UNIVERSITY EDUCATION AND SOCIAL DEMAND: THE FUNDING DEBACLE

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Abstract
A university is a place where universal knowledge is taught and learned. The term "university education", means the totality of general and specialized knowledge and skills that enable a graduate to solve problems that he encounters in the industry or to perform scientific research or pedagogical work within the area of specialized knowledge that he has acquired. Social demand is the demand for formal education not only for its benefits in employment, but also as a consumer good with intrinsic values in its own right. It equally means an approach and as such, it is an educational planning methodology that is based on the individual's demand for education rather than the requirements of the economy in terms of educated manpower. In the light of the above, this paper examines the impact of education funding in relation with the relevance of university education to the socio-political development. In order to have a thorough and detailed result, certain concepts relating to the topic stated above were extensively x-rayed and explicitly discussed; as a result, suggestions that include the following were made. 1.) For any meaningful development to occur, education must be given its prime position in scheme of things. Therefore, government should vote at least 26% of the nation's annual income into the system etc.

Keywords: University Education, Social Demand, Education Funding, Relevance, Socio-Political Development.

Concept of University Education
Newman University (2019), posited that a university is a place of *teaching* universal *knowledge*. This implies that its principal objective is in the first place intellectual, not moral, and in the second that it entails the diffusion of knowledge rather than its advancement (i.e. research). It is neither a seminary or centre of religious training, as this would hardly make it a 'seat of literature and science'; nor is it a research institute, because otherwise it need not have students (Newman university) argued further. A university can be literally seen as an institution which offers undergraduate and Post-graduate degrees. Universities offer graduate programs leading to a master's degree or a Ph.D. University also may have a medical

or law school for students wishing to pursue professional degrees. Some universities offer special programs where their students can earn both an undergraduate degree and a graduate degree in a reduced amount of time. Generally, universities have a more diverse offering of classes and programs than a college or any other in the category of tertiary institutions probably because of its larger number of enrolled students (bestvalueschools.com., 2019). According Collins dictionary, university education is a [course] of study [undertaken] and [completed] at a [university]. University education creates occupational opportunities and leads to higher salaries (Times Sunday, 2009). Supporting the above Times Sunday (2010), reiterates its stand by asserting that not all are likely to get well paid without a good university education. The positions above are however, convincing that university education has the capability of boosting one's economy, which undoubtedly will affect in a positive manner the economic or the financial base of the society. in the words of Harvey (2004), University or in other words Higher or Tertiary education, means the non-compulsory education provided via a specialist institution. The opinion of Harvey here has further brought our attention to the fact that university education is a post- secondary academic activities that falls under tertiary or higher education level with great similarities with polytechnics and colleges, but drawing its unique difference from the ability to offer graduate programmes and award degrees in such areas as master of arts (M.A), master of education (M. Ed), master of science (M.Sc) and doctorate degrees (Ph. Ds).It is all these and others like freedom and autonomy that stand university out as a pinnacle or academic and center for excellence. In alignment, Hamlyn (1996), posited that becoming a university gives an educational institution the right to confer degrees and therefore to set its own standard of assessment, subject to whatever institutional arrangements exist for trying to maintain some community of standard.

The word "University" in particular is derived from the Latin expression: Universitas Magistrorum et Scholarium, which roughly means "community of teachers and scholars", or the Union of Scholars (Harvey, 2004). Supportively, Wikipedia (2019) reiterates, The original [Latin] word *universitas* refers in general to "a number of persons associated into one body, a society, company, community, guild, [corporation], etc". At the time of the emergence of urban town life and [medievalguilds], specialized "associations of [students] and [teachers] with collective legal rights usually guaranteed by charters issued by princes, prelates, or the towns in which they were located" came to be denominated by this general term. Like other guilds, they were self-regulating and determined the qualifications of their members (Harvey, 2004). University could be said to have evolved in Africa first ever and later in Asia, this view made *[Encyclopædia Britannica]* in (2012), to put that the earliest universities were founded in Asia and Africa, predating the first European [medieval universities]. To ascertain this, it argue further, that The [University of Al Quaraouiyine], founded in Morocco by [Fatima al-Fihri] in 859, is considered by some to be the oldest degree-granting university. This may however, not be generally accepted as it has been slightly opposed by another school of thought (Rugged, 1992), who opined that the word university is generally regarded as a formal institution that has its origin in the [Medieval Christian] tradition. To elucidate his position, Rugged argued thus; European higher education took place for hundreds of years in [cathedral schools] or [monastic schools] (*scholae monasticae*), in which [monks] and [nuns] taught classes. Being on an aligned trail with the above authority, Pierre (1976) posited that the evidence of these immediate forerunners of the later universities at many places dates back to the 6th century

