

## **Revisiting the Quality versus Quantity Debate in the context of Contemporary Educational System**

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### **ABSTRACT**

The Nigerian schools have continued to decline in spite of the many efforts to revamp them. It has continually produced low quality graduates – graduates who cannot stand global challenge. This is a serious problem as many ‘well-to-do’ Nigerians now sent their children and wards to foreign schools for education, leaving the ‘not-so-rich’ to wade through the muddy waters that the Nigerian educational system provides. This paper considering the importance of education to a country, believes that some giant steps need to be taken, in order to save the Nigerian educational system. One of such steps will be to find the right mix between quality and quantity of education – this means revisiting the old debate of quality versus quantity and resolving it to a satisfactory degree. Nigeria at present seems to favour quantity of education over quality. This paper while acknowledging that it is better to have both (quantity and quality), believes that since Nigeria cannot provide both adequately at the same time, quality should be favoured over quantity. After all, quality at the long run will eventually usher in quantity, whereas quantity can never let in quality as it has been shown in Nigeria. This paper made use of direct observations, interviews, secondary sources and long essays to drive home its point that quality of education should be favoured over quantity.

**Keywords:** Importance of education, unemployment, quantity of schooling, quality versus quantity

## Introduction

The quality versus quantity debate has been a long standing one and pervades almost every field of life. Since it is difficult to get both at the same time, which one should be sought after first, is it quality or quantity? The success of most enterprises and government as well as individuals depend on the answer to this onerous question. The success of a politician depends so much on how he answers the question of whether, it is better to pitch his tent with the many but uninfluential individuals in the society first or with the influential supporters. Is it better to have the masses on your side first or the big and influential people? Which of them will exert a greater propelling force towards success at the polls?

Writers both of print and media materials are also constantly faced with this all-pervading question. Is it better to write so many books and articles or to write very few quality ones? The questions continue: is it proper for a manufacturer to produce much quantity of goods (devoid of quality) or few good quality goods? Should a business person seek few quality customers (rich persons) or quantity (poor but many)? Should the philanthropist give quality gifts (much to a few) or quantity (little to many)? That is, should he/she give let's say one million naira each to five persons or should he share this five million naira to one thousand persons? These questions could go on and on, showing how crucial the question (which though sometimes not explicitly in our consciousness), is to the survival of the human society. Every normal human being has come across this question at some points in his/her life and the question will always surface at the moment of most crucial decisions. This paper is however, not concerned with the quality and quantity debate in general as it affects human beings but as it pertains to the demand and supply of education. The basic question we will be grappling with is: should the Nigerian educational system be so structured as to produce quantity of graduates or should it be made to produce quality graduates? Our answer will be based on the assumption that Nigeria is not well fit at present to provide both quantity and quality of education at the same time, due to her financial level.

This paper will take a very deep look at the concept of quality and quantity, exploring their impacts or possible impacts on individuals as well as the economy. This exploration will give us the leeway to make a judgment as to which is better (quality or quantity) and thus should be pursued first. Quality here means the soundness of the education given by the educational system to the students. It connotes the richness of knowledge imparted to the students by the teachers and other means of transferring knowledge like the library, laboratory, workshop etc. Quantity on the other hand refers to how many people receive education in a given society. It points at the level of access to education by the people. Thus, a country provides quantity of education if a larger number of people have access to formal education. Quality comes in when the education provided is rich and sound. The quality versus quantity debate cannot be well appreciated without a full grasp of the importance of education, to humans and the society in general.

### **Importance of Education**

Economic growth of a country determines the overall standard of living of the society. Growth rates no matter how small can make a big difference, if sustained over a period of time. If a country with \$6,000 in GDP per capita does not find a way to improve, its GDP per capita will stagnate. But if that country is able to grow even at 0.5 percent each year, its income would increase steadily from \$6,000 to \$7,700 and in fifty years, it would make an increase of almost a third of its initial GDP. If this country were however, to grow at a higher rate of 1 percent per year, it would get almost \$10,000 in fifty years. This means that small but steady growth rates could exert serious impact on the income and wealth of the society. Most developed economies like U.S.A increased their GDP through this small but steady growth. But what exactly increases the growth of a country? A lot of reasons have been given to explain the reason for differences in growth rates in countries, but the importance of human capital has always been emphasized. A country's GDP is improved by human capital, and in turn human capital is enhanced by a strong educational system. This means that education, has the power of improving the economic growth and development of a country, by making the recipients more productive and creative. Productivity according to Awolowo (1968) is directly connected to the level of education of an individual, with those

