

EDUCATIONAL RESOURCE ALLOCATION AND EFFECTIVE PLANNING OF HIGHER EDUCATION IN NIGERIA

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Abstract

This study investigated educational budgetary allocation and effective planning of higher institutions of Rivers State. Four objectives, four research questions and four null hypotheses guided the study. The sample for the study was 159 department/units' head of the universities in Rivers State. The correlational research design was adopted for the study. The instrument that was used for data collection was Educational Budgetary Allocation and Effective Planning Questionnaire (EBAEPQ). The instrument was validated via face and content validity which was done by the supervisors and other experts. It was tested for reliability using Cronbach alpha and 0.88 was obtained as the reliability coefficient. The data collected were presented in tables and analysed using mean and standard deviation. The four null hypotheses were tested using Chi square analysis at 0.05 level of significance. The findings, revealed that government capital expenditure does not have impact on education and effective planning of higher education. Government expenditure has impact on unemployment rate. The study recommended that government should promote efficiency in the allocation of educational resources through emphases on private sector participation and privatization and commercialization amongst others.

Key Words: Education, Educational Resource, Budget, Allocation, Effective, Planning and Higher Education.

Introduction

Education all over the world is viewed as a catalyst for economic development. Education is also recognized as the aspect of investment in human capital which contributes to the productive capacity of the citizens. Investment in education has direct and indirect benefits to the individual, society, and the world. With education, employment opportunities are broadened, income levels are increased and material health is improved. Therefore, the relationship between education and economic development is well-established such that education is a key determinant of development. Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems.

Education is not only an end in itself, it is a key instrument for bringing about changes in knowledge, values, behaviours and life styles required to achieve sustainability and stability within and among countries (Bajaj & Chiv, 2009). Education is seen as a great force that can be used to bring about changes. Aminu (2005) observed that the greatest investment a nation can make in its national development is that of education.

Education according to him provides us with people possessing the necessary knowledge and skills to win a nation's state and to even export brains. Investment in education has been acknowledged as means through which an individual can escape from poverty (Ifiona & Nteghah, 2013). It is an important factor for boosting a country's economy and is also considered as necessary condition to achieve better outcomes in social welfare. On this note, social benefits of education provide a powerful set of arguments in favour of public investment to achieve a social optimum. As an important index of national development, public investment in education has been a major priority for government all over the world, most especially the developing countries. It is also important in increasing the productivity capacity of people in the society.

Education can serve as a source of achieving national development. Suffice it to say, that investments in human capital are for sustaining development over time. The law of diminishing return suggests that investment in physical capital and land, eventually fail to result in national development. Yet, countries such as the United States, Japan and other European countries have sustained economic growth over the past century which has reduced abject poverty and penury, acute unemployment, increase in per capita income and economic

Productivity have been attributed to heavy investment in capacity building of workers and well-educated labour force.

Educational decisions are regularly taken by nations of the world on the type of education, the curriculum content, the ideological base and goals to be attained using education. All such actions leading to decision-making in education approximate to educational planning (Adiele, Obasi, & Ohia, 2017). Educational planning then can be defined as the process of deciding ahead of time how given educational resources are to be maximally applied in achieving defined educational objectives most effectively (Adiele, Obasi, & Ohia, 2017). Any planning activity that is carried out within an economic system is an economic planning process, and economic sector means the sector of an economy where production of goods and rendering of services takes place. Each of the economic sectors therefore combines to constitute sectors of the national economy (Adiele, Obasi, & Ohia, 2017). In a more generic sense, Agabi (2007) explains national development or economic planning as the activities of a given authority aimed at achieving definite desirable effects on the basic micro-economic variables using rationally the limited resources within a defined period in a conscious and deliberate process of influencing, controlling and directing basic economic activities.

Data on national output and human capital across countries from 2000 to 2005 shows a positive correlation between the level of economic output and human capital measured by the combined indexes of education and health in Human Development Index (Human Development Report, 2009). The United Nations Development Programme (UNDP, 2005) pointed out that "the gaps in opportunity for education remains large". It noted that in an increasingly knowledge based global economy, about 15 million children worldwide are denied basic primary education and these children are in Sub-Saharan Africa and South Asia.