in Europe. For more clarification, Pierre further puts, the earliest universities were developed under the aegis of the Latin Church by papal bull as *studia generalia* and perhaps from cathedral schools. It was noted that after the era of religious institutions, university education became the affaire of the monarch and kings as the following were among the mediaeval universities; University of Naples Federico II, Charles University in Prague, Jagiellonian University in Kraków or municipal administrations University of Cologne, University of Erfurt (Gordon, 1968). History has it that asat time went on these universities experienced tremendous amount of growth both in productivity and innovative research and so began to spread across the world. Shortly after the end of middle ages, over 143 new universities have sprang up with high concentration in Europe. However, it was on this ground that modern universities were formed, still with the sole aim of preparing adults for livelihood.

University as an institution of learning has enormous function to carry out in every society. according to Eric in Watson (2011),The main functions of higher education and universities are predominantly two-fold. One is as educational establishments and the second as generators of knowledge and technology. As educational establishments, their function is to provide able, self-directed learners that are independent and confident, and will go out into society and give to society through leadership or through civic duties. As knowledge generators, they are research institutions there to provide new knowledge, to change paradigms, to aid society in its development and in meeting new challenges as they come along. In a similar stretch, Artur in Watson (2011), had these to say The main function of the university, really, is to make a significant contribution to civil society. Obviously, the education that we provide to our students, preparing them for their contribution to society is a key function. The creation of new knowledge is an important part of any research-led institution. The link between these functions is particularly important in carrying out any study about University education. They feed off each other, and of course, make for easy interpretation and that have direct impact on society.

Harvey (2004), also opined that University education provides training primarily in the most important areas of the humanities and natural sciences. Though, with new turn of event world over, with respect to innovation and research, technology could be said to have started gaining grounds if not double crossed the prior-activities of the universities. The above is evident in the fact that most of the universities are fast becoming technology based institutions. It is this training provided by universities in order to prepare people to work in various sectors of the economy or areas of culture is what is being referred to as university education. Based on education so acquired, University graduates may find employment in research and design institutions, general-education schools, and secondary and higher specialized educational institutions, public sectors and government and non- governmental organizations. The term "university education" also means the totality of general and specialized knowledge and skills that enable a university graduate to solve problems that he encounters in industry or to perform scientific research or pedagogical work within the area of specialized knowledge that he has acquired (Hamlyn, 1996).

