education has observably facilitated national development in many countries across the world. The

result of this study in Nigeria where primary education is also free and compulsory shows that the cost is not only high but prohibitive for a nation whose annual budget is smaller than the required fund for quality primary education^{29, 30 & 31}. It is therefore not surprising that in the last 10 years, the government has been able to allocate only a paltry proportion of 3.80 percent of its total national budget to fund recurrent expenditure in the sub-sector. This funding capacity corroborates the unending lamentation of inadequate funding of primary education by researchers^{32 & 33}.

It has become imperative in the circumstance to advise government in the interest of national development to publicly announce its inability to single handedly provide funds for free and compulsory primary education in Nigeria. This is very important especially when government had earlier expressed fear of its inability in the introductory section of the national policy on education (NPE) that government alone cannot finance the provision of education in Nigeria³⁴. It is not unlikely that parents and corporate organisations will assist in the funding of primary education when government admits its inability to solely provide funds for adequate financing^{35, 36 & 37}. This positive disposition is probably the succinct understanding of the philosophy and purpose of primary education clearly highlighted in the national policy on Education (NPE) by the people. The advocacy work of UNESCO in recent time emphasizing the importance of primary education at different fora in Nigeria may also have accentuated the perceived motivation of the people to support the funding of primary education any time the government declares its inability to adequately provide the required funds.

²⁹ Universal Basic Education Commission (2016). Education quarterly review (February): Abuja: UBEC Press.

³⁰ Nigerian Union of Teachers (2018). State of Education in Nigeria: The way forward. A Memorandum Submitted to the National Assembly House Committee Public Hearing on the state of Education in Nigeria.

³¹ Federal Ministry of Education (FME, 2018). *Roadmap for Nigerian educational sector*. Abuja: FME

³² Alaba, S.O. (2010). Improving the standard and quality of primary education in Nigeria: A case study of Oyo and Osun States. *International journal for cross disciplinary subjects in Nigeria* 1 (3), 97-111.

³³ Ehindero, S. (2014). Accountability and quality assurance in Nigerian education. A Paper Presented at the National Workshop on Universal Basic Education (UBE) at the University of Ilorin, March 17-19.

³⁴ Federal Republic of Nigeria (2013). *National policy on education*. Abuja: Nigeria Educational Research and Development Council.

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³⁶ Okpala, B.N. (2007). Maintenance culture and the sustainability of the UBE programme in Nigeria *JORDE* 3(2), 115-122.

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Conclusion

Commendable efforts have been made to domesticate the legislation of free and compulsory primary school attendance policy in Nigeria vide the universal basic education Act of 2000. The cost of implementing this policy is however colossal when juxtaposed with funds allocated to finance the policy. Worried about the declining quality of primary school leavers, critical stakeholders, particularly teachers are raising questions about the ability of government to sustain implementation of the laudable policy with adequate funding, a situation that makes compliance with quality assurance factors to be very challenging.

Recommendations

Based on the research findings, the following recommendations were made:

1. The federal government alone cannot provide the required fund of financing the prohibitive cost of free and compulsory primary education policy in Nigeria. The country should therefore be restructured to allow States and Local government areas contribute a sizeable proportion of their internally generated revenue to support the funding of the policy. The importance of a functional primary education that is adequately funded cannot be over emphasized in this regard.
2. Government alone cannot adequately fund primary education in Nigeria. Government should therefore dedicate the money from value-added tax (VAT) to augment the funding of free and compulsory primary education policy in Nigeria.
3. The free and compulsory primary education policy in Nigeria has laudable objectives. The attainments of these objectives without doubt are capable of facilitating national development. It is therefore in the best interest of the country to have the policy sustained by adequately funding quality primary education.

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