Knowledge is now the main source of long term development of the world economics. Modern tendencies of development show that education and investment in human resources are among the priorities of the national strategy and national policy, economic and technological progress. Trends in investment in human capital and knowledge lead to a revision of economic theory and models.

An adage says; 'to fail to plan is to plan to fail'. This adage is loaded with meanings and full of warnings. This increasing faith in education as an agent of change in many developing countries including Nigeria has led to a heavy investment in it. The pressure for higher education and even school education in Nigeria has undoubtedly been helped by public perception of financial reward from pursuing such education.

The puzzle is why has Nigeria that had invested substantially in education over the years be facing a decline in national development rate? Many studies are of the opinion that educational expenditure impacts growth and the society positively. One problem with education expenditure in Nigeria is the highly skewed nature of the trend of recurrent expenditure. With the incessant strike actions embarked upon by teachers at all levels in recent times, the future remains bleak for the sector. This leaves government with lean resources for capital expenditure in education.

Statement of the Problem

Most government's especially in emerging economies are devoting considerable amount of resources to provide educational services with an underlying objective of improving the level, quantity and quality of their human capital for better performance. This is backed by the fundamental argument of the importance of education in promoting growth especially in developed countries. The importance of investment in education is required to aid other sectors of the economy to attract development and prosperity.

With the increasing level of higher education enrolment in the state, the resources available at the disposal of these institutions are gradually becoming over-stretched and this has led to increasing decline in the quantity of institutions in the state. This is because the resources needed to provide quality education appear to be in short supply. Consequent upon the financial constraints experienced by these institutions, buildings and other infrastructure are dilapidated, irregular electricity supply, inadequate library and laboratory facilities and dehumanizing living condition for both staff and students. This state of affairs affect quality service delivery of the institutions, the management of these institutions seems to depend largely on government allocation to carry-out its functions.

UNESCO recommendation that at least 20% of the national budget of any country should be allocated to the educational sector to cater for the educational needs of the country. Despite the UNESCO's recommendation, the CBN Statistical Bulletin (2015) shows that budgetary allocation to education in Nigeria has not exceeded 11%. However, notwithstanding the role of education to development, Nigerian government has been faced with the problem of allocation of scarce resource among competing users in the economy.

Objectives of the Study

The main objective of the study is to investigate educational budgetary allocation and effective planning of higher institutions of Rivers State. Specifically, it aims to:

1. Examine the impact of government capital expenditure on education and effective planning of higher education.
2. Examine the impact of government recurrent expenditure on education and effective planning of higher education.
3. Find out the influence of government expenditure on education enrolment rate and effective planning of higher education.
4. Find the influence of government expenditure on unemployment rate and effective planning of higher education.

Research Questions

The following research questions guided the study:

1. What is the impact of government capital expenditure on education and effective planning of higher education?
2. What is the impact of government recurrent expenditure on education and effective planning of higher education?
3. What is the influence of government expenditure on education enrolment rate and effective planning of higher education?
4. What is the influence of government expenditure on unemployment rate and effective planning of higher education?

Hypotheses

H₀₁: There is no significant impact of government capital expenditure on education and effective planning of higher education.

- Ho₂:** There is no significant impact of government recurrent expenditure on education and effective planning of higher education.
- Ho₃:** There is no significant influence of government expenditure on education enrolment rate and effective planning of higher education.
- Ho₄:** There is no significant influence of government expenditure on unemployment rate and effective planning of higher education.

Methodology

Research Design

The design of the study is correlational study design. The study was conducted in three (3) universities in Rivers State. These are University of Port Harcourt, Choba, Rivers State University, Nkpolui-Oroworukwo, and Ignatius Ajuru University of Education Rumuolumeni. The University of Port Harcourt and Ignatius Ajuru University of Education are located in Oba/Akpor Local government Area, while Rivers State University is located in Port Harcourt City Local government Area.

Population for the Study

The population of the study comprises of 263 units' head from the universities in Rivers State: University of Port Harcourt 108, Rivers State University 99 and Ignatius Ajuru University of Education 56.