Concept of Social Demand

According to Harnqvist (1987), Social demand refers to the demand for education emerging from the needs and aspirations of individual persons as contrasted to educational demand based on the personnel requirements of society. Corroborating the above, Harnqvist Juma (2014), asserted that social demand is the aggregated result of individual decisions in educational choice situations. Similarly, The Free Dictionary (2019), refers to it as the demand for formal education not only for its benefits in employment, but also as a consumer good with intrinsic values in its own right. Every individual's decision can be said to be as a result of compromise between preferences for and expectancies of a certain things. Reaffirming his earlier position, Harnqvist further stated that, the individual's preferences and expectancies depend on both immediate and distant determinants in the choice situation. Social demand could equally be said to be an approach and as such, it is an educational planning methodology that is based on the individual demand for education rather than the requirements of the economy in terms of educated manpower (Psacharopoulos in Harnqvist, 1987). In alignment, UNESCO (2010), posited that, over time, various forecasting techniques and simulation models were developed which aimed at orienting the educational investments either according to the needs of the labour market (manpower approach), or to the social demand for education (social demand approach), or to the needs of education sub-sectors with the best rate of return (cost–benefit approach), or to a more or less harmonious combination of these three approaches. According to Rensik in UNESCO (2010), following the "democratization of education" at the end of the 1950s, planning experts sought ways of assessing education costs as part of national budgets and forecasting the needs of education systems. The rather rudimentary planning of the first period evolved and became more sophisticated. The "social demand" approach assumes that the objective of policy is to provide a supply of facilities corresponding with the estimated demand for educational services (Resnik, 2006). Just as true as the assertion of Rensik in 1996, It is actually difficult to find indicators of social demand that are not influenced by the supply of educational facilities. This is true not only for enrollment statistics in a situation of restricted admission but also for distributions of choices and applications when such information is available. It is also the position of UNESCO (2010), that social demand is an important variable in educational planning at the stages where alternative pathways through the educational system are provided, that is mainly in secondary and higher education. Juma (2014), equally asserts that educational planning is concerned with the problems of how to make the best use of limited resources allocated to education in view of the priorities given to different stages of education or different sector of education and the need of the economy. Basically, the social demand approach attempts to forecast the 'consumer' demand for education at various future times(Shaheen, 2018).The components of this demand function are many, but evidence has shown that the major ones are,the size of the school age population, per capita income, and the distribution of the population by 'intellectual capacity. Dhesi (1996), opined that social demand reflects the decision of an individual as his revealed preference among the available school and work alternatives. It should be noted that, individuals' demand for education is always influenced both by economic and non-economic factors. However, economic models of educational choice mainly concentrate on the former. The underlying assumption is that an individual makes a rational choice on the basis of his expectations about benefits and costs of

different options. He is assumed to have adequate information available as well as capacity for processing it for the purpose. Dhesi (1996), reiterates that the economic models of educational choice have been generally formulated in terms of investment in human skills. Supportively, Marshal in Dhesi (1996), opined thus, though the acquisition and development of human skills have been considered a form of investment for quite some time. This notion could be said to have long been widely accepted through "human capital revolution" commencing in the 1960's. In another stretch, Verma (2018), was of the view that social demand approach is a popular factor while opening new schools and colleges in particular. Buttressing his point, he (Verma) outlined the following steps as pre-requisites for effective educational planning:

(a) To estimate the proportion of students completing school education and are likely to enter into higher education.
(b) To estimate how many of these successful school leaving students would actually apply for admission to colleges.
(c) To determine how many of the applicants should be given admission to higher education.
(d) To determine the length/duration of programmes at every level.

From the foregoing, one may infer that Social Demand approach in educational planning is closely related to the concept of supply and demand in business. To make something profitable and work correctly, the supply should meet the demand. If there is too much supply and not enough demand, the company would make a loss and if there is too much demand and not enough supply then the company should make the supply larger to gain a higher and more substantial place in the market. In a nutshell, Social Demand Approach strikes a balance between educational demand of individuals in the areas of wants and needs, the supply of /or how such needs are being attended to by the service providers and also the need of the society in terms of work force. In the words of Aghenta (1987),this approach looks on education, as service demanded by people just like any other social services. The above assertions were corroborated by Sheasby (2019), who submitted thus "within education, it is defined as the popular demand for education". In an attempt to answer such question as "What is Social Demand Approach in Educational Planning? Sheasby, (2019), puts further, this is where the demands for an individual or/and individual area that wishes to have more education are met and for a more satisfactory answer, he continued, this can result in the closure of educational establishments where the demand is not high, it could equally result in the establishment of more schools where the demand is high and there are few existing schools. In a poor area or country, there could be low turn up or demand due to the cost of schooling. This does not mean that the people do not want education or that the demand is not there, but because the residents find it difficult to meet the cost of education in terms of finance. Also from another point of view, it is necessary to put into consideration the Universal Education Schemes going on within the globe. In many countries, education is compulsory by law at least up to junior secondary and when this is enforced properly, there will be a rise in the number of pupils attending schools and by implication, it is more demand. So, educational authorities need to look critically into the causal factors before taking any lasting decision as whether to close

down the educational establishment for having a low rate of pupils or to establish more educational outlets. Other factors influencing Social Demand Approach include:

◎ Cost of education: Low costs result in high enrolments and high costs result in low enrolment. There are direct costs to the individual such as fees, books, uniforms and transport. There are also indirect costs to the individual such as opportunity cost.

