

## **The Political Economy and Impact of Educational Finances in Communist and Liberal Democracies: The Case of China and Nigeria**

Sheriff Ghali Ibrahim and Abdullahi Liman  
Department of Political Science and International Relations, Faculty of Social Sciences,  
University of Abuja, Abuja, Nigeria

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**Abstract:** Education is universally perceived as the backbone and engine of development in every socio-political formation. Without education, development is said to be a mirage or simply put a dream that is not feasible and realizable. This study delves in to the political economy of education in the communist state of China and the liberal or mixed ideological state of Nigeria. The study also analyses the impact of educational finances in the two countries showing the significance of high level of financial concern to education. The study has adopted both primary and secondary sources of data in order to arrive at a scientific conclusion. Findings show that the higher the amount of finances used in the process of developing educational institutions, the higher the outcome of having more educated individuals in the society and the better level of economic development. The study concludes that the Chinese government has been able to develop manpower in the mainland due to the proper financing of education, research and development, motivation in the development of science and technology while Nigeria is lagging behind due to corruption, lack of commitment and political instability among other things. The study recommends absolute finances in scientific research and more budgetary instruments be geared towards education for development, among other things.

**Key words:** Political economy, education, finance, communism, liberalism, democracy

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### **INTRODUCTION**

Human development is the overhead of every nation's economic development. This argument has been adhered by the human capital theorists of development. Prominent among them are Schultz (1971), Sakamoto and Powers (1995) and Psacharopoulos and Woodhall (1997). They all argue that the production capacity of a nation can only be developed by formal education and formal education produces a productive population (Olaniyan and Okemakinde, 2008). In the critical analysis of development according to Rostow (1990), development is usually identified with high level of industrialization, advancement in education and science and technology. While in the argument of Harison (1988) and Inkeles and Smith (1974), development is a gradual transformation from traditionality to modernity. It is however obvious that modernization cannot take place without education.

The two way relationship between economic growth and human development suggests that nations may enter into either a virtuous cycle of high growth and large gains in human development or a vicious cycle of low growth

and low rates of HD improvement. In these states, the levels of EG and HD are mutually reinforcing either leading towards an upward spiral of development or a poverty trap. The existence and persistence of these cycles depends on the strengths of the linkages between EG and HD. Hence, countries may also find themselves in a lop-sided state at least temporarily with relatively good growth and relatively poor HD or vice versa (Ranis, 2004). In the argument of Babalola (2003), human (education) and economic development are intertwined. But before economic development is attainable, the following must be considered:

- That the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations
- That new generation should be taught how existing knowledge should be used to develop new products to introduce new processes and production methods and social services
- That people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches

High educational expenditure according to Fagerlind and Saha (1997) is a necessity to both developed and developing societies. In other words, return of investment in education at both the macro and micro levels will result in rapid economic growth for society. It is however based on this background that this study tries to look at the efforts put by china and Nigeria (from the angles of communism and liberalism) in developing human capital for economic development. Accordingly, it is pertinent to look at the following conceptual clarification.

**Educational planning:** This involves how a nation plans the educational sector of the society which involves admission work force, structures, time mapping and financing. The major objectives of educational planning according to Davis (1994) may include:

- Achieving universal basic education in developing nations where it has not yet been fully achieved and insuring both entry to school and completion of basic schooling
- Achieving equality of opportunity for groups deprived of the opportunity to enter and complete schooling and providing a quality education to ensure learning and educational achievement for deprived groups
- Achieving quality education that is cost efficient and cost effective
- Adjusting to the increased burden of debt in developing countries
- Decentralizing systems decisions to the district level and improving school based management
- Shifting the burden of support from the national treasury to principality, state and the local level and seeking private funding

In educational planning however, there has to be liberty which will ensure freedom to carryout educational planning without interference by any state organ (Bauman, 1996) there must be efficiency which will yield quality and productivity. There must also be equity in the distribution of education resources to different angles of the society. There must also be excellence outcome which is the expectation of every productive planning.