with more of this education producing more than those who have less. This implies that a more educated society has a greater potential of increasing the rate of innovation and invention, make the citizens more productive, help firms introduce new and better production methods, and lead to a more rapid introduction of new technologies. Ahmadu Bello shares this point of view; he believes that the Southern region is more advanced in development than the North in most spheres of life, because of the wide educational gap existing between the two areas. He asserts “we are now paying the penalty of the reluctance of our forbearers to accept modern education methods” (1957). According to Awolowo, the “people are poor because they are hungry and sick; sick because they are poor and therefore hungry, poor because they are ignorant.” Man he believes is the real cause of underdevelopment, because he

... is the prime mover in every economy. Without him nothing at all can be produced. In other words, the resources of nature are negative and inert. Man, on the other hand, is positive and dynamic; he is the determinant of all economic and social change, and the generator of all the impulses of progress. Above all, he is at one and the same time, the initiator, innovator, accelerator, prime mover, producer, distributor, exchanger and consumer in every economy. (Awolowo, 1981)

Man, since he is the prime mover of all other means of production, is the cause of underdevelopment. If he is underdeveloped, the resources remain underdeveloped, which means the country remains underdeveloped but if he is developed the resources are developed and thereby translating to economic development. Ahmadu Bello having this in mind asserts:

The needs of modern society are many and varied. It requires specialization, scientific and humanistic knowledge in order to satisfy them, and we must give our men and women the necessary education and training in arts, science, engineering and technology in order to meet the needs of the society. (1986)

Since education brings about the development of man, education invariably leads to the development of the society or economy. For a

country to break away from underdevelopment it needs to develop the humans and there is no better way to do this than to developed his subjective mind. According to Awolowo (1981), man can be underdeveloped from three perspectives: underdevelopment of the subjective mind, which is a result of illiteracy, ignorance, deficiency in technology and lack of technical and managerial knowhow; underdevelopment of his body which is a result of disease, calorie deficiency, bad water, bad housing and filthy environment; underdevelopment of his farming technique which is a result of ignorance, illiteracy, lack of savings and of capital formation. Apart from economic development, education also:

1. helps mould social personality of the learner
2. helps in his/her spiritual transmission
3. Transmit and promote the diffusion and assimilation of culture in the learners
4. helps mould the social personality of the learners
5. completes the socialization process
6. encourages and ignites the spirit of competition in students
7. leads to the development of tolerance and objectivity

In recognition of these importance of education, a lot of countries are now stepping up in the provision of education. Nigeria is one of such countries, the number of schools in the country have increased and consequently the number of enrollment has also increased. But the question remains, is it quantity or quality of schooling that bring forth these advantages of education that are enumerated above. Most government attempt to provide education for its citizens and hope to receive the dividends without due consideration of the quality of education they provide. Nigeria is one of such countries. Policies that concentrates on the quantity of schooling may fall into the risk of milling out an unimproved human capital, which is one of the main importance of education to the government.

## **Education in Nigeria**

The ninth E9 Ministerial Review Meeting of November 2012 in New Delhi had in attendance: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, which are the populous

developing nations lacking behind in education. The meeting gave rise to what is called, the New Delhi Commitment, which aims for ‘inclusive, relevant [and] quality education for all’. The E9 countries are said to make up “54 per cent of the global population, but account for 42.3 per cent of the world’s out-of-school children, 58 per cent of the world’s illiterate youth, and 67 per cent of the world’s illiterate adults. (New Delhi Commitment, 2012, p. 2).

Nigeria in her effort to keep to her commitment, has actually made significant progress over the two decades since the E-9 initiative was launched in New Delhi in 1993; especially in universalizing primary education and in reducing gender disparities. The number of schools and the number of enrollment have significantly increased. Table 1 shows a constant increase in the number of schools and the number of enrollment of students.