Sample and Sampling Techniques

The sample of the study consist of 159 department/units' head of the universities in Rivers State. The convenience sampling technique (non-probability sampling method) was used for selection of respondents.

Instrument for Data Collection

The instruments that was used for data collection is questionnaire. The questionnaire titled "Educational Budgetary Allocation and Effective Planning Questionnaire (EBAEPQ)" designed by the researcher was divided into two parts. Part A elicits the demographic data of the respondents while part B has the scale proper to be responded to in accordance with the four points modified

Likert scale of Strongly Agreed (SA), Agree (A), Disagree (D), Strongly Disagree (SD) weighted as 4, 3, 2, 1, 0 point respectively.

Method of Data Analysis

Mean score and standard deviation was used in answering the research questions. Any weighted mean score which is below 2.50 is an indication of a low level of the phenomenon while weighted mean score that is above is an indication of a high level of phenomenon under study. Chi-square statistics was used in testing the hypotheses at 0.5 alpha level.

Presentation of Data

Research Question 1: What is the impact of government capital expenditure on education and effective planning of higher education?

Table 4.1: Mean and standard deviation of the impact of government capital expenditure on education and effective planning of higher education

S/N	ITEMS	Mean	SD	Remark
1.	government expenditure on education have improve the infrastructural facilities in your institution	2.21	0.68	Disagree
2.	government expenditure on education have contributed to electricity power supply in your institution	2.09	0.82	Disagree
3.	government expenditure on education is used to carry-out maintenance work on institutional facilities	2.89	0.83	Agree
4.	Teaching aid is possible through government expenditure on education	2.37	0.82	Disagree
5.	government expenditure is used for capital projects	2.42	0.94	Disagree
Clustered Mean		2.40		Disagree

The table 4.1 shows that the mean ratings for the items were 2.21, 2.09, 2.89, 2.37 and 2.42 with corresponding standard deviations of 0.68, 0.82,

0.83, 0.82 and 0.94 respectively. All the mean ratings are below the cut-off point of 2.50 except item 3. This means that the respondents disagreed that government expenditure on education have improve the infrastructural facilities in their institution, government expenditure on education have contributed to electricity power supply in your institution, Teaching aid is possible through government expenditure on education and government expenditure is used for capital projects. However, respondents agree that government expenditure on education is used to carry-out maintenance work on institutional facilities. The cluster mean of 2.40 was also found to be below the cut-off point of 2.50. This implies that the government capital expenditure does not have impact on education and ineffective planning of higher education.

Research iQuestion i2: iWhat is the impact of government irecurrent iexpenditure on ieducation and ieffective iplanning of ihigher ieducation?

Table i4.2: iMean and istandard ideviation of the iimpact of igovernment irecurrent expenditure on ieducation and ieffective iplanning of ihigher ieducation

S/N	ITEMS	Mean	SD	Remark
1.	Staff idevelopment is managed iwith igovernment irecurrent iexpenditure	3.06	0.63	Agree
2.	government irecurrent iexpenditure is used to icarry-out imaintenance iwork on iinstitutional ifacilities	3.47	0.68	Agree
3.	government irecurrent iexpenditure is iadequate ifor ipayment of isalaries.	3.64	0.60	Agree
4.	government irecurrent iexpenditure is inot iadequate in ifurnishing of ioffices	2.40	0.73	Disagree
Clustered iMean		3.14		Agree

The table i4.2 shows that the mean ratings for the items were 3.06, 3.47, 3.64 and 2.40 with corresponding standard deviations of 0.63, 0.68, 0.60 and 0.73 respectively. All the mean ratings are above the cut-off point of 2.50 except item 4. This means that the respondents agreed that iStaff idevelopment is managed iwith igovernment irecurrent iexpenditure, igovernment irecurrent iexpenditure is used to icarry-out imaintenance iwork on iinstitutional ifacilities and igovernment irecurrent iexpenditure is iadequate ifor ipayment of isalaries. However,

respondents disagree that government recurrent expenditure is not adequate in furnishing of offices. The cluster mean of 3.14 was also found to be above the cut-off point of 2.50. This implies that government recurrent expenditure has impact on education and effective planning of higher education.