**Educational efficiency:** This is largely related to the input-output ratio. Inefficiency occurs when more inputs (labor, raw materials, energy, funds, etc.) are consumed than necessary. It may result from monopoly status, bureaucratic failure and political interference (Murphy, 1996). Efficiency is also concerned with the right and proper allocation of resources. There is the opposite when

governments fail to allocate resources to the right places on time. This results in wrong mix of services and a waste of resources. Inefficiency in education takes the following forms an excessive rate of student wastage, a high repeaters rate, a high rate of student failure in examinations and so on. Privatization of schooling is sometimes proposed as an alternative against inefficiency.

**Educational financing:** This has to do with the money invested in educational development that is not only adopted by the public but also the private sector, it examines both the investments and returns to education and human capital. It looks at the rationale for public spending, how public resources are distributed across levels of education and the role of the private sector both as a provider of educational services and as a source of educational expenditure.

**Political economy:** According to Groenewegen, the term political economy for economics originated in France in the 17th century. Alt and Shepsle defined political economy as the study of rational decisions in the context of political and economic institutions, stressing explicit micro foundations based on rational actors. Political economy of education therefore is the rational decision of political leaders on how to manage scarce resources on education.

## **MATERIALS AND METHODS**

The study has adopted both primary and secondary methodology in order to understand the nature, differences and similarity in financing education and development between China and Nigeria. A questionnaire was designed and distributed to 200 Chinese in China and 200 in Nigeria making 400 (in both China and Nigeria). Questions were asked on how the government invest and develop educational sector of the nation on one hand and on the other hand, how the government invest in Research and Development (R&D), especially in science and technology.

Library materials have been incorporated into the research to represent the secondary source of materials used in the research. A theoretical framework has been applied to support the methodology. The theory used is the human capital development theory which argues that development is only attainable with productive population whereby investing in educational sector will produce a productive population, thereby paving a way for economic development.

Some adherents of the theory of human capital development such as Becker (1964), Mincer (1974), Cohn and Addison (1998), Psacharopoulos (1985), Belanger and Tuijnman (1997), Middleton *et al.* (1993) and Ziderman and Horn (1995) agree that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers future income by increasing their lifetime earnings.

**RESULTS AND DISCUSSION**

States get devoted financially to what can be seen economically as production possibility frontier. This explains the priority of a nation and what it spends greatly on. No matter what and how the state operates, education is a treasure that should never be overlooked. States like the US, spend largely on security and defense especially after September 11; states like Mexico is spending on health; Iraq is spending on reconstruction and Nigeria spends for political transition.

**China and educational consolidation:** This sub-heading provides basically the effort put by the Chinese government in attaining a high level of educational development of the citizenry by reducing illiteracy and development of skills among other things. It shows how

the government developed primary, secondary and tertiary institutions of learning in order to create work force capability for national development.

In 2000, education development accelerated in the course of reform and adjustment. Higher education developed fast with breakthrough in the reform of management system. There were 1.041 general universities in China with 5.56 million enrolled undergraduate students including 2.21 million new entrants and 772 institutions of adult higher education with 3.54 million enrolled students including 1.56 million new entrants. There were 738 universities or institutions that offered courses leading to postgraduate degrees with 301,000 enrolled graduate students including 129,000 new entrants. Senior secondary education was enlarged. There were 12.01 million students studying in 14,600 ordinary senior secondary schools including 4.73 million new entrants and 12.95 million students in secondary vocational or technical schools of various types including 4.25 million new entrants (Table 1).

Progress was achieved in the implementation of 9 years compulsory education program and the targets set for eliminating illiteracy among the youth and the mid-aged were met. The 9 years compulsory education programme covered 85% of the total population and the illiteracy rate of the youth and the mid-aged was <5%. Students enrolled in junior secondary schools totaled