The figures in Table 2 show the increase in schools as well as enrollment of students in schools due to increasing population and increasing awareness of the need for education. Nigeria therefore could be said to be improving in its provision of access to education to its citizens. But as researches have pointed out, this increase in access has led to a situation where there are more who are enrolled in schools, but learning little. It has led to a situation where quality of education has been sacrificed for quantity. Increased access to education in Nigeria has tended to limit Nigeria from attending the objective of quality education for all’ adopted by the E9 nations. Though funding of education has improved as is shown in the table below but it has not significantly improved as to adequately provide qualitative education for the teeming citizens. Increased enrollment rates have created challenges in ensuring quality education and satisfactory learning achievement as resources are spread more thinly across a growing number of students. It is now very common to see cases of 100 pupils or more per teacher in a class or students sitting under trees for lessons because of the lack of classrooms. UNICEF recommendation of 26 percent of a country’s total budget to education, has never been neared by Nigeria as the table below shows.

Table 1: Number of Public Schools in Nigeria and Enrolment (1995 – 2000)

	1995	1996	1997	1998	1999	2000
Number of primary schools	39,677	41,660	43,951	45,621	47,902	48, 860
Number of secondary schools	6,452	6,646	7,311	7,801	8,113	8, 275
Number of tertiary schools	138	138	138	138	144	144
Number in primary school	17.99m	19.79m	21.16m	22.47	23.71m	24.89m
Number in secondary school	5.08m	5.39m	5.58m	5.79m	6.06m	6.36m
Number in tertiary school	391, 035	689, 619	862, 023	941, 329	983, 689	1, 032, 873

Source: Central Bank of Nigeria (1999) Annual Report and Statement of Accounts, p. 92.

Table 2: Federal Government of Nigeria Finances on Education (# Million)

	1995	1996	1997	1998	1999	2000
Govt budget on education (#million)	12,728.0	15,350.0	16,840.0	23,668.1	27,713.5	56,568.1
% of Annual Federal Budgetary Allocation to Education	13.0%	10.8%	11.5%	9.6%	11.1%	8.7%

Source: Central Bank of Nigeria (2000) Annual Report and Statement of Accounts. Abuja: Central Bank of Nigeria. p. 130.

Due to the inability to match increase in enrollment with adequate increment in funding, the Nigerian schools have tended to linger behind in terms of the input as well as the output of its educational system. This inability of Nigeria to meet the standard required in educational delivery, has led to the overall deterioration of the quality of education in the country. This shows clearly in the result of Nigerian candidates in the standardized exams over the years. The results of the West African Senior Secondary School Certificate Examination (WASSCE) May/June as released by WAEC show that 27.53 per cent of candidates in 2005, 15.56 per cent in 2006, 25.54 per cent in 2007, 13.76 per cent in 2008, 25.99 per cent in 2009 and about 20 per cent in 2010, obtained credits and above in mathematics, English and the relevant subjects required for admission into the university. The National Examination Council (NECO) 2010 Senior Secondary Schools result showed that just a little above 2% of the candidates who sat for the examination passed. According to Edukugho (2010) “Of all the students who sat for SSCE examinations from 2000 to 2006, only 25% passed with credits in Mathematics and English. Out of the 1.5 million Nigerians seeking tertiary education, only about 19.5% get admitted” because of failure to pass JAMB and universities aptitude test. This has continued to be so in spite of the fact that in most of the examination centres, the answers to the questions are written on the board for the students.

Most of the students churned out of secondary schools in Nigeria are therefore mostly either illiterate or semi-illiterate. These poorly baked students end up in the tertiary institutions and end up being milled out with little or no improvement. African News, V.O.A of 15th February, 2009 reported that only 20% of Nigerian graduates have quality (sound) education to make them compete for jobs in the labour market, the remaining 80% do not have sound education.

