

CAUSALITY BETWEEN MANAGEMENT ACCOUNTING AND UNIVERSAL BASIC
EDUCATION (UBE) PERFORMANCE: AN APPLICATION OF VECTOR ERROR
CORRECTION AND VARIANCE DECOMPOSITION MODELS TO NIGERIA.

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Abstract

This paper examines the impact of management accounting on the performance of primary education level/UBE in Nigeria empirically. The study provides the opportunity to take stock of efforts in UBE key areas and correct strategies for the successful implementation of initiatives. A review of basic education literature since the World Declaration on Education for All to UBE through UPE was made. System theory was adopted as the study theoretically framework. The study utilizes annual data of Aggregate funding, Teachers' welfare, Infrastructure and learning facilities, monitoring and supervision between 1999 to 2011. In the analysis, we tested for stationarity using Augmented Dickey-Fuller (ADF) test. The test for long-run relationship was conducted using Johansen Cointegration test. Vector Error Correction model (VECM) was used to test the causality. The results show that data satisfied stationarity test. There is a long-run relationship between funding and the variables that measures the performance of primary education/UBE in Nigeria. The study also found that causality runs from funding to performance of education sector. The policy implication of these findings shows that there is a long-run relationship among the variables. Policies to attract funding into the primary education level/UBE should have a long range view and be sustainable in administration and planning of primary/UBE system of education in line with MDGs 2015. The study concludes that investment in human capital through education is the cornerstone for sustainable development. The delivery of equitable, quality education provides an opportunity to improve the quality of lives of our people. This will help in reducing poverty and insecurity. Our pupils will be prepared to adapt to the global economy and meet international performance standard. No amount of money pumped into the poverty alleviation program and security by federal government of Nigeria will alleviate poverty and security challenges without eradicating illiteracy. Adequate funding must be provided by all education stakeholders and monitoring. This will provide strategies for implementation of education policies for development that will ensure sustainable growth.

Keywords: *funding, Teachers welfare, infrastructure and learning facilities, monitoring and supervision, information, policy implementation, stakeholders, planning, control, decision making.*

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Introduction

The significance of education from promoting international and national unity, economic and social development is the beacon of human growth and advancement in all ramifications. In fashioning the national objective, education has been passive as an integrating force that would promote strong, self reliance, great and dynamic economy. This has concomitant and adverse effects on the role of forward and backward inter-sectoral linkages in the societal growth and development.

The educational sector, for instance, as (Jibril, 1995) contends has to provide knowledge and skills to the Economic Sector for its growth and development, while the Economic sector has to provide wherewithal to the Educational Sector for the same purpose. And the Agricultural Sector has to provide raw materials needed by industries, while the industrial sector has to produce implements and other inputs needed by the Agricultural Sector. Virtually, there is relationship between all the sectors so much that what happens to one of them affects all of them in one way or the other as opined by (Fafunwa, 1974) and (Mohammed, 1995). But on the whole, the Educational Sector provides all necessary knowledge and planning needed by all the other Sectors for the general societal growth and development. This is the reason why participation in administration and planning of systems of education in Africa is necessary in order to examine the problems and prospects. Management accounting is all about planning, controlling and decision making base on relevant information. For an effective and efficient education policy to be meaningful, it must to be subjected to management accounting bases as define above. This is the motivation of the study. In 1948, the Universal Declaration of Human Rights asserted that everyone has the right to

education. Over 40 years later, it is clear that many people are still being denied this basic human right. Indeed, the 1980s saw more backward than forward movement in most countries of the world. It was at that point that a World Conference on Education for All was held in Jomtien, Thailand, for the purpose of forging a global consensus and commitment to provide basic education for all. Universal Basic Education (UBE) is the programme which grew out of that Conference (Dike, 2000).

President Olusegun Obasanjo formally launched the UBE in Nigeria on 30th September, 1999. The programme is intended to be universal, free, and compulsory. Since the introduction of western education in 1842 (Eya, 2000), regions, states, and federal governments in Nigeria have shown a keen interest in education. This can be seen in the introduction of the Universal Primary Education (UPE) in the western region on 17th January, 1955, its introduction in the eastern region in February, 1957, and in Lagos (then Federal Territory) in January, 1957. Other developments include the publication of a National Policy on Education in 1977, launching Universal Free Primary Education on 6th September, 1976, and the subsequent launch of UBE in 1999. The goal of all these programmes is providing functional, universal, and quality education for all Nigerians irrespective of age, sex, race, religion, occupation, or location.