Table 1: 1985-2002 basic statistics on Chinese education 2005-01-19

Items	1985	1990	1995	2000	2001	2002
<b>Number of schools</b>						
Regular institutions of higher education	1016	1075	1054	1041	1225	1396
Secondary schools	104848	100777	95216	93629	95362	93968
# Specialized secondary schools	3557	3982	4049	3646	3260	2953
Regular secondary schools	93221	87631	81020	77268	80432	80067
Primary schools	832309	766072	668685	553622	491273	456903
<b>Number of full-time teachers (10,000 persons)</b>						
Regular institutions of higher education	34.4	39.5	40.1	46.3	53.2	61.8
Secondary schools	296.7	349.2	388.3	472.3	486.6	503.0
# Specialized secondary schools	17.4	23.4	25.7	5.3	4.6	3.8
Regular secondary schools	265.2	303.3	333.4	400.5	418.8	437.6
Primary schools	537.7	558.2	566.4	586.0	579.8	577.9
<b>New student enrollment (10,000 persons)</b>						
Regular institutions of higher education	61.9	60.9	92.6	220.6	268.3	320.5
Secondary schools	1789.8	1815.8	2354.1	3103.2	3179.4	3371.2
# Specialized secondary schools	66.8	73	138.1	132.6	127.7	155.3
Regular secondary schools	1606.9	1619.6	2025.9	2736.0	2815.9	2929.0
Primary schools	2298.2	2064	2531.8	1946.5	1944.2	1952.8
<b>Student enrollment (10,000 persons)</b>						
Regular institutions of higher education	170.3	206.3	290.6	556.1	719.1	903.4
Secondary schools	5092.6	5105.4	6191.5	8518.5	8901.4	9415.2
# Specialized secondary schools	157.1	224.4	372.2	489.5	458.0	456.4
Regular secondary schools	4706	4586	5371	7368.9	7836.0	8287.9
Primary schools	13370.2	12241.4	13195.2	13013.3	12543.5	12156.7
<b>Graduates (10,000 persons)</b>						
Regular institutions of higher education	31.6	61.4	80.5	95.0	103.6	133.7
Secondary schools	1279.1	1497.5	1636.9	2302.3	2429.3	2601.3
# Specialized secondary schools	42.9	66.1	83.9	150.7	150.3	144.2
Regular secondary schools	1194.9	1342.1	1429	1908.6	2047.4	2263.6
Primary schools	1999.9	1863.1	1961.5	2419.2	2396.9	2351.9

CERNIC, 1998-2000

62.56 million, the new entrants stood at 22.96 million with an enrollment rate of 88.6%. Pupils enrolled in primary schools numbered 130.13 million and the new entrants were 19.46 million with the enrollment rate of primary-school-age children being 99.1%.

The drop-off rate of junior secondary school and primary school students was 3.21 and 0.55%, respectively. There were 378,000 students in special education schools, with 53,000 new entrants. There were 22.44 million kids in kindergartens. Adult technical training schools offered courses to 96.42 persons. About 2.58 million people completed basic literacy courses in 2000.

Figure 1 shows the Chinese expenditure on education from 1952-2007. There is a continuous increase in educational expenditure since the founding of P.R. China. In 2007, the educational expenditure totaled 1214.8 billion RMB.

Figure 2 shows the perpetual increase in the number of teachers at different levels of learning in China from 1949-2008.

It can be seen from Fig. 2 that the number of teachers at primary level took a boost in 1976 and 1978. It dropped in 1980 and increased in 1985-2008. While teachers increase at junior middle school only dropped in 1980 but started waxing up to 2008. On the other hand, increase in the number of teachers at high school, despite the wax and wan since after 1985 slash down, only dropped in 2005 and 2008. Figure 3 shows the enormous efforts of the Chinese government in giving foreigners scholarship to study in China. Figure 3 shows the increasing number of international students studying in china from 1950-2008. Since 1990s, China has been welcoming a dramatic increase of international students. The number reached 106,900 in 2008. It can be seen from Fig. 3 that China is taking the lead in promoting educational development. It has been sacrificing a part of her income just to sponsor international students in the country.

The number of foreign students started increasing from 1955 up to 1965. It dropped in 1975 and 1980. It increased in 1985 up to 1990. From 1990, it continued with a rapid increase up to 2008. This shows that China is one of the major contributors in educational development in the world.

Figure 4 shows the origin (where from) of foreign students studying China in 2008. It is discerning from Fig. 4 that due to the historical relations and sharing almost the same culture and identity with neighboring countries, China has been supporting students from Asian countries with the lion share (74%). It is therefore followed by Euro zone with total population percentage of 12%. Africa (6%) and North America (6%) meet at the equilibrium (have the same percentage), Oceania (1%) and South America (1%) each has 1%.

