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Adequate Funding Panacea for Development of Mathematics Programme in Nigeria Schools

Azenda, T,. I
azenda816@gmail.com
Department of Science Education, Faculty of Education, University of Abuja.
Abdulaziz Abba Ibrahim
Abdulazizabba05@gmail.com
Department of Mathematics, School of Science, Federal College of Education Katsina.
And
Olaoye Abiodun Emmanuel
abiodune.emmanuel@fcekatsina.edu.ng
Teaching Mathematics Methods in the Department of Curriculum and Instructional Technology, Federal College of Education Katsina.

ABSTRACT

This paper discussed the importance of funding mathematics programme in Nigerian schools. The paper critically looked at the concept of mathematics programme and the concept of adequate funding and outlined importance of funding mathematics programme in schools. Secondary data were employed in the paper. The secondary data were collected from print and online publications. The paper concluded that adequate funding of mathematic programme will lead to ; availability funds for administration of mathematic programme, employment of adequate mathematics teachers, provision of mathematics laboratories, mathematics instructional material, modern mathematic library, motivation of mathematics teachers, effective supervision and effective capacity building for mathematics teachers. Based on these pointed identified, the paper suggested increment in budgetary allocation for mathematics programme in all the Nigerian educational institutions.

KEYWORDS: *Adequate funding, Mathematics Programme.*

INTRODUCTION

Funding is critical for the development of public institutions. Adequate funding is the key for effective implementation of programme. Ogunode, Ukozor, &Ayoko, (2023) and Ayuba, (2015) posited that adequate funding is critical for the development of any public institution. Adequate funding is the key to the achievement of the institution's goals. Adequate funding is the life wire of any organization. No institution can attain meaningful impact without adequate funding. Studies have shown that public institutions exceed their mandate when they are adequately funded by the government.

Funds are monies for implementation of programme in institutions. Funds are financial resources meant for the administration and management of an organization. Funds are monies use to implement educational services. Funds are very important in the administration of educational institutions (Ogunode &Musa, 2021). According to Section 13 of the National Policy on Education (2004), it states that “Financing of Education” comes from traditional sources of revenue for educational establishments which include taxes, school fees, education levies, or rates and sometimes donations. The bulk of education revenue in Nigeria comes from the sales of liquid and solid natural mineral resources, the principal of which is the petroleum products (Noun, 2009).

Funding of educational programme in Nigeria have not been encouraging. Funding of education is

poor. Ogunode &Musa (2021) and Ogba and Igu (2014), noted that one of the biggest challenges of school management and administration is facing is poor funding. In their submission, they agreed that the extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Insufficient funds often leads to large classes for teachers, skimpy libraries, very limited instructional materials, low-priced building construction and poorly trained teachers. Anderson and Lamby (2005) concluded that there is a high degree of pressure on school heads to raise funds so that their schools can be fully efficient. Particularly, mathematics programme have not received adequate funding at all level of government and this has affected the implementation of mathematics programme in Nigerian schools. Mathematics is a subject needed at all levels of our educational system, which involves calculations and useful in everyday life. It is in view of this that the subject is made compulsory for all students at the secondary school level and a credit pass in the subject is required for admission into any course in the tertiary institutions in Nigeria today. In spite of the importance of mathematics as stated above, its teaching and learning have suffered so many setbacks today and the performance of students in this noble subject has been a case of concern to the teachers, parents, proprietors of schools and other stakeholders in the education sector due to nature of funding of schools in Nigeria. Based on this, this paper aimed to discuss the importance of adequate funding of mathematics programme in schools in Nigeria.