UBE is broader than UPE, which focused only on providing educational opportunities to primary school age children. UBE stresses the inclusion of girls and women and a number of underserved groups: the poor, street children, rural and remote populations, nomads, migrant workers, indigenous peoples, minorities, refugees, and the disabled. The formal educational system is only one of six components included in basic education in the implementation guidelines of

the Federal Government. Others relate to early childhood, literacy and life skills for adults, nomadic population, and non-formal education or apprenticeship training for youth outside the formal education system (Nigeria, 2000).

In 2000, Nigeria's literacy rate was 52 percent (Babalola, 2000). In 1998, only 40% of all heads of households in Nigeria had any education at all, 21% had only primary education, 14% had up to secondary education, while only 5% had post-secondary education (UNDP, 1998). Data from the Federal Ministry of Education, Education Statistics (1996) showed that only 14.1 million out of 21 million school-age children are enrolled in primary school. UBE was born from these startling statistics, to promote education among all citizens.

Efforts by governments to promote education and literacy in Nigeria have failed because there was no provision for school libraries in the implementation of these programmes. The successful implementation of the UBE has serious implications for school libraries. It indicates an expanded vision for school libraries to include not only libraries in primary and secondary schools, but also libraries for early childhood education (in homes, communities, daycare centers and nursery schools), in skills centers for out-of-school youth, in adult education centers, in schools for nomadic peoples. Some of these may take very different forms from traditional school libraries. We must learn to think of school libraries in new ways. (Dike, 2003) opines that if we want children, and all citizens to acquire literacy, we must provide reading materials the abundant and pleasurable reading materials found in libraries. If we want learners to develop skills for lifelong learning, we must give them opportunities to enquire, to search, to explore, to practice, to solve problems - such as are found in libraries. If we

want to introduce them to the world of knowledge and teach them to handle information in many forms, we need the resources of a well-equipped library.

Teachers' welfare, infrastructure and learning facilities, monitoring and supervision are basic to the successful implementation of UBE in Nigeria. This study explores the implications of UBE for effective funding in terms of resources, facilities and personnel which is the heart of managerial accounting. In view of these problems, the general objective of this study is to examine the impact of funding on the performance of primary education in Nigeria. The specific objective is to determine the causal relationship between funding, teachers' welfare, infrastructure and learning facilities and monitoring and supervision.

The hypothesis these study addresses are:

1. There is no significant causal relationship between funding and teachers welfare.
2. There is no significant casual relationship between funding and infrastructure and learning facilities.
3. There is no significant casual relationship between funding and monitoring and supervision.

This study is correlation design methodology because it is connected with the direction and measure of relationship between two or more variables. The study relies on annual time series data of aggregate primary education funding (AFDG), Teachers welfare (TWFR), infrastructure and learning facilities (INLF), and monitoring and supervision (MOSU). The dependent variables are Teacher's welfare, infrastructure and learning facilities, monitoring and supervision while the independent variable is Aggregate AFDG for the period of twenty years between 1999 and

2011. The sources of the data are the publication of the UBE of Nigeria and the National Bureau of Statistics (NBS).

In the analysis, because of the time series data, the stationarity and cointegration test of the data were conducted using the Augmented Dickey-Fuller (ADF) unit root test and Johansen's Cointegration test respectively. Stationarity test is necessary to avoid spurious regression and Cointegration test is conducted to know whether or not there exists a long-run relationship. Vector Error Model (VECM) was used to test the direction of causality in order to detect the long-run cointegration relationship among the variables. This paper is structured in five parts. The next part (II) is Literature and theoretical framework. Part (III) is methodology and IV presents discussion and findings as answers to the research questions and V concludes the paper and provides some recommendations.

Literature Review

Basic education, according to the Jomtien Declaration and Framework of Action on Education for All is not defined in terms of years of schooling. It is not limited to formal schooling and (Jegede, 2000, Ehindero, 2000 and Igwe, 2004) advocated for the non formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to basic education. (Obayan, 2000) describes basic education as that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn. The UBE Mission Statement observed that at the end of the nine years of continuous education every child that passes through the system should acquire appropriate levels of literacy. Other skills include numeracy, communication, and manipulation of life skills and are employable, useful to himself and

society at large by possessing relevant ethical, moral and civic values as put by (Nicholas, 1978). The mission statement states in part --- working in concert with all stakeholders by mobilizing the nation's energies to ensure that education for all becomes the responsibilities of all. The scope includes programmes and initiatives for early childhood education and development, the six year primary education and the three year junior secondary school.