It is clear to everybody that the Nigerian educational system is in a sorry state. This is the reason why most Nigerians prefer to send their children or wards abroad for studies. Nigeria seems to have traded quality for quantity. The dearth of quality is clearly revealed by the fact that of the over 200 universities in Nigeria, only one is among the top 50 universities in Africa, and none is among the top 1400 universities in



the world (<http://getadmission.com.ng/other/news/2015-top-50-best-universities-in-nigeria-with-their-world-ranking/>). Gone are the days when Nigerian universities were among the best universities in the world. At least the University of Ibadan was once the fourth best university in the commonwealth. In those days access to education was limited, only few people got the chance to get formal education, but the lucky few got quality education. Those were the glorious past where the students learnt in conducive environments, ventilated classrooms and not overcrowded ones. Teachers were highly committed and motivated; they were well trained and entrusted with sufficient facilities for teaching and learning. Then almost every school had a library and a laboratory, especially at the secondary level. But with UPE where basic education is made free and compulsory, things seem to have fallen apart. Most children now have their classes and receive their lessons under trees sitting on the ground. Classrooms are overcrowded, no benches for students to sit or desks for them to write on; roofs are leaking and students are made to learn under it; the toilets are inadequate and most students go into the bush to excrete. The teachers have lost their motivation and commitment; most of them take their extra businesses more importantly than their teaching work; it is common to see especially in the villages, teachers using their students as labour in their farms, most schools even use them as hired labour. Under these conditions, teaching and learning cannot be effective and we are bound to produce substandard graduates. Access to education or quantity of education has therefore, driven away quality from our schools, as the products of these schools show. Today we have so many graduates due to increase in access to education – graduates we cannot boast of. The hundreds of thousands of graduates milled out from our universities are not capable of meeting global competition.

The increase in access to education has no doubt led to the improvement in the literacy level in Nigeria, thereby sparking up a debate as to which is better – quality or quantity. Should many people be allowed to taste education no matter how diluted it may be or should few people be allowed but given thorough and sound education. Should the concentration of the government be fixed on school attainment without explicit consideration of the quality of schooling? Which is

better for the country, considering the glaring fact that Nigeria as a country cannot provide the two – quantity and quality at the same time. This has been the subject of debate for many scholars.

## **Quality versus Quantity**

Providing quantity of education to students has the advantage of exposing a greater number of people to formal education, thereby ensuring distributive justice. It also helps a greater number of people to be literate, thereby enhancing their ability to contribute to governance. When many people are able to read and write in a country, governance becomes easy, as information could easily be passed to them. But quantity of education devoid of quality is counter-productive to the individual, the educational system itself and the society at large.

## **Quality versus Quantity and the Individual**

A proper education prepares an individual to fit into a job in the society. However, when the education received is bereft of quality, it displaces the individual. It is like wanting to take someone to London and ending up abandoning him half way without money. The individual in this case finds himself in unprepared difficulties – he cannot easily return or go forward. This is the reason why there is so much unemployment in Nigeria. The schools take the students on a sojourn and end up not able to lead them to this land of beautiful promises. The graduates find themselves not capable of fitting into available jobs. Most often the employing companies and organizations are forced to reeducate employees to make them capable of functioning in the organizations. This is expensive and time consuming. It is the reason why most organizations prefer expatriate, who will readily fill the vacancies, with little or no training. I actually support these organizations on this, because it is not their duty to educate the employees, they should have got enough education in the schools to enable kick start their jobs without further schooling or training.

Before the advent of formal education, there was nothing like unemployment in Nigeria. This was so in spite of the fact that only few jobs existed. One could either be a hunter, palm wine tapper, farmer,

carpenter, craftsman, medicine man or any of the other few jobs available. Everybody was trained through informal education to take up any of these few jobs. Today we have many varieties of jobs and yet many people are still unemployed. This implies that there is something that is missing in formal education (that was present in informal education) that should prepare individuals for these jobs. This thing that is missing is nothing but good quality education. Nigeria has not been able to provide good quality education to her citizens, and by so doing rendering them confused and jobless.