Concept of Mathematics Programme

Mathematics programme is a science programme. It is a programme that is calculation inclined. Mathematics programme is vital to the social, economic and technological development of the country. Mathematics programme is one of the core-subjects that Nigerian secondary schools are offering. Mathematics is an important programme in Nigerian Secondary schools. The secondary school mathematics has the following objectives as identified by Comparative Education Study and Adaptation Centre (CESAC) (5): a) to develop computational skills and foster the desire and ability to be accurate in a degree relevant to the problem at hand. b) to develop precise, logical and abstract thinking. c) to develop ability to recognize problems and to solve them with related to mathematics knowledge. d) to provide necessary mathematical background for further education and e) to stimulate and encourage creativity, originality and curiosity in learner (Timothy, Sunday & Ogunode, 2021).

Mathematics is a science related programme and logical in nature. Mathematics programme cover a lots of programme. Mathematics can be defined as a group of related sciences, including geometry, calculus and algebra, which is focused on the study of number, space, shape, and quantity, and how they interrelate using a specialized notation. Mathematics is a brain thinking exercise directed at providing solutions to human problems and attracted many skilled and unskilled scientists to found it an excellent vehicle for the application of their talents and skills. Mathematic is involved in the solution of a problem or study of some scientific field (Ogunode, 2020 and Info-guide Nigeria, 2018). Mathematics uses numbers and symbols in the study of measurement, relationships, and properties of quantities and sets. The branches of mathematics include Arithmetic, algebra, geometry, and calculus. Mathematics entails the study of equations, functions, geometric shapes, numbers, equations, and their relationships (Timothy, Sunday & Ogunode 2021, Ogunode,2020, Info-guide Nigeria, 2018).

Current Funding Issue on Mathematics Programme in Nigerian Schools

The current funding of mathematics programme in Nigerian school is not encouraging. Literatures showed poor funding of mathematics programme at all level of education. In Basic schools, Ogunode &Olaoye (2020) and Emmanuel, & Daniel, (2017)noted inadequate funding is one major problem facing the administration of mathematics programme at primary school education in Nigeria. The budgetary allocation for the administration of the mathematics programme is very small. The mathematics programme is a science programme that requires a lot of funds. The adequate fund is very important for the administration of mathematics programme at the primary schools across the country.

It is unfortunate that the annual allocation for the mathematics programme at the primary school education is inadequate.

Inadequate funding is a major problem facing the administration of mathematics programme in the Nigerian secondary schools. The budgetary allocation for the administration of mathematics programme at the school level is not adequate to effectively administer the mathematics programme. Education generally in Nigeria is underfunded by the Government. The Government have failed to implement the 15% - 20% UNESCO annual budgetary allocation for the administration of education in the developing countries like Nigeria (Timothy et al 2021).

In tertiary education, Ogunode &Honmane (2021) asserted that inadequate funding is one of the major problem facing the administration of mathematics programme in the Nigerian higher institutions. Annual budgetary allocation for the administration and management of mathematics programme is not adequate. The administration of mathematics programme is very cost intensive. So, more funds are needed to effectively implement mathematics programme in higher institutions across the country.

Mathematics programme gets its budgetary allocation from the general budgetary allocation of education in Nigeria that has been described as inadequate by Ogunode**,** Johnson, &Olatunde-Aiyedun, (2022). Ogunode, Onyekachi, &Ayoko(2023) and Ogunode, Attah, &Ebute (2023) reviewed educational financing in Nigeria from 2010-2021 and concluded that investments on education in Nigeria have not met the recommendation of the UNESCO of 15%-20% of the annual national budget. The table below showed budgetary allocation for the education sector between, 2010-2021.

Nigeria Education Spending - Historical Data		
Year	**Education Spending (% of GDP)**	**Annual Change**
2021	5.14%	0.01%
2020	5.13%	-0.72%
2019	5.86%	-0.09%
2018	5.94%	-0.18%
2017	6.12%	-0.53%
2016	6.65%	-2.60%
2015	9.26%	0.22%
2014	9.04%	0.36%
2013	8.68%	0.13%
2012	8.55%	0.67%
2011	7.88%	1.71%
2010	6.17%	1.71%

Source: https://www.macrotrends.net/countries/NGA/nigeria/education-spending/ Ogunode,Attah, &Ebute (2023).