History of UBE

The current UBE scheme in Nigeria can be said to be the product of earlier educational scheme, programmes and educational decisions. It is the offshoot of previous schemes, which could be said to have been bedeviled by problems, which the current scheme is expected to offset. It should be noted that educational activities of the 1950s laid the foundation stones for later educational developments in the 1960s and beyond. Educational activities of the 1950s were themselves determined by the history of educational growth from the fourth decade of the 19th century. By implication therefore, educational explosion in the Western region had influences on other regions. It should be recalled briefly that the 1950 Macpherson Constitution created regional houses that were responsible to the central government in Lagos. The constitution also empowered the regional houses to make laws in education. The effect of this was that regions grew differently in educational provisions (Aluede, 1992; Kosemani and Okorosaye-Oruibite, 1995). In the Western Region, Chief Obafemi Awolowo gained the opportunity of putting his concept of education into practice. Thus, as the leader of the Action Group Party, he placed priority on education by drawing up a comprehensive educational development plan and adhering strictly to this policy because he believed that to educate the children and enlighten the

illiterate adults, is to lay a solid foundation not only for the future social and economic progress, but also, for the political stability of the region in particular and the country in general. He therefore, introduced a free, universal and Compulsory Primary Education (UPE) in 1955 which is synonymous with his name in Nigeria today (Taiwo, 1980). The Eastern Regional House that introduced the UPE scheme under the leadership of Dr. Azikiwe in January 1957 followed the Western Region's example. The Lagos area that was cut off from the educational programmes of the Western Region in 1954 when it was declared a Federal Territory, equally introduced the UPE scheme in January 1957. It should be noted that educational development in the Northern Region lagged behind what was being experienced in Lagos and other regions because, while the Western and the Eastern Regions were struggling hard to outdo one another in the South, the Northern Region did not face the challenges of the time. However, the Federal Government of Nigeria became conscious of the dangers of disparity in educational development in a nation state and therefore introduced the UPE scheme throughout the federation in 1976. Thereafter, there was the regularization of primary education system throughout Nigeria. The differences that had existence in the different regions were checked by the Federal Government's decision that all states of the federation must run similar programme (Itedjere, 1997). The UPE scheme failed perhaps because the Federal Government of Nigeria underestimated the number of pupils that would want to benefit from such a programme, could not also determine the number of teachers, school buildings and the amount of money that would be required to make the programme functional. It was therefore abandoned. However, the recent relaunching of a similar programme -- the

UBE scheme by the Federal Government of Nigeria would suggest that after the failure of the earlier programme -- UPE scheme, and after a careful analysis of the factors that brought about the failure of the earlier scheme, a more careful planning would have taken place. An assessment of the UBE scheme will be carried out much later in this paper but before then, it will be necessary to look more closely at the reasons why the UBE scheme was launched.

Concept Of Universal Basic Education Scheme

The training of children and adolescents in the norms and aspirations of the nation is a very veritable instrument for national integration and development. It was expected that educational reforms or re-organisation would be carried out to enable Nigeria's education cater for the future professional needs (Ayeni, 2000). The restructuring is important, if we are to expect optimal result from our envisaged objectives of education. The Federal Government's involvement in the organization of UBE scheme was therefore necessary if the integration of the nationals was to be achieved. The scheme was also desirable to enable the Federal Government ensure that children are taught the culture of the society. The desire to inculcate in children the knowledge of literacy, numeracy and the ability to communicate made the UBE scheme worthwhile. Apart from the above, there is the need to lay a sound foundation for scientific and reflective thinking, character and moral training and the development of sound attitude, and above all, develop in the child the ability to adapt to his changing environment (Federal Government of Nigeria, 1981). If we reflect on our earlier definition of education as an instrument for conserving, transmitting and renewing culture, it will clearly become obvious that the school

system occupies a very important position if the objectives for the primary and secondary education as stated by the Federal Government will be realized. This therefore, necessitated the launching of the Universal Basic Education Scheme in November, 1999.