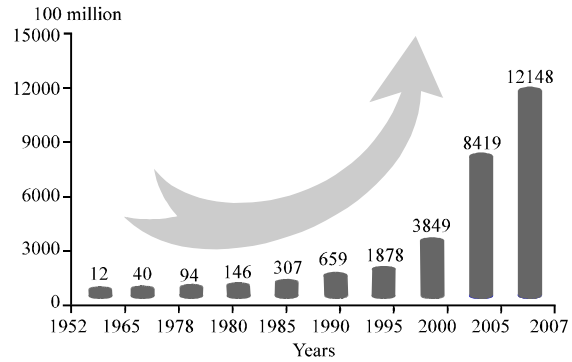


Fig. 1: Total of educational expenditure in China from 1952-2007, Ministry of education of the People's Republic of China, 2009

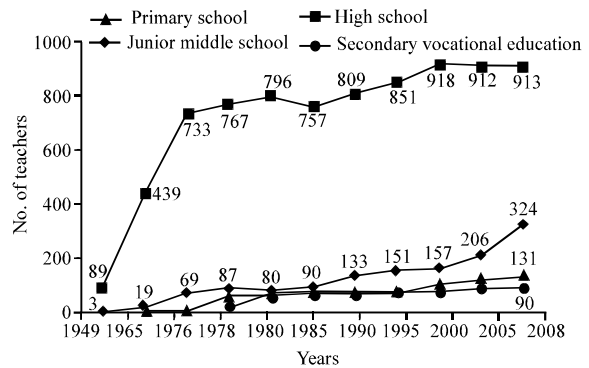


Fig. 2: Increase in the number of teachers at different levels from 1949-2008, Ministry of Education of the People's Republic of China, 2009

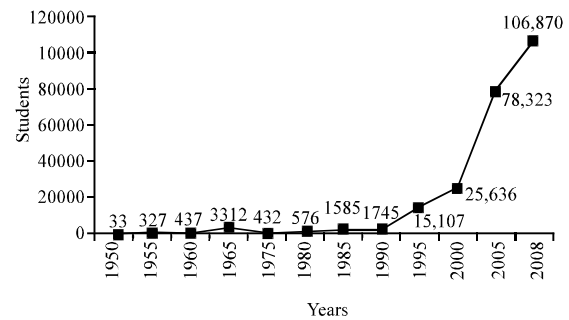


Fig. 3: Increasing number of international students studying in China from 1950-2008, Ministry of Education of the People's Republic of China, 2009

**Nigeria and educational development:** Education system in Nigeria suffers a great deliberate negligence from the stakeholders and the necessary agencies that are responsible in monitoring the educational sector of the country. Ijaiya (2004) has captured the scenario when explaining the nature of education in Kwara state:

One of the major problems facing the state today is poor quality education. The indicators are quite visible: woeful performance in National Common Entrance Examinations, School Certificate Examinations and University Matriculation Examination (UME) in most subjects, especially in Sciences, English and Mathematics. Many who passed could have been aided through examination malpractice in one form or the other

This trend is very rampant in Nigeria’s educational system. How could a country grow economically without science and technical know-how? This is the major problem affecting Nigeria as a victim of unfruitful democratic changes led by the PDP. That is not just the end of it but Ijaiya (2004) added inter alia:

Cheating to pass is already assuming a dangerous dimension in the state as it is in the country, many students now migrate to rural schools for opportunity to cheat. Some principals, headmas-ters and teachers illegally assist students to cheat. Many primary school products cannot read or write correctly in English or local language. Students dread English and Mathematics at any level. The primary level as a foundation is very weak and creates problems for the upper levels

Table 2 shows the decrease in number of teachers in Kwara state secondary schools of Nigeria from 1992-2003.