General observation by Obi, (2014) concluded that the major factors responsible poor performance of students in senior secondary schools includes: underfunding of mathematics education. The implication of underfunding mathematics education at the public schools is responsible for shortage of professional mathematics teachers, inadequate instructional materials, inadequate infrastructural facilities, poor supervision of mathematics programme, poor planning and poor implementation of mathematics education policies (Timothy et al 2021).

Adequate Funding of Mathematics Programme

Adequate funding connote sufficient funds availability for implementation of educational programme. Adequate funding refers to the provision of budgetary allocation that is enough to develop the

educational institutions. Adequate funding is any level of fundscapable of meeting the needs of the institutions in term of implementation of programme.

For adequate funding of educational institutions globally, the EFA Dakar Framework for Action (2000) recommended that 20% of national budgets, or 5% GDP, should be allocated to education. Allocations by the Government of Nigeria have not met this expectation: the Federal Ministry of Education budget share declined overall from 8.6% of the national budget in 2006 to 5.3% in 2010 and 3.1% in 2012 (Action Aid, 2012).A fluctuation in 2011 to 6.0% represented only 1.5% GDP to education (Figure 1). However, in 2013 the education sector was prioritized and allotted the highest proportion of the national budget at 8.7%. The Government's 2014 budget proposal is to allocate 10.7%, which would represent a commendable and consistent increase on former years.

Importance of Adequate Funding of Mathematics Programme in Schools

There are many importance of funding mathematic programme in educational institutions. Adequate funding of mathematic programme will lead to ; adequate funds for administration of mathematic programme, employment of Adequate Mathematics Teachers, Mathematics laboratories, Mathematics instructional material, motivation of Mathematics Teachers, effective supervision, capacity building and modern mathematic library

Availability Funds for Administration of Mathematic Programme

Adequate funding of mathematics programme will help to make available fund for effective administration and management of mathematics. Timothy, et al (2021) observed that mathematics administration is the arrangement of both human and materials resources of the Mathematics programme for the actualization of the Mathematics education' goals and objectives. The objectives of Mathematics administration include: to achieve the objectives of mathematics programme, to ensure effective resources allocation, to ensure smooth implementation of mathematics programme, to arrange human and materials resources for the implementation of mathematics programme, to ensure effective staff and students administration and to coordinate and organize mathematics programme for smooth implementation.Timothy, et al (2021) suggested that the government should increase the funding of public secondary schools in the country and direct all school administrators to increase the allocation for the administration of mathematics programme in the public secondary schools.

Employment of Adequate Mathematics Teachers

Adequate funding of mathematics education will lead to employment of more professional mathematics teachers in the Nigerian schools. Mathematics teacher is a professional, who imparts mathematics knowledge to the students in an educational institutions. Mathematics teachers guide, direct and facilitate teaching and learning of mathematics and mastery of the skills in mathematics. Mathematics teachers are very important in the implementation of mathematics programme. To ensure quality delivery and quality assurance in mathematics programme there is need to equivalent ratio of mathematics teacher and students in all classes. This can be achieve through adequate funding of mathematics programme in the schools. Increment in funding of mathematics programme in school will enhance development of mathematics programme and help to ensure availability of funds for management of mathematics programme in schools (Ogunode, 2020a).Ogunode, Ahmed, &Ayoko (2023) concluded investment in education will make guarantee adequate funds for school administration.