Poor quality education (quantity without quality) is bound to lead to joblessness, as the graduates will not fit well into available jobs and invariably too, cannot return to the traditional jobs of farming, hunting, palm wine tapping etc. Formal education has a way of imbuing a kind of pride in graduates, such that they tend to see these traditional jobs as below their dignity. As such, they tend to fold their hands and wait for their dream government jobs that may not come, making them useless to themselves, families and societies. The aim of education is to make a man useful to himself and the society. Any education that fails to do this lacks the requisite ingredients that should qualify it as quality.

There are many jobs in the country and many more could be created. However, it takes quality brains to discover jobs and to create jobs. In the absence of quality education in the country, quality leaders are few, thereby inhibiting their ability to create employment opportunities for the teeming graduates. In the absence of quality education, a lot of graduates are not able to discover jobs but wait in silence hope for their preconceived jobs. There are numerous opportunities for wealth creation in the country and it takes only a creative mind to discern these opportunities. This creative mind is a consequence of sound and quality education. This is an education that liberates the mind and not enslaves it. It is an education that produces independent minded people and not graduates that are dependent solely on the government for a means of livelihood. It is education that produces individuals who will constantly meditate on how to improve the life of others and the country at large and not individuals that merely think of what the country will do for them. The Nigerian

educational system breeds parasitic individuals and thus must reposition itself if it must be better fit to produce quality citizens.

## **Quality versus Quantity and the Educational System**

A quality educational system has an innate capacity to improve itself naturally. For instance, when the educational system of a country is sound, it would enhance its rating in the world and thereby bringing forth much beneficial effect to the system. One of these benefits is that more and more lecturers will be accepted for sabbatical in other advance universities in the world. Sabbatical leave was meant to afford, a lecturer experiences of the happenings in the other universities, especially outside the country in order to improve in knowledge and skills. But unfortunately in Nigeria, almost all lecturers who go on sabbatical leave, go to a nearby school in the country. Attempts to go to better schools abroad almost always end up in rejection, due to the level of our system of education. The effect is that the knowledge and experience the lecturers would have gone to acquire in order to enrich the home schools is never gotten. In the same way, lecturers abroad hardly come to Nigerian schools for their sabbatical leave, because of the poor level of education in the country. This deprives the country of the rich benefits that could accrue from knowledge sharing. It deprives the educational system of the ability to improve its standards by sending out their lecturers out to bring new knowledge and skills and by receiving foreign lecturers to impart and increase the potentials of the schools. Because the Nigerian educational system lacks that quality to attract, only few want to identify with it. Even our best brains prefer to teach in foreign schools than at home. Quality of the educational system determines the system ability to retain or attract quality teachers from outside the country.

Quality of education in a country eventually leads to quantity. This is confirmed by a study by Castelló-Climent and Hidalgo (2009). They found out that “in particular, countries with a higher quality educational system are those with higher attainment levels and higher investment rates in secondary and tertiary education” Seeing much improvement in knowledge as well as other parts of life, others will be encouraged to go into schools. The life of a properly educated man is a kind of

advertisement of the importance of education. In a case, where the educated are not markedly different from the uneducated, the uneducated will not be inspired to seek education. An educated man inspires others into schools not merely by his wealth; even those who do not go to school can accumulate this, but by his measured actions and intelligent contributions to the enhancement of the society.

The best way to raise the quantity of education is not through free and compulsory education but through inspiring and motivating the people by the provision of quality education. To get the best out of a workforce is not through coercion but through inspiring leadership and motivation. So also getting the people to love education cannot be through a compulsory education as it is instituted in Nigeria. The best this can do, is to drag unwilling people to school who will come out almost the same way they were forced in. Many never get to finish, which is why Nigeria is a country with one of the highest school dropouts.

Improving the quality of school products (graduates) contributes immensely to the rate of enrollment of desirous and willing students and not just forced or compelled students. The desirous and willing students will definitely perform better and the rate of dropouts will decrease significantly. When the quality of education is good, people will be more willing to invest in schools.

The quality of graduates produced will determine the quality of developmental support that will be gotten from these graduates. Quality products appreciate and will join hands to ensure that the quality is maintained and they are more likely to invest in quality education. It takes quality to really appreciate quality and to invest in quality. It takes a soundly educated graduate to understand the need and importance of sound education and thus to see the need to invest in it.