Challenges Of Universal Basic Education

Universal access to education has been prime target for Nigeria in the last four decades and Nigeria is a signatory of World Declarations on Education for All. (Igwe, 2004) reports that the United Nations Organization (UNO), article 26 on the Universal Declaration of Human Rights states in part that everyone has the right to education, and this shall be free in elementary and primary stages. So, both at the national and international levels, Nigeria is committed to the provision of basic education to all its citizens. Many attempts have been made in this direction but no appreciable positive results have been recorded. The problem of implementation continues to be a perennial problem to the fulfillment of a constitutional and social obligation to make access possible to all as observed by (Gimi, 1995).

The Universal Basic Education as introduced by the Federal Government of Nigeria has been described above as laudable but it appears that it is leaving many issues unresolved which are likely to bedevil the programme just as the UPE scheme was. The name 'Universal Basic Education' ordinarily would have suggested that every Nigerian child, without exception would have access to basic education without hindrance. Now that a ceiling has been placed on the enrolment figures for each state of the federation, it is obvious that limitations has been introduced. This quota limitation, according to the national co-ordinator, was informed by the differential level of illiteracy in the states of the federation (Enemuo, 2000).

The Federal Government guidelines on implementation for the Universal Basic Education Programme (1999) proffer some strategies which are to serve as guidelines for implementation. These include the fact that provision of the educational programme should be universal, free and compulsory and efforts are to be made to counter the factors which have been impediments to global realization of previous education programmes e.g. Universal Primary Education (UPE).

Summary of the act for UBE As contained in the official Reference of the Federal Republic of Nigeria Gazette (2004), the act provides for compulsory universal basic education and stipulates penalties for parents who fail to comply with the provision. On the issue of relevance of the school curriculum to the society, (Ehinder, 2000) and (Adesina, 2000) have raised doubts as it has been observed that there is a growing rate of poverty which is an indicator of problems in the system. It was therefore suggested that it should be so structured that each individual will be equipped to perform some six life roles e.g. role as an individual, as a producer, citizen, national consumer and as a family member. As far as the provision of human and material resources are concerned, (Adebimpe, 2001) opined that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Salaries need to be paid as at when due because it serves as a motivation factor towards productivity. Good governance mechanisms are necessary for monitoring and supervision in the implementation of the policy.

Theoretical Framework

In order to link management accounting and performance of Universal Basic Education in Nigeria, System theory is

adopted. In every organization, there is an input process output system. The quality of the input in this case, the entry behavior of the pupils, and both physical and material resources available and in use will essentially predict the quality of the performance.

A system theory explains the existence of different parts which perform different functions in such a way that each part interacts and is interdependent on the other parts. The educational system has similar characteristics with other systems.

A typical system is characterized by an input that is a component which enters from the outside, conversion process and an output component which leaves the system for the outside/environment. This study is anchored on the systems theory. This theory represents the key import of management and public sector accounting. That is the doctrine of growth accounting. It represents the rate of growth of total output of an economy into contribution from the growth of such inputs as capital, labour, educational and technical growth (Jhingan, 2003). It provides the bedrock of participation in administration and planning of systems of education in Nigeria in order to address the problems and prospects. The input in this case are educational resources, the process involves management strategy employed to transform the output which describes skills acquired and quality of the output or graduate. Nwankwo, (1984), Zelvys, (2004), Omorodion, (1992), Ajifolawo, (1992), Ngu, (1990) and Odekunle, (1994) describe a system as series of interrelated and interdependent parts such that the interaction of any part affects the whole system. This guides us in formulating the model in research methodology section.

Methodology

The research design for this study is Ex-post facto design. The study relies on

annual time series data of aggregate primary education funding (AFDG), Teachers welfare (TWFR), infrastructure and learning facilities (INLF), and monitoring and supervision (MOSU). The whole data was covered to logarithm form because of the difference in their units of measurement. The dependent variables are Teacher's welfare, infrastructure and learning facilities, monitoring and supervision while the independent variable is Aggregate AFDG for the period of twenty years between 1999 and 2011. The source of the data are the publication of the UBE of Nigeria and the National Bureau of Statistics (NBS).

In the analysis, because of the time series data, the stationarity and cointegration test of the data were conducted using the Augmented Dickey-Fuller (ADF) unit root test and Johansen's Cointegration test respectively. Stationarity test is necessary to avoid spurious regression and Cointegration test is conducted to know whether or not there exists a long-run relationship between economic variables (Abadir & Taylor, 1999 in Al-Irian & Al-Shamsi, 2010).