Research Question 3: What is the impact of government expenditure on education enrolment rate and effective planning of higher education?

Table 4.3: Mean and standard deviation of the impact of government expenditure on education enrolment rate and effective planning of higher education

S/N	ITEMS	Mean	SD	Remark
1.	There are evidential proofs that school are not well-equipped.	2.35	0.87	Disagree
2.	No teaching aids to make learning experiences practical	2.35	0.79	Disagree
3.	Equipment available are not functioning properly	2.31	0.94	Disagree
4.	Schools are not enough to accommodate the population	2.36	0.91	Disagree
5.	Schools environments/buildings are dilapidated inadequate funding of the sector by the government	2.21	0.68	Disagree
Clustered Mean		2.34		Disagree

The table 4.3 shows that the mean ratings for the items were 2.35, 2.35, 2.31, 2.36 and 2.21 with corresponding standard deviations of 0.87, 0.79, 0.94, 0.91 and 0.68 respectively. All the mean ratings are below the cut-off point of 2.50. This means that the respondents disagreed that there are evidential proofs that school are not well-equipped, no teaching aids to make learning experiences practical, equipment available are not functioning properly, schools are not enough to accommodate the population and Schools environments/buildings are dilapidated inadequate funding of the sector by the government. The cluster mean of 2.34 was also found to be below the cut-off point of 2.50. This implies that government expenditure on education enrolment rate and effective planning of higher education is impactful.

Research iQuestion i4: iWhat iis ithe iimpact iof government iexpenditure ion iunemployment irate iand ieffective iplanning iof ihigher ieducation?

Table i4.4: iMean iand istandard ideviation iof ithe iimpact iof igovernment iexpenditure ion iunemployment irate iand ieffective iplanning iof ihigher ieducation

S/N	ITEMS	Mean	SD	Remark
1.	Poor ifunding iof ieducation iis isaid ito ibe ithe imajor ireason ifor ithe ipoor iperformance iof igraduate	2.09	0.82	Disagree
2.	There iis iacute ishortages iof iinfrastructure iwhich iaffect ithe iproductivity iof igraduate	2.89	0.83	Agree
3.	There iis iserious ishortages iof ifacilities iat iall ilevel iof ieducation	3.58	0.61	Agree
4.	The icreation iof ieducational ifacilities iin iresponse ito idemands iwill idepend ion ithe iviability iof ithe ieconomy.	3.59	0.61	Agree
Clustered iMean		3.04		Agree

The itable i4.4 ishowes ithat ithe imean iratings ifor ithe iitems iwere i2.09, i2.89, i3.58 iand i3.59 iwith icorresponding istandard ideviations iof i0.82, i0.83, i0.61 iand i0.61 irespectively. All ithe imean iratings iare iabove ithe icut-off ipoint iof i2.50 iexcept iitem i1. This imeans ithat ithe irespondents iagreed ithat ithere iis iacute ishortages iof iinfrastructure iwhich iaffect ithe iproductivity iof igraduate, ithere iis iserious ishortages iof ifacilities iat iall ilevel iof ieducation iand ithe icreation iof ieducational ifacilities iin iresponse ito idemands iwill idepend ion ithe iviability iof ithe ieconomy. However, irespondents idisagree ithat ipoor ifunding iof ieducation iis isaid ito ibe ithe imajor ireason ifor ithe ipoor iperformance iof igraduate. The icluster imean iof i3.04 iwasa lso ifound ito ibe iabove ithe icut-off ipoint iof i2.50. This iimplies ithat ithe igovernment iexpenditure ihas iimpact ion iunemployment irate iand ieffective iplanning iof ihigher ieducation.

Testing iof iHypotheses

Hypothesis i1: There iis ino isignificant iimpact iof igovernment icapital iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation.