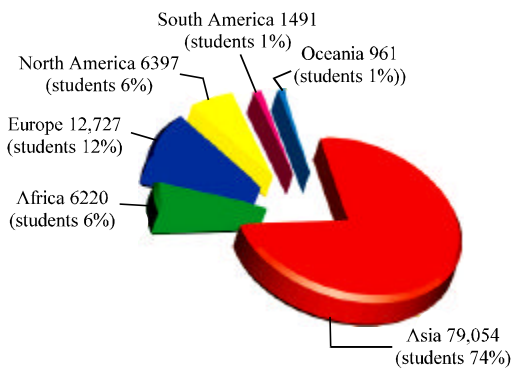


Fig. 4: Origins of international students studying in China in 2008, ministry of education of the People’s Republic of China, 2009

The teachers are underpaid in Nigeria and are one of the reasons that people see teaching only as a last resort. Unemployed graduates without teaching skills finally resort to the classrooms. What do you expect in a situation like this? Junior secondary education constitutes the final 3 years of the 9 years basic education. Those who complete the 6 year primary cycle are expected to transit to Junior Secondary Schools (JSS). Enrolment into JSS increased from 3,844,585 students in 1999 to 4,848,794 in 2002 and to 6,316,537 students in 2003 out of which 3,558,762 (56.3%) were boys and 2,757,775 (43.6%) girls (Table 3).

The GER for girls is generally low in the North while the GER for boys in the South-East and South-South zones were declining. Despite improvement in enrolments in the period 1999-2003, access to secondary education is grossly inadequate and <50% of children who complete primary school transit to JSS.

The literacy rate for Nigeria is merely 49% that is far below the average of 57% for sub-Saharan Africa. This national average reveals very little about regional and gender disparities in literacy. For example, the literacy rates in the North West and North East are 21-22% for females and 40-42% for males. Table 4 provides figures of enrolment in literacy classes for the period 1997-2000.

Table 4 clearly shows that enrolment in literacy classes was extremely low vis-a-vis the size of the illiterate population which is 52%. Some of the factors that bring about such trend are: lack of government motivation and mobilization of its own people to acquire basic knowledge in the society; cultural practices as some people, especially in the Northern part of the country believe Western education contradicts their cultural, religious and moral values. Table 5 however shows the nature of primary and secondary schools enrolment in Nigeria between the period of 2000 and 2006.

Table 2: Number of teachers in Kwara state secondary schools 1992-2003

Years	Total number of teachers
1992	5,298
2000	3,848
2001	3,833
2002	3,829
2003	3,825

Kwara state teaching service commission, Ilorin

Table 3: Junior secondary school enrolments: population projections and gross enrolment ratio estimates at national level, 1999-2000

Years	JSS enrolment (Thousands)			Population aged 12-14 (Thousands)			Gross Enrolment Ratios (GERs)		
	M	F	Total	M	F	Total	M (%)	F (%)	M/F (%)
1999	1,144	916	2,060	-	-	-	-	-	-
2000	1,265	1,012	2,277	4,229	4,106	8,355	30	25	27
2001	1,432	1,148	2,580	4,383	4,251	8,634	33	27	30
2002	1,519	1,193	2,712	4,557	4,382	8,938	33	27	30

FME in 2004; Enrolment and population data have been rounded to the nearest thousand; GERs are rounded to the nearest whole number

**Table 4: Enrolment in literacy classes (1997-2000)**

Years	M	F	Total
1997	598,166	557,366	1,555,532
1998	666,131	598,130	1,264,289
1999	712,326	605,370	1,317,696
2000	701,798	705,156	1,406,954

NMEC Statistical Digest

**Table 5: Gross primary and secondary school enrolment (2000-2006)**

Enrolment	Values
Gross primary school enrollment ratio (male)	111
Gross primary school enrollment ratio (female)	95
Gross secondary school enrollment ratio (male)	37
Gross secondary school enrollment ratio (female)	31

(UNICEF, 2008)

The number of children enrolled in a level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to the same level. This is a standard indicator of the level of participation in education. The goal is to be as close to 100% as possible. In countries with gross enrollments ratios of <100%, there are not enough schools or slots for students and children may not be taking the slots that are available because they are kept out of school. In countries with gross enrollment ratios >100%, there is much under and/or over aged enrollment, meaning that many students are above or below the official age for the grade this may be the result of having to repeat grades or entering school late because of work and/or inability to afford school fees.