◎ Benefits accrued from education: both direct and indirect; If private benefits are high , there will be   high enrolment and if the benefits are low there will be reduced enrolments. If the social benefits are high, the government will be willing to invest more in education.

◎ Government policy: This affects both the level of school fees to be charged and financial aid from government. If tuition charges are high, then, there may be low enrolments. Consequently, there may be more demand for government grants, stipends and scholarships to both schools and students.

◎ Distance to the nearest schools and geographical distribution of school places i e school location: Distance from schools may have a negative effect on school enrolments " the further the school, the lower the enrolments. In places where the schools are scattered, enrolment levels may be affected.

◎ Quality of schooling: This can be measured in terms of availability of qualified teachers, the teacher student ratio and availability of textbooks and other materials. If these factors are positively available, they affect the enrolments positively. Demographic data: Trends in both birth and mortality rates affect enrolments as does the size and growth of the school age population.

◎ Cultural factors may also affect enrolments: Some communities do not consider the education of girls to be that important. Girls are usually married off early in life. These factors affect enrolment especially of the girl child.

◎ Admission policies: Restrictions on the age of entry to different levels have a negative effect on enrolment Promotion and repetition practices have a negative effect on enrolment. Setting of entry requirements for higher education does affect enrolments. The examination system determines enrolment to next level.

◎ Wastage and dropout: These two factors affect enrolment especially the gap between the planned rates of enrolment and the actual enrolment (Ahgenta, 1987).
Social demand approach can be seen as that which requires the education authorities to provide schools and install facilities for all students who demand admission and who are qualified to enter. Having come this far, it is pertinent to mention here that social demand approach just like every other concept has its own merits and demerits. And accordingly, let us have a cursory look at the deposits of Sasheen (2018), on what constitutes advantages and dis advantages of social demand approach:

◎ Advantages: one of the most important advantages of this approach is that it is a starting point in planning education for the future. For instance, a major task for most African countries, and indeed, other developing nations at the time of independence, was to educate their people in order to bring about social, economic and political development. This could only be made feasible through the provision of free and compulsory education. The social-demand approach is a useful tool to educational planners especially when plans are being formulated. This is because planning is done for the

entire society and not for the individuals. Here, an estimate of the population growth trend is determined, projections made and education provided in accordance.

◎ Disadvantages: First , it does not show whether there is an alternative means of allocating resources. In other words, this approach tends to ignore the larger problem of national allocation of resources. For instance, this approach assumes that the cost factor is not important. Yet, the costs are at the base of the ability of the government to provide education. Secondly, the social demand approach takes very little account of the employment sector. Hence,it ignores the character and patterns of the manpower needed by the modern sector of the economy. This, eventually, may end up in a situation whereby there may be an over-production of one category of personnel against too few in another category. Thirdly, there is extensive construction of schools and large enrolments are realized all these against very limited resources. The end result is that there is thin spreading of these resources across- the- board which eventually affects the quality and effectiveness of the education system. Such a situation has been observed in developing countries, where large numbers of school leavers cannot get employment in the modern sector of the economy.

Concept of Education Funding
In business, the term **fund**refers generally to the pool of financial resources available for near-term use (business encyclopedia, 2019).It is important to note that term fund includes but not limited to physical cash. Corroborating the above, Schmidt (2004), posits that the organization's **funds** include cash on hand, of course, available for immediate use, but also other liquid assets that will become cash in the near term, as needed. Thus, "funds" has about the same meaning as "available cash." Funding is the act of providing resources, usually in form of money, or other values such as effort or time, for a project, a person, a business, or any other private or public institutions (Definitions Net, 2019). It could be taken to mean money given by a government or organization for an event or activity. It could also mean a pool of money that is allocated for a specific purpose. In the words of Kahgan (2019), A fund can be established for any purpose whatsoever, whether it is a city government setting aside money to build a new civic center, a college setting aside money to award a scholarship, or an insurance company setting aside money to pay its customers' claims. As it concerns education, funding can be a total amount of money or its equivalent mapped out for educational purposes either by government, donors, community, spirited individuals or any other in the service provision. The term fund is very vital in the effective operation of every human organization. It has been widely acknowledged to be the life wire or soul every business. Fund is the backbone of any viable organization. No human organization can survive or perform optimally without being properly funded. The reason is not far-fetched from the fact that fund is the factor that facilitates the functioning of other factors of production in business. Education In the words of Ozoagu (2015) is a very vital field of national life. This is because it services all other spheres of national economy by providing the needed manpower. It therefore follows that the amount of money invested in education determines the quality of manpower available in the country. Federal Republic of Nigeria (2004), stated that education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of educational programmes. Supporting the above, Ikediugwu and Nwangwu (2010), opined that education sector is the main anchor for