Table i4.5: Chi isquare ianalysis iof iimpact iof igovernment icapital iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation

Chi-Square	33.401 ^a
Df	3
Asymp.Sig.	0.140
Remarks	H ₀ iRejected

Table i4.5 ishowed ithe iChi-Square ianalysis iof iimpact iof igovernment icapital iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation. With ithe idegree iof ifreedom i3 iat i0.05 ilevel iof isignificance, ithe iX² i– icalculated ivalue iof i33.401 iand ip-value iof i0.001 iless ithan i0.05, ithe inull ihypothesis iis irejected. This iindicates ithat ithere iis isignificant iimpact iof igovernment icapital iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation.

Hypothesis i2: There iis inosignificant iimpact iof igovernment irecurrent iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation.

Table i4.6: Chi isquare ianalysis iof iimpact iof igovernment irecurrent iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation

Chi-Square	119.761 ^a
Df	3
Asymp.Sig.	0.000
Remarks	H ₀ iRejected

Table i4.6 ishowed ithe iChi-Square ianalysis iof iimpact iof igovernment irecurrent iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation. With ithe idegree iof ifreedom i3 iat i0.05 ilevel iof isignificance, ithe iX² i– icalculated ivalue iof i119.761 iand ip-value iof i0.001 iless ithan i0.05, ithe inull ihypothesis iis irejected. This iindicates ithat ithere iis isignificant iimpact iof igovernment irecurrent iexpenditure ion ieducation iand ieffective iplanning iof ihigher ieducation.

Hypothesis i3: There is no significant influence of government expenditure on education enrolment rate and ineffective planning of higher education.

Table i4.7: Chi square analysis of influence of government expenditure on education enrolment rate and ineffective planning of higher education

Chi-Square	66.951 ^a
Df	3
Asymp.Sig.	0.000
Remarks	H ₀ is Rejected

Table i4.7 showed the Chi-Square analysis of influence of government expenditure on education enrolment rate and ineffective planning of higher education. With the degree of freedom 3 at 0.05 level of significance, the χ^2 calculated value of 66.951 and p-value of 0.001 less than 0.05, the null hypothesis is rejected. This indicates that there is significant influence of government expenditure on education enrolment rate and ineffective planning of higher education.

Hypothesis i4: What is the government expenditure on unemployment rate and ineffective planning of higher education?

Table i4.8: Chi square analysis of influence of government expenditure on unemployment rate and ineffective planning of higher education

Chi-Square	45.252 ^a
Df	3
Asymp.Sig.	0.000
Remarks	H ₀ is Rejected

Table i4.8 showed the Chi-Square analysis of influence of government expenditure on unemployment rate and ineffective planning of higher education. With the degree of freedom 3 at 0.05 level of significance, the χ^2 calculated value of 45.252 and p-value of 0.001 less than 0.05, the null hypothesis is rejected. This indicates that there is significant influence

government expenditure on unemployment rate and ineffective planning of higher education.

Discussion of Findings

The findings reveal that the impact of government capital expenditure on education and ineffective planning of higher education. Table 4.1 showed that the government capital expenditure does not have impact on education and ineffective planning of higher education. The budgetary allocation to the educational sector in this nation has never gained practical encouragement, reasons been that the budgetary allocation to education sector stood at 6.3%, 7.8% and 8.7% which did not go close to what is required. This is a clear indication that human capital development that is needed to revive and boost the national economy is primarily hampered with such insensitive attention given. Ogungbenle & Edogiawerie (2016) opined that the result of the under-funding of the educational sector led the Nigerian government to explore alternative sources by establishing an Education Tax Fund (ETF). The high level of neglect ravaging the education sector has made the economy to produce more of job seekers than job creators, this has adversely affected the development and utilization of its human capital formation. Table 4.5 confirmed that there is significant impact of government capital expenditure on education and ineffective planning of higher education. The economic effect of this condition is that, in the long-run the situation will translate to weak human capital development, low literacy level, acute unemployment, low per-capita income, low living standard, high rate of poverty, increase in mortality, low health conditions and minimum life expectancy. This study is consistent with the study of Halidu, (2014) who reported that there is a symbiotic relationship between funding and ineffective execution of the primary mandates of the University of Ibadan. He further stressed that the low level of funding by the federal government has affected the primary mandates of the university system.