Another issue of concern in the management of primary education in Nigeria is that of inadequate funding. The federal expenditure on education seems to be <10% of its overall expenditures. For instance, between 1997 and 2002, the total share of education in total federal expenditure ranged between 9.9 and 7.6% with the trend showing a downward plunge (World Bank, 2003). This trend can be shown in Table 6.

The current pattern of investment within the education sector is such that the tertiary level gets the lion share while the primary level gets the least. This pattern is inversely related to number of institutions, enrolment and teachers at the different education levels. Table 7 shows the data on the pattern of funding of the educational levels by the federal government.

It is neither a known fact that most of the institutions do not have vision whether written or unwritten nor a mission statement to guide their activities. There is widespread shortage of qualified teachers, shortage of even classrooms, shortage of both pupils and teachers' furniture and a dearth of required fund, teaching materials and textbooks. In a survey conducted on primary education cost, financing and management in Federal Capital Territory, Kogi, Kwara and Niger states, it was discovered that only 9.57% of the schools in Kwara and

**Table 6: Federal government expenditure on education as percentage of total federal government expenditure 1997-2002**

Expenditure area	1997	1998	1999	2000	2001	2002
Recurrent (%)	12.3	12.0	11.7	9.4	9.5	9.1
Capita (%)	6.1	7.5	5.0	8.5	6.0	6.0
Total (%)	9.9	9.6	9.0	9.0	7.5	8.0

FGN, Annual Budgets 1997-2002

**Table 7: Pattern of Federal Government funding of Education by levels, more 1996-2002**

Education levels	1996	1997	1998	1999	2000	2001	2002
Tertiary (%)	79.9	78.9	68.4	69.1	75.8	68.1	76.9
Secondary (%)	10.4	11.3	14.6	18.7	15.3	15.5	15.6
Primary (%)	9.7	9.8	16.9	12.2	8.9	16.4	7.5
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FGN, Annual Budgets 1997-2002

**Table 8: Enrollments growth policy norms and rates of increase between 1989-90 and 1998-99**

Category	Nuc policy norms (%)	Actual growth rates (%)
1st generation universities	3	9
2nd generation universities	10	13
3rd generation universities	15	21

HARTNET in 2000

27.08% of the schools in FCT had school libraries while none of the schools in both Kogi and Niger states had any school library. It was also found that 24% of schools in Kogi state, 21% of schools in Kwara state, 40.3% of schools in Niger state and 16.75% of schools in FCT were not using any form of wall charts teaching aids (Abdulkareem and Umar, 1997). All these gaps have combined with frequent teachers' strikes and absenteeism in recent years to weaken the capacity of the institutions to deliver sound primary education.

In practice however, the university system developed less rationally than anticipated. Enrollments in the federal universities (34% female, 59% in sciences) grew at the rapid rate of 12% annually during the 1990s and totaled 325,299 students by 2000. Enrollment growth rates were the highest in the South-South region followed by the North-East region. Overall growth rates far exceeded government policy guidelines as shown in Table 8.

While, the federal government is solely responsible for funding the training of teachers for UBE at the primary, junior secondary, adult literacy and nomadic education levels, it has joint responsibility with the state government and minimally with the local government for:

- Teacher recruitment and remuneration
- Provision of infrastructure
- Provision of instructional and learning materials

Table 9 shows the specific ratios. Between 1986 and 1992, the dropout rate in primary school was estimated at 43.2%. According to a survey, the dropout rate is higher in the upper primary classes than in the lower classes, presumably because the pupils in upper classes

are mature enough to be engaged in income generating activities. The Situation and Policy Analysis Survey conducted in 1992 showed that there is a 17% wastage rate and that an average of 46.6% of primary school pupils who dropped out from schools was girls (Table 10).

The National Policy on education stipulates that the teacher-pupil ratio should be 1:40. However, the ratio is exceeded in most schools, especially in urban areas. In addition, the teacher-pupil ratio varies from a minimum of 1:21 (States of Kwara and Anambra) to a maximum of 1:73 (State of Yobe). The national average for 1996 was 1:34. Students who complete junior secondary education are streamed into any one of the following options:

- Senior secondary school
- Technical college
- An out-of-school vocational training centre
- An apprenticeship scheme

The streaming is based on the result of tests to determine academic ability, aptitude and vocational interest. As much as possible, a transition ratio to these levels of education should be targeted as follows: senior secondary (60%); technical college (20%); vocational training centre (10%); apprenticeship scheme (10%). On the other hand, most students and parents still prefer senior secondary schools to technical colleges or vocational schools. In 1997/98, the total enrolment in technical colleges was estimated at 43, 354 students (Table 11).