Finally, advances in econometric techniques enable researchers to use recent techniques in their analysis to reanalyze the traditional regression analysis applied in earlier studies. Therefore, we test the direction of causality using Vector Error Model (VECM). The Error Correction Models detects the long-run cointegration relationship and will include both long-run and short-run information where there is the impact multiplier (the short run effect), the feedback effect (adjustment effect and shows number of disequilibrium being corrected), and the long run response.

The VEC model is given as:
Model 1 AFDG and TWFR

$$\Delta AFDG_t = \alpha_0 + \alpha_1 \Delta AFDG_{t-1} + \alpha_2 \Delta TWFR_{t-1} + \text{Ect}_t + \epsilon_{1t} \quad (1)$$

$$\Delta TWFR_t = \alpha_0 + \alpha_1 \Delta TWFR_{t-1} + \alpha_2 \Delta AFDG_{t-1} + \text{Ect}_t + \epsilon_{2t} \quad (2)$$

Model 2 AFDG and INLF

$$\Delta AFDG_t = \alpha_0 + \alpha_1 \Delta AFDG_{t-1} + \alpha_2 \Delta INLF_{t-1} + \text{Ect}_t + \epsilon_{1t} \quad (1)$$

$$\Delta INLF_t = \alpha_0 + \alpha_1 \Delta INLF_{t-1} + \alpha_2 \Delta AFDG_{t-1} + \text{Ect}_t + \epsilon_{2t} \quad (2)$$

Model 3 AFDG and MOSU

$$\Delta AFDG_t = \alpha_0 + \alpha_1 \Delta AFDG_{t-1} + \alpha_2 \Delta MOSU_{t-1} + \text{Ect}_t + \epsilon_{1t} \quad (1)$$

$$\Delta MOSU_t = \alpha_0 + \alpha_1 \Delta MOSU_{t-1} + \alpha_2 \Delta AFDG_{t-1} + \text{Ect}_t + \epsilon_{2t} \quad (2)$$

Where:

\ln is Natural Logarithms,

AFDG_t is the Aggregate Funding by FGN, SG, LG and NGO on UBE total expenditure

TWFR is the total teacher salaries and wages, welfare cost, and capacity building.

INLF is the total cost on infrastructure and learning facilities,

MOSU is the total cost of monitoring and supervision,

α_i is a Constant,

α_i is the coefficient of regression,

Ect is the error correction term,

ϵ is error term and

t is time,.

The error term, ϵ_i , is incorporated in the equation to cater for other factors that may influence the variables.

In order to estimate the models, a statistical package, Eviews6.0 econometric software was used.

Results And Discussions

The results of the stationary test show that the null hypothesis (H₀) of a unit root can be rejected in the first difference I(1), of all the series (i.e. AFDG, TWFR, INLF, and MOSU) are stationary and therefore their regression will not be a spurious regression. The AFDG is stationary at a critical at a critical value of 10% and the others are at 5% critical value.

Table 1 ADF Unit Root test

Variables	ADF Test Statistic	Critical value	Stationarity
AFDG@TREND	-3.552302	-3.2964	I(1)
TWFR@TREND	-5.717887	-3.7347	I(1)
INLF@TREND	-3.773214	-3.7347	I(1)
MOSU@TREND	-3.987390	-3.7347	I(1)

Source: Compiled from Eview6.0 result

The stationarity is obtained by comparing the test statistic with the critical values, if the test statistic is greater than the critical value numerically, the variable is stationary and if it is the reverse, it is non stationary.

The cointegration test results show that all the variables (AFDG, TWFR, INLF, and MOSU) are cointegrated. The results of Johansen's Cointegration Test are presented in table 2. The results of the Max-Eigen Test and Trace Test reject the null hypothesis at 95% level of significance at the stationarity level of linear combinations for AFDG and TWFR, AFDG and INLF, and AFDG and MOSU.