realizing the nation's vision; hence, the need to declare the sector an emergency area and allocate adequate human, financial and material resources to it. It is said that education determines the social, economic, political and technological growth of the nation. All these will be an illusion if a huge chunk of the national income is not invested in the sector (Ozoagu, 2015). It is still, to harness these benefits that United Nations Education Scientific and Cultural Organization (UNESCO), urges every nation to at-least vote 26% of her annual budget to education. In his own words, Okeke (2005), maintains that fund is necessary for the provision and administration of education at all levels. This is because he (Okeke) goes further, money is needed in all facets of educational services such as payment of staff salaries and allowances, maintenance of plants and other services. Similarly, Aguba (2005), asserted that no matter the organizational structure, manpower, level of motivation that may be, without adequate fund, school administration will be difficult to carry out. For more light, he continued, it is fund that is used to execute projects such as the erection of buildings for whatever purpose, purchase and supplies of equipment and finally and most importantly pay workers salaries and allowances. Emphasizing the importance of education funding, Akunyili (2010), was of the opinion that the most severe of educational problems is improper funding. Which directly or indirectly leads to other perennial setbacks such as shortage of quality staff, dearth of infrastructure, inadequate classrooms and offices, proliferations, insufficient admission spaces, examination malpractice, cultism, brain drain, ill –equipped laboratories for teaching and research, shortage of books and journals , indiscipline, low remuneration, inconsistent and ill-conceived policies. No doubt, this will certainly result to absence of rapid development of new ideas and phenomenal growth in the people of school going ages. The need for education funding can never be exhausted as education is such a financial demanding enterprise that requires the full involvement of not just the government but individual philanthropists and multinational agencies to perform its onerous tasks. Summarily, Laden (2004), believes that every human organization requires capital to finance its operations. Education is a capital intensive venture especially in a society like ours (developing), as such; it requires adequate financial attention to drive its operations.

Relevance of University Education to Socio-Political Development
It is stated with full certainty that expert and skilled human resources are the mainstay of political, social and economic development. Indeed, expert manpower is the real factor behind evolution and progress. Talented individuals will promote the capacity of a society in resolving socio- political and economic issues and catalyze their progress. It is however, noteworthy that such individuals as described above are trained under the organized teaching of modern science, which is the characteristic feature of a university. According to Mustafa (2017), social development is a process that updates social structure and creates new institutions which will cause stronger solidarity within a society. Subsequently, universities as formal systems in higher level of education change the minds and mentality of individuals. The mentalities so changed will in-turn shape the public social and political characteristics and build the future of people (Mustafa reiterated). In the words of Ado (2019), Political development is defined as the institutionalization of politics in the society. No doubt, there is a great link between university education and socio-political development. University helps in providing with the new knowledge and skills needed to meet the challenges of sustainable development in a community, in raising public awareness and providing preconditions for

informed decision-making, responsible behavior and consumer choice (Sharma, 2015). Succinctly, university education plays a crucial role in the development of socio-political elements as the nation, state, and civil society and facilitates access to political stability through the production of men of high knowledge. According Gordon (1968), higher education gives a person an opportunity to succeed in today's global economy. Modern universities provide their students with various programmes aimed at preparing them for different economic sectors, helping them to stay and progress in the labour market for long, programmes that make a difference for labour market outcomes and keep pace with changes in the global economy and changes in the innovation process. In support of the above, Sharma (2015), reaffirmed that Universities promote lifelong learning; they offer opportunities to engage and attract professionals into training and development. In the light of these, it could be said that higher education leads to liberalization in students' sociopolitical orientation. It is equally notable that, since world war 11, nations education systems have expanded rapidly and have become increasingly structured as the center for the acquisition of political ideas. Thus, it is only education that can perfect the realization of every society's vision. The two phenomena are closely related. The consolidation of national political authority extends education throughout society as a means of incorporating its human resources, and politically incorporated education systems integrates and legitimatize political actions (Coombs, 1968).