Mathematics Laboratories

Adequate funding of mathematics programme will guarantee provision of adequate modern of mathematics laboratories in the schools across Nigeria. Ezechi and Ogbu, (2017) maintained that majority of Nigerian schools lack laboratory spaces, those who have spaces lack equipments and

necessary infrastructure for proper teaching and learning of science. Science therefore is not miracle where something happen out of nothing while Omorogbe, &Ewansiha, (2013) who cited Audu and Oghogho, (2006) who observes that the teacher student interactions in many science classrooms are not healthy because of lack of adequate resources. In most of our schools, there are no facilities for the teachers to demonstrate phenomena, let alone allow the students to have opportunities for finding out things for themselves. Omorogbe, &Ewansiha, (2013) and Omoifo, (2012) noted that the situation in many science classrooms in Nigeria is nothing to write home about. In many schools there are no laboratories. Some schools merely have empty rooms labeled laboratories as a result of poor funding of science programme. Ogunode (2020); Ogunode Jegede, &Ajape (2021); Ogunode, &Abashi (2020) submitted that the availability of fund is very important in the provision of school infrastructures. More funding will help the school management in providing more facilities such as classrooms, laboratories, libraries and instructional materials. Available facilities will also be provided based on modern development while obsolete facilities will be discarded. This means that the higher the level of funding, the more the infrastructures that will be provided for teaching and learning.Ahmed &Ajemba&Ogunode,(2021); Sambo, Kukwi, Eggari, &Mahmuda, (2014); Opara, and David (2014) recommended that the federal, states and local government should increase the funding of science programme in schools in Nigeria and this will help to provide all the materials and human resources needed for the implementation of the programme at the school level.

Mathematics Instructional Material

Adequate investment in mathematics programme in schools will aid development of mathematics instructional materials. Funding is key to provision of instructional resources in schools. Ogunode, & Josiah (2023) observed that instructional materials are educational resources assembled by the teachers to implement teaching programmes in the classroom. Instructional materials are special educational resources that aid the teachers to deliver the lesson. Instructional materials are used in all forms of educational institutions. The resources are influencing the implementation of teaching, research and community service in the various tertiary institutions. In secondary schools, instructional materials are supporting teaching and learning. Teachers in educational institutions teach well with the deployment of instructional materials. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. It is used to get the attention of the students and eliminate boredom.Specifically, Timothy, et al (2021) noted that mathematics instruction materials are very importance in the administration of mathematics programme because instructional materials helps the teachers to deliver lessons in a simple ways. Students understand more when they are been taught with instructional materials. Adequate funding of mathematics programme in Nigeria will help to provide the schools with more mathematics instructional resources.Emmanuel & Daniel, (2017) and Christine. &Hayatu, (2014)availability of adequate funds will help to ensure adequate provision of instructional and learning materials for both teachers and students in basic schools across the country.

Motivation of Mathematics Teachers

Mathematics teachers in Nigeria are poorly motivated and this has affected their job performance. Motivation according to Ogunode, Salman, &Ayoko, (2023) the force driving an individual towards the attainment of certain goals or achievements. Motivation is an invisible drive that influences the action of an individual towards a particular goal. Motivation can be viewed as a force that is propelling an individual to carry out some tasks or production. Ogunode, Kasimu, & Ibrahim, (2023) viewed motivation as perceived as an invisible force that compel and inspire individuals towards one direction or action for a greater productivity. Motivation is the force that propelled an individual to carry out specific functions without complain. Also, Josiah, Audu, and Ogunode, (2023) defined motivation as that forces that influence an individual to give his or her best in an institutions and in realization of goals. Motivation is the drive that influences an individual to achieve the maximum output for himself

or an institutions. The mass failure in mathematics in Nigerians schools have been linked to poor motivation of teachers in the various schools across the country. To address the problem of poor motivation of teachers in the Nigerians schools, Ogunode Audu, &Muhammad (2023) and Adeniyi, (2015)suggested increase in the budgetary allocation of mathematic programme and Timothy, et al (2021)concluded that adequate funding of mathematics problem will help to tackle some of the major problem militating against development of mathematics programme in Nigeria. Strategies of motivation teachers include; prompt payment of salary, increment in salary, ensure regular promotion and payment of the allowance, training and provision of conducive environment, appreciation, commendation, award and praises. Increment of salaries is very important to motivate mathematics teachers.It is only a motivated teachers that will tech well. Ezechi and Ogbu (2017) and Ezechi, (2016) submits that teacher salary is very important as a predictor of students' achievement because it has a capacity to uplift the other aspects of teacher quality. If a teacher gets a suitable salary that covers the basic living costs, he may be able to live comfortably and thus be more effective as he is motivated to use his abilities, competencies and skills.