Table 2 Johansen Cointegration test

Variables	Max-Eigen statistic	Critical value	Trace Statistic	Critical Value
AFDG AND TWFR	19.11499	18.96	27.32399	25.32
AFDG AND INLF	21.13506	18.96	33.91293	25.32
AFDG AND MOSU	17.89725	14.07	17.92373	15.41
Max-eigenvalue test indicates 1 cointegrating equation(s) at the 5% level				
Trace test indicates 1 cointegrating equation(s) at the 5% level				
Critical values are all at 5%				

Source: Compiled from Eview6.0 results

Since the variables are stationary, integrated of order one, and cointegrated, it shows that there is a long run relationship between the variables. Hence, there is a strong indication that Aggregate FDG serves as the long run forcing variables in explaining the growth of the

Teachers Welfare, Infrastructure and Learning Facilities and Monitoring and Supervision output in Nigeria.

Measuring the correlation similarities in strength and direction between two variables will according to (Granger, 1969) not be enough to construct a complete understanding about the relationship between two or more time series. The reason is that some correlations may be spurious and not useful, as there might be a third variable that cannot be accounted for. This is the essence of performing the causality test. The causality test used is the Vector Error Correction based causality test and the results are presented in table 3 below.

Table 3: Vector Error Correction based causality test

Model 1	AFDG	TWFR	CAUSALITY
Standard Error	(0.02477)	(4.2E-06)	Causality runs from TWFR to AFDG
t-Statistic	[0.49896]	[-2.06683]	
Model 2	AFDG	INLF	CAUSALITY
Standard Error	(0.00586)	(8.5E-07)	Causality runs from AFDG to INLF
t-Statistic	[-3.26801]	[0.85508]	
Model 3	AFDG	MOSU	CAUSALITY
Standard Error	(0.09775)	(0.12427)	Causality runs from AFDG to MOSU
t-Statistic	[-3.59805]	[-0.36427]	

Source: Compiled from Eview6.0 results

The direction of causality can be determined by comparing the t-statistic of the two variables. The variable with the highest value of t-statistic indicates where causality is running from. The estimated cointegrating vector indicates that causality runs from Teachers Welfare to Aggregate funding, causality runs from aggregate funding to Infrastructure and Learning Facilities, and causality runs from aggregate funding to Monitoring and Supervision.

The causality shows that the Teachers Welfare as a measure of performance of the Education sector causes inflows of funding to the sector. In other word, higher growth of Teachers Welfare is the driving force behind the surge in FDG inflows which suggest that

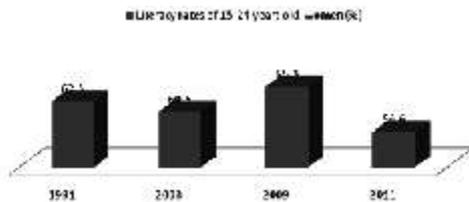
there is a positive correlation between FDG inflows and the growth of Teachers Welfare. The policy implication of this finding is that Teachers Welfare growth seems to attract more FDG inflows. Efforts should be directed to other potential sources of growth of Teachers Welfare as documented by (David, 1990) and (Odekunle, 1994). Once Teachers Welfare growth is enhanced and stimulated, funding will then be attracted to the Education sector.

The above argument can also hold for Infrastructure and Learning Facilities and Monitoring and Supervision because on the basis of results, it was found that the inflow of funding causes the Infrastructure and Learning facilities to be utilized, and also lead to increase in Monitoring and Supervision. If this is done the Education sector will create more value added as reported by (Jega, 1986), (Lawal and Abubakar, 1995) and (Jibril, 1995). Effective management accounting ensure efficiency of resources utilization.

It can be deduced that no amount of money pumped into the poverty alleviation programme and security recently introduced by the federal government will alleviate poverty and security challenges without eradicating illiteracy. Only education through acquisition of methods and skills, for instance, eradicates poverty. In other words, the society should be made to understand that where there is knowledge, to understand that the fundamental reason for acquiring education is not only for someone to work in government parastatal. Rather, it is meant for making someone self-reliant in all the ramifications of the word. Thus, education must be functional. By this, it means graduation from state of illiteracy and ignorance to that of knowledge as put by (Jibril et al, 1995).

Literacy rate among young women of 15-24 years of age was down to 56.6 % in 2011 from 65.3 % in 2009 and 60.5 in 2003 are shown in figure 1.