Table 9: Responsibilities for provision of infrastructure

Parameters	Ratio
<b>Responsibilities for provision for infrastructure</b>	
Primary school	Federal 75%, State 25%
JSS	Federal 50%, State 50%
Adult literacy	Federal 25%, State 50%, Local 25%
Nomadic	Federal 100%
<b>Responsibilities for funding instructional and learning materials</b>	
Primary school	Federal 100%
JSS	Federal 50%, State 50%
Adult literacy	Federal 25%, State 50%, Local 25%
Nomadic	Federal 80%, State 20%

Table 10: Primary school drop-out rate by sex (percentage)

Gender	1986	1987	1988	1989	1990	1991	1992
M	42.80	51.10	49.60	45.20	39.70	39.40	29.10
F	41.20	52.40	51.40	49.20	43.20	41.30	30.50

FME in 2004

Table 11: Enrolment in post-primary school (junior secondary school) by gender in 1997-2003

Years	1997	1998	1999	2000	2001	2002	2003
JSS 1-3	771,649	769,334	708,523	806,811	938,903	941,884	3,496,069
Male	412,851	430,203	394,794	448,016	525,760	530,827	1,986,460
Female	358,798	339,131	313,729	358,795	413,143	411,057	1,518,440

FME in 2004

The senior secondary school has a diversified curriculum with a core curriculum designed to broaden students knowledge and outlook. Every student takes all the six core subjects, plus a minimum of two and a maximum of three from the list of elective subjects (resulting in a minimum of eight and a maximum of nine subjects). One of the three elective subjects may be dropped in the last year of the senior secondary course. Core subjects are English language; Mathematics; one major Nigerian language; one elective out of Biology, Chemistry, Physics or integrated science; one elective out of English literature, History, Geography or Social Studies; Agricultural Science or a Vocational Subject. Vocational subject a total of seventeen range from agriculture to typing or technical drawing and from book keeping to auto mechanics and woodwork.

**China and Nigeria on education:** Since 1998, China has invested in a massive expansion of education, nearly tripling the share of GDP devoted to it. In the decade since, the number of colleges in China has doubled and the number of students quintupled, going from 1 million in 1997 to 5.5 million in 2007. Students from Shanghai’s schools outperformed those from 65 countries/regions which has tested high-school students, since 2000. Shanghai students were followed by Korea, Finland, Hong Kong and Canada US students ranked 24th (The Economist Online, 2010).

On the other hand however, the Nigerian government came out with the following detailed budget of 2010, placing education on the second ranking: Ministry of Works with N249.4 billion followed by Education with N249.08 billion; Defense N231.99 billion; Police Formation N216.4 billion; Health N161.84; Federal Capital Territory Administration N158.00 billion; Power N156.8 billion. However, the problem is that such amount of money will be spent without proper monitoring and evaluation, corrupt education managers and administrators will deter the educational institutions from getting the actual allocation accrued to the. Figure 5 shows how Nigerians and Chinese feel about their governments’ efforts at promoting educational development.

It is clear from Fig. 5 that 82% of the Chinese respondents agree that Chinese government promotes educational development of China while only 18% disagree. Eight (8%) of the Nigerian respondents argue

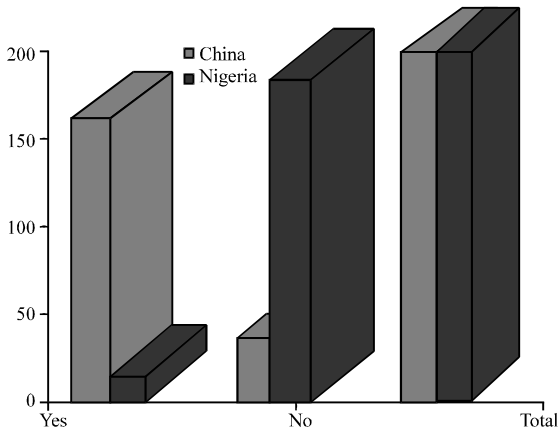


Fig. 5: Does your government promote educational development?

that the Nigerian government promotes educational development in Nigeria while 92% believe that the government in power does not promote educational development in Nigeria. In this case, the respondents in China are happy with the level of support given to them by the government while in Nigeria teachers go on strike twice or thrice every year. This however, dislocates the educational processes of the country.