It is however, disheartening that despite the importance of university education in socio-political/ individual development, government has paid no or very little attention to proper funding of education. In Nigeria, education has suffered severe or perennial setback due to lack of funds. The above further illuminates the view of Aguba (2005), when he asserts that no matter the organizational structure, manpower, level of motivation that may be, without adequate fund, school administration will be difficult to carry out. Money is needed in all facets of educational activities such as payment of staff salaries and allowances, curriculum development, maintenance of plants and other services (Okeke, 2005) corroborating. 26% education vote as recommended by UNESCO is still to the Nigerian people an illusion. The table below shows Nigerian government's investment into education between 1990 to 2016, based on data at the researcher's disposal.

Table 1

Year	Allocation	Percentage
1990	1.13	2.90
1991	1.43	3.90
1992	2.40	8.70
1993	8.10	15.28
1994	10.28	9.33
1995	12.73	8.21
1996	NA	NA
1997	NA	NA
1998	26.76	10.27
1999	27.71	11.12
2000	50.66	8.36
2001	62.60	7.10
2002	62.60	7.10
2003	64.8	11.8

2004	72.2	7.8
2005	92.6	8.3
2006	166.6	8.7
2007	137.5	6.1
2008	210.0	13.0
2009	183.4	7.2
2010	249.1	6.4
2011	306.49	7.5
2012	400.49	8.4
2013	426.53	8.7
2014	493.0	
2015	492.0	
2016	369.0	

Source: Uyanga (2016) in Nwangwu, Otegbulu &Eze (2017)

The above table shows a situation that can be said to be very appalling when compared with the educational budgets of other nations as shown in table 2 below:

Table 2

S/N	Country	Budget Percentage	Rank
1	Ghana	31.0	1st
2	Ivory Coast	30.0	2nd
3	Uganda	27.0	3rd
4	Morocco	26.4	4th
5	South Africa	25.8	5th
6	Switzerland	24.6	6th
7	Mexico		7th
8	Kenya	23.0	8th
9	United Arab Emirate	22.5	9th
10	Botswana	19.0	10th
11	Iran	17.7	11th
12	USA	17.1	12th
13	Tunisia	17.0	13th
14	Lesotho	17.0	14th
15	Burkina Faso	16.8	15th
16	Norway	15.2	16th
17	Columbia	15.6	17th
18	Nicaragua	15.0	18th
19	India	12.9	19th
20	Nigeria	8.4	20th

Source: World Bank in Uyanga R.E. in Nwangwu, Otegbulu & Eze (2017)

The tables above clearly show how bad it is with our government over education funding. The above statement aligns itself with the opinion of Akunyili (2010), that the most severe of educational problems is improper funding. Which directly or indirectly leads to other perennial setbacks such as shortage of quality staff, dearth of infrastructure, inadequate

classrooms and offices, proliferations, insufficient admission spaces, examination malpractice, cultism, brain drain, ill –equipped laboratories for teaching and research, shortage of books and journals, indiscipline, low remuneration, inconsistent and ill-conceived policies.

Conclusion

Government should put education on the front page of its activities. For any meaningful development to occur, education must be given its prime position in scheme of things. Education is needed for the total auguring well of man and society. Without sufficient funding, school administrators will achieve very little with regards to quality and its likeness. Sufficient fund is like a hub around which every other activity revolves within the school setting, fund is needed to pay salary and allowances, build plants, maintain existing structures, procure facilities, service machines, equip laboratories etc. Fund remains the epicenter of school life, it used for revitalization exercises, standardization and motivation of teachers, without adequate funding, schools will become lifeless and that will invariably affect the society. At the entrance gate of a South African University, the following message was posted for contemplation "Destroying any nation does not require the use of atomic bombs or long range missiles… it only requires lowering the quality of education and allowing cheating in the examinations by the students…" Patients die at the hands of such doctors… Buildings collapse at hands of such engineers… Money is lost at the hands of such economists and accountants… Humanity dies at the hands of such religious scholars… Justice is lost at the hands such judges… "The collapse of education is the collapse of the nation."

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