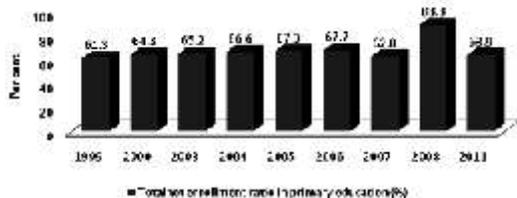
Figure 1: Literacy Rate among Young Women of 15-24 Years



Source: NBS

Total net enrolment ratio in primary education for both sexes stood at 63.9% in 2011. In 2008 it was 88.8% and in 2007 it stood at 62.8% (Figure 4.57). Although, progress was recorded on this front between 2007 and 2008, there were slippages from 2008 to 2011, due to the declining rate of net enrolment ratio in primary education. This implies that progress needs to be accelerated if the MDGs target is to be achieved by 2015.

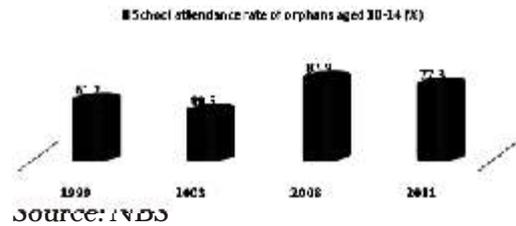
Figure 2: Trend in Total net Enrolment Ratios in Primary Education



Source: NBS

School attendance rate of orphans aged 10-14 declined from 83.9% in 2008 to 77.3% in 2011 (Figure 3).

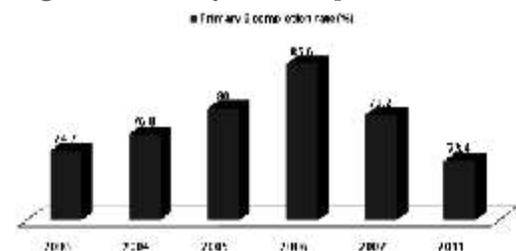
Figure 3: Trend in School Attendance Rate of Orphans Age 10-14 Years



Source: NBS

Primary six completion rate was 73.4% in 2011 compared with 85.6% and 79.7% in 2006 and 2007 respectively (Figure 4). Indeed, primary six completion rate had been falling since 2006, indicating weakening ability of the education system to prevent drop-out in primary school.

Figure 4: Primary Six Completion Rate



Source: NBS

A review of the standard and quality assurance of the education sector indicate that there is the need to urgently reverse the sharp decline in the quality of input and provision of infrastructure at all levels of education in Nigeria. Poor standard of education has resulted in poor performance of Nigerian students in examinations. Therefore the philosophy Universal Basic Education embedded in his nature, meaning, pursuit and realities, unequivocally needs urgent meticulous,

sterling, realistic, synergic and concerted efforts of government, parents, teachers, non-governmental organizations and the entire Nigerian society for its redemption by providing adequate and sufficient funding.

This study makes several contributions to the debate about funding Education, management accounting and its impact in Nigeria. Recent advances in econometric techniques were applied in the analysis and the causality result shows that growth in Teachers Welfare causes growth in funding. This confirmed the result of Buckley, Clegg and Wang (2002) who found that the performance of Education sector as measured by Teachers Welfare causes inflow of funding. Likewise, the growth in funding inflow cause infrastructure and learning facilities and lead to increase in monitoring and supervision. What this mean is that funding enable the Education sector to improve its capacity and increased value added.

Conclusion And Recommendations

Based on the findings of this study, it can be concluded that funding has a positive impact on the performance of Education sector in Nigeria and management accounting will ensure efficient internal control system. Thus, the process of diversification of the Nigerian economy from the oil and gas sector could be achieved if we have a viable Education sector. For the purpose of attracting more and more funding to enable the Education sector performs efficiently, the following recommendations arising from the findings are made:

To improve the level of infrastructure and learning facilities and Teachers Welfare, the government should increase funding of Education sector. Participation in administration and planning of education system in Nigeria should be addressed urgently in order to solve the problems and realize the prospects of the sector.

There is need to consciously improve the business environment to enable Education sector to contribute positively to grow. A related issue on the education sector is the importance of consciously curbing corruption. Agencies established to fight corruption such as the Economic and Financial Crimes Commission (EFCC) and Independent Corrupt Practices Commission (ICPC) should be seen to do their job to convince both foreigners and nationals that Nigeria is a safe place to invest in.

Efficiency improvement through network of linkages of managerial accounting techniques is important for Education sector. Commitment should be propelling factor for the universal basic education scheme to succeed. This requires correspondence will of government at all levels and the entire Nigerian society. That governments, parents, individual and non-governmental organizations must come to the aid of UBE for Nigeria to forge ahead. This is necessary for sustainable growth.

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