Similarly, >60% of high school graduates in China now attend a university, up from 20% in the 1980s. The number of students in China enrolled in degree courses has risen from 1 million in 1997-5 million today. The number of higher education institutions in China has more than doubled in the past decade from 1,022-2,263. Today, China has >2,000 universities and colleges with >2 million total students enrolled in higher education (The Economist, 2011). Figure 6 shows the two countries commitment to science and technological education.

It can be shown from Fig. 6 that 92% of the Chinese respondents accept that the attitude of the Chinese government towards developing bedrock for science and technology is positive while 8% believe that it is negative. On Nigerian case, however 24% think it is positive while 76% think it is negative. This is because of the Chinese government investment in science and technological development while the Nigerian government is lagging behind this effort. The Nigerian Minister of Science and Technology (Mohammed Ka’oje Abubakar) once posited, Nigeria has not attained any appreciable capacity to translate successful R&D (Research and Development) results into products. The manufacturing sector now contributes a mere 3% to GDP and most of the technologies Nigeria requires to sustain its economy are imported, expensive and difficult to adapt.

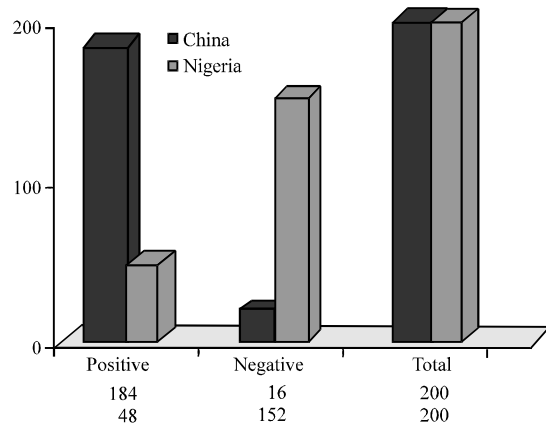


Fig. 6: What is the attitude of your government in developing scientific and technological research?

**CONCLUSION**

The Chinese economy is everyday growing higher due to the massive investment in the educational sector. The Chinese government has established more universities in the mainland and properly financing them. Today, Chinese economy is gradually taking over the global economy. On the other hand, however the Nigerian government due to the hitherto political instability has not been able to maintain corrupt leaders and education managers and administration have usually embezzled a stable educational development in the country. Secondly, the colossal amount of cash pumped into the educational sector. Commitment is also lacking in improving the level of education in the state.

China as a communist state is grossly investing into scientific research and development where by Nigerian government due to incessant corruption is nowhere to be found on the scientific map of the world.

**RECOMMENDATIONS**

However, researchers have seen a paradoxical development in the political economy of education that is a communist state outstripping a liberally oriented economy due to large-scale investment in education, scientific research and development, the following recommendations are useful:

- All budgetary and fiscal instruments should give a higher priority on education
- Basic education should be free to all and modern methods of teaching be applied using computers, projectors, soft boards and pictures



- Education should be geared towards achieving creativity to go beyond the schools' syllabuses and individuals or students' freedom be given in the process of learning to ensure liberty in the process of learning
- A legal action should be taken on any individual or group of individuals who try to in one way or the other, deter his child or children from acquiring knowledge
- The United Nations Chamber on Education (UNICEF) must ensure monitoring of all finances given to developing world on educational development on order to avoid or curtail the level of corruption on educational funds
- Private schools must be controlled in order not to charge too much on tuition fees to make education affordable to all
- Governments must provide equitable distribution of scholarships among members of the society to ensure an even distribution of knowledge among the people

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