### **Quality versus Quantity and the society**

The society is the direct recipient of the fruits of scientific research. Researchers are aimed at solving the myriad of problems facing the society and their ability to do this depend on the quality of the educational system. The quality of scientific research in an area also

determines the industrial level of the economy. Nigeria is industrially undeveloped; it relies mainly on other countries for the fruit of scientific research. The country has a lot of professors and specialists and have produced a lot of science graduates, yet we hardly hear of discoveries and local inventions. It is not really because other countries that produce Albert Einstein, Isaac Newton, Charles Darwin etc have more intelligent people than Nigeria, it is just that their educational system is better suited to produce quality graduates and researchers. These quality researchers bring out new discoveries, inventions and innovations that will boost industrial development of the country.

Educated people do not only enhance their productivity, they also aid in the improvement of the productivity of the others. Through their discoveries, inventions of tools and machines, formulation of theories, the educated make work easier for others and thereby raising their productivity and by extension providing a better standard of living for the populace. Poorly educated persons hardly contribute anything to others, rather they add up to constitute a high dependency ratio on the government. They swell up the unemployment rate in the country and put much pressure on the government. Poorly educated persons are therefore mostly dependent on the government for their sustenance, while the government depends on the well-educated for its progress and development. The well-educated persons are therefore, the fulcrum of a country's development; they are the engine of any nation. A nation that does not have dearth of highly and richly educated persons crawls, just like Nigeria is doing.

The quality of education reflects on the quality of the workforce of a country. School quality according to Hanushek (3005) has a remarkable impact on differences in economic growth. A poor quality education produces a poor quality workforce, which means the productivity of the country will suffer. According to Ijeoma Nwogwugwu a "substandard workforce has its attendant costs, as employers would have to spend more resources training entry-level employees assumed to have been educated in the first instance. In addition, a substandard workforce means that the output by its personnel would also be substandard, requiring employers to pay more for expatriate personnel for jobs that could have been handled by Nigerians" (<http://ynaija.com/ijeoma->

nwogwugwu-quality-of-education-in-nigeria-lessons-from-malala-yousafzai/). Quality education on the other hand enhances the workforce and makes it able to perform optimally and at lower cost.

It takes a highly educated and emancipated mind to understand that embezzlement of public funds is like shooting the self on the foot; corruption, kidnapping, militancy, ritual murder, arm robbery are all signs that the mind is still blind to reality and in need of healing through quality education. There are actions that are expected of an educated man. When I was young, if an educated man does something unbecoming in the society, the remark of the people will always be “even you who are educated?” This shows that the educated is expected to live an exemplary life, not just in terms of academics but also in morals. The endemic nature of corruption, militancy, kidnapping and other social ills Nigeria, is a serious pointer to a defective mind and invariably a poor quality education of the country.

## **Implications for Policy Makers**

Giving reasons for the poor financing of education in Nigeria, Osuntokun (2003) argued that the rising debt burden, in addition to the high number of enrollment into the different educational institutions, as well as the rising cost of administering the states are among the reasons militating against the effective financing of education in the country. There are the reasons why Nigeria is unable to provide quantity of education together with quality at the same time. This means, quality since it holds more potentials for the country, needs to be pursued first and quantity can come later. According to Castelló-Climent and Hidalgo (2009) “when the joint effect of educational quantity and educational quality is analyzed, ... increases in the quality of education matter more than increases in the quantity of education for economic growth”. This means that policies need to be formulated with this fact in mind. Policies need to be formulated with the objective of ensuring quality in education. My recommendations therefore, for policy makers are:

1. The tertiary institution should be allowed to entirely fund itself. The government budget on education should be totally assigned

to the primary and secondary schools. The universities can finance themselves through introduction of fees. Vaizey (1962) agrees with this by arguing that, the economy of most developing countries could not sustain free education in its entirety. Adaralegbe (1990) also considering the economic state of Nigeria questioned the right to free education and remarked that experience has shown throughout the world that unless government possess the economic ability, “talking of free education is like a futile exercise”. Supporting this argument, Adesina (1990) remarked that in countries where education is free, “there is a programme of raising funds directly or indirectly within the system to finance the educational system”. Most countries that boast of free primary and secondary education still collects some fees, America high school students could pay as high as \$600 for fees ([Gawker.com/why-does-it-cost-almost-600-to-attend-public-school-91231](http://Gawker.com/why-does-it-cost-almost-600-to-attend-public-school-91231)). The money allocated to education by the government is not enough to cater for the needs of all the educational institutions in the country. This will still be so, even if Nigeria were to meet the UNESCO benchmark of allocating 26 percent of national budget to education. Since the money budgeted for education is not enough to go round, it should be solely assigned to the improvement of the primary and secondary education. If the primary and secondary education are of good quality, the graduates produced from this system will be better fit to cater for themselves and the society, even without tertiary education. Since the budget for education will be solely for the primary and secondary education, it could be made free so as a greater number will have access to it. The tertiary education will become for those who need more education and can afford it. When the primary and secondary education are very sound, most of the educational need of the country will have been achieved by the graduates and the tertiary institutions will be for higher needs. The university education should be meant for those who seek highly specialized knowledge and have the means to afford it. Most universities in the developed world fund themselves and thus are able to provide quality education for the students. Most American universities pay as



high as \$25000, which is not surprising when we note that there are among the best in the world. For those who desire University education without the means to attain it, the Federal Government could re-introduce loans to students while the scholarship schemes could be strengthened at both the Federal and State levels.

2. Seek other sources of financing education. Nigeria cannot continue to pretend that it can solely fund its education, and thus needs to openly seek for other sources of financing education. Most stakeholders have understood that government alone cannot fund education and have been privately supporting the government. A Punch investigation in February 2013, for instance, noted an increased involvement of some Old Boys Associations in rebuilding the infrastructures of their alma mater – mostly college institutions. This effort will be intensified and will become widespread if the government openly declares its inability to fund education. The sources of accumulating funds for education open to the government include property tax, raising bank loans for capital development, donations from parents/teachers associations, donations from endowment, implementation of education tax, development levy, introduction of taxes from lotteries to fund education and donations from alumni associations. The private and public sector also need to be encouraged to finance education in obedience to the call of Charles' (2002) that African Assemblymen should make effort to fund education in Africa. Graduate tax as advised by Thorniley (2003) could also be employed to raise more money to fund education. To raise the standard of education in the country, all hands must be on deck, for the poor image of the country's educational system does not only reflect the incapacity of the government, it also reflect the nonchalant attitude of the governed.
3. Shun corruption: though the funds made available for education financing are grossly inadequate, the little amount could go a long way to improve the educational standard of the country if they are put to use appropriately. Most of these monies set aside for education are unfortunately embezzled, and misused by

those in charge of managing education. According to Edukugho more than N200 billion of UBE funds with CBN is yet to be accessed by various state governments while most of the schools suffer from infrastructural decay (<http://www.vanguardngr.com/2010/10/boosting-access-to-education/>). In a press conference in 2012, the Minister of Education, professor Ruqayyatu Rufa'i revealed that "the government in 2012 awarded a significant N900 billion naira for tertiary institutions and 24 billion for special intervention projects to twelve tertiary institutions." It is so pathetic that such monies were released for reforms of institutions and yet no meaningful change has been noticed. If corruption is not tackled headlong, no matter the soundness of educational policies, no matter the funds release for education, education in the country will still remain in a sorry state because these funds will be diverted by corrupt individuals.

## **Conclusion**

Quality of education as has been shown in this work is more beneficial to the individual, the educational system and the society than mere quantity devoid of quality. Thus, instead of expanding assess to schools and in the process driving away quality, the government need to concentrate more on ensuring that the already existing schools give out qualitative education. Quality has a way of bringing birth to quantity at the long run. Thus, quality should be pursued first and when it is achieved quantity will definitely follow.

Educational expansion is not something that can be attained at the speed of light, except in cases where there is enough funds to ensure that quality accompanies this expansion. But in the case of Nigeria, funds are not enough to imbue the required quality of education in the learners, and thus expansion should only go as far as funds can accommodate quality. It is better to have few quality schools that can compete internationally than to have thousands of schools that are not actually worth the name.

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