Effective Supervision of Mathematics

Poor supervision of mathematics programme in most schools in Nigeria have been linked to shortage of funding. Ogunode &Ibrahim (2023) defined instructional supervision as a programme of instruction designed to improve teachers' job performance and students' academic performance in schools. Instructional supervision is a combination of activities meant to advance the work effectiveness of teachers and other personnel in the school business. Instructional supervision is the process of improving teaching and learning in educational institutions because of realizing the goals of education. Instructional supervision is critical to the development of education. To make supervision of mathematics programme effective there is need for investment in mathematics programme supervision in Nigeria. Adequate funding of mathematics programme will help to achieve effective supervision of the programme in the schools. Femi, (2013); Tshabalala, &Ncube, (2013); Sunday, Olaoye& Audu (2021) and Iproject-https://iproject.com. (u.d) submitted that increment in the investment of mathematics programme will pate way for development of mathematics programme in Nigeria. Adequate funding of mathematics programme will guarantee employment of more mathematics supervisors, procurement of mathematics supervision resources and provision of transportation resources.

Effective Capacity Building

Adequate funding of mathematics programme in schools will aid effective capacity building of mathematics teachers. Capacity building is a training designed for improvement of teachers' job performance in the schools. Capacity building is a special training for teachers to improve their skills and productivities. Capacity building of mathematics teacher is a special training given to mathematics teachers to help in developing their skills, knowledge and their teaching methodologies. Mcbrown& Ogunode (2022); Ogunode, Adah, Audu&Pajo (2021) noted capacity building help to improve teachers' job performance.Timothy, et al (2021) remarked that poor capacity development programme of mathematics teachers is another problem facing the administration of mathematics programme in the public schools in Nigeria. Mathematics teachers in the majorities of public schools in Nigeria do not go for constant training and retraining programme and this is affecting their productivities and performance at work. Adequate funding of mathematics programme in schools will ensure effective capacity building for mathematics teachers across Nigerians schools.

Modern Mathematic Library

Increment in budgetary allocation of mathematics programme in schools will guarantee provision of adequate modern of mathematics libraries in schools in Nigeria. David, Dallatu, & Yusuf, (2018) and Abubakar, Ogunseye, &Ogunode, (2021) recommended increment in investment of science education

to guarantee development of infrastructural development in Nigerian educational institutions. Also, Ezechi, &Ogbu, (2017) and Ajemba, Ahmed, Ogunode &Olatunde-Aiyedun, (2021) posited that adequate funding of science education will lead to provision of modern infrastructural facilities in schools which include mathematics programme.

Conclusion and Recommendations

This paper discussed the importance of funding mathematics programme in Nigerian schools. The paper critically looked at the concept of mathematics programme and the concept of adequate funding and outlined importance of funding mathematics programme in schools. The paper concluded that adequate funding of mathematic programme will lead to ; availability funds for administration of mathematic programme, employment of adequate mathematics teachers, provision of mathematics laboratories, mathematics instructional material, modern mathematic library, motivation of mathematics teachers, effective supervision and effective capacity building for mathematics teachers.

Based on these pointed identified, the paper suggested increment in budgetary allocation for mathematics programme in all the Nigerian educational institutions. The government should increase the funding of education especially the funding of mathematics programme at the primary schools. The government should ensure they meet the UNESCO declaration of twenty-six per cent (15% -20%) budgetary allocation to the education sector. The government should also increase the wages and salaries of mathematics teachers, this will make them be motivated to work with passion.

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