On the Impact of Government Recurrent Expenditure on Education and Ineffective Planning of Higher Education, Table 4.2 showed that government recurrent expenditure has impact on education and ineffective planning of higher education. Table 4.6 confirmed that there is significant impact of government recurrent expenditure on education and ineffective planning of higher

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education. Joseph (2016) study on the effect of recurrent public expenditure on economic growth in Kenya showed that government recurrent expenditure on social services was statistically insignificant in driving economic growth. While Jasaphat and Ilmo, (2012) conducting a similar study on the impact of recurrent and capital on Nigeria's Economic growth found that recurrent government expenditure had a positive and non-significant impact on economic growth. These empirical studies validate the findings of the study that show that government recurrent expenditure on education and ineffective planning of higher education is significant.

On the Influence of Government Expenditure on Education Enrolment Rate and Effective Planning of Higher Education. Table 4.3 revealed that government expenditure on education enrolment rate and ineffective planning of higher education is impactful while Table 4.7 confirmed that there is significant influence of government expenditure on education enrolment rate and ineffective planning of higher education. This implies that increasing government expenditure in the education enrolment will significantly impact the enrolment rates into the higher institutions as more infrastructure is provided to support higher enrolment rates. This study is at variance with Hugba, Ukwunna, and Obiukwu, (2019) who reported insignificant relationship exists between government education expenditure on primary school enrolment.

On the Influence of Government Expenditure on Unemployment Rate and Effective Planning of Higher Education, Table 4.8 confirmed that there is significant influence of government expenditure on unemployment rate and ineffective planning of higher education. An increase in government expenditure will have an impact on the lower unemployment rate and ineffective planning of higher institution. The results of this study are in line with the hypothesis which states that government expenditure has significant influence on the unemployment rate, where an increase in government expenditure will reduce the unemployment rate. The results of this study are in line with the results of the research presented by Rizka, Fatmawati and Madris (2019) who reported that government expenditure was significant and negatively affected unemployment in Indonesia. Also Nurudeen and Usman, (2010) also reported that government total capital expenditure, total recurrent expenditures, and government expenditure on education have negative effect on economic growth. The

igovernment ias ithe ideterminant iof ifiscal ipolicy ihas ia ivery iimportant irole iin idriving ithe ieconomy.Astable ieconomy iwill ihavean iimpact ion ithe iincreasing iemployment iopportunities.

Conclusion

On ithe ibasis iof ithe ifindings iof ithe istudy, ithe ifollowing iconclusions iwere ireached.It iwasa iestablished ithat ithe igovernment icapital iexpenditure idoes inot ihave iimpact ion ieducation iand ieffective iplanning iof ihigher ieducation.It iwasa ialso inoted ithat igovernment irecurrent iexpenditure ihas iimpact ion ieducation iand ieffective iplanning iof ihigher ieducation. Also, ithe igovernment iexpenditure ion ieducation ienrolment irate iand ieffective iplanning iof ihigher ieducation iis iimpactful. Finally, ithe igovernment iexpenditure ihas iimpact ion iunemployment irate iand ieffective iplanning iof ihigher ieducation.

Recommendations

Based ion ithe ifindings iof ithis iresearch istudy, ithe ifollowing irecommendations iweremade:

1. There iis an iurgent ineed ifor igovernment ito imake isure ithat irecurrent iexpenditure iis ijudiciously managed iso that itican ienhance ihigher ieducation iand ipromote ieconomic igrowth iof ithe icountry.
2. Government ishould iconsider iincreasing iexpenditureiin future asincreased igovernment iexpenditure iwill iencourage iincreased iproduction icapacity iso ithat imore ijobs ican ibe iavailable.
3. Government ishould ipromote iefficiency iin ithe iallocation iof ieducational iresources ithrough iemphases ion iprivate isector iparticipation, iprivatization iand icommercialization.
4. Conducive iworking ienvironment ishould ibe iprovided ifor iboth iacademic istaff iand itheir inon-academic icounterpart icouple iwith ipayment iof isustainable iwages.
5. Government ishould iimprove ithe iexisting ieducational ifacilitiesbyeither irevamping ithem ior iintroducing inew iones, isoas ito iboost ieducational isystem.

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