

Funding Political Science Education amidst Inflation and Emerging Trends in 21st Century Nigeria

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Abstract

This study examined funding political science education amidst inflation and emerging trends in the 21st century Nigeria. Specific objectives of the study were to: ascertain the nature of funding political science education in Nigeria; investigate emerging trends in political science education in the 21st century Nigeria and determine challenges of funding political science education amidst inflation and emerging trends in the 21st century Nigeria. The study employed qualitative research design. Data were gathered through the utilization of government records, public and school libraries, reports on events or personal accounts on experiential incidents, retrieval of facts and figures from statistical records on social issues or the archival sources, journals, literary books, the media, and internet sources. The study found that funding of political science education in particular and education in general has not been stable and has never met UNESCO benchmark for education funding. It found that inflation has eroded the value of funds allocated to education. It also found lots of trending issues have emerged in education ranging from poor investment in infrastructure, reduction in school enrolment, student fees hike, global competitiveness etc. The study concluded that funding political science education amidst inflation and emerging trends in the 21st century Nigeria has faced herculean challenges. The study recommends upward review of funding towards political science education in order to ensure that tertiary education meet up with their responsibilities, and to offset the effect of inflation on education costs. Government should devise strategies to provide welfare scheme or social interventions to students such as: subsidized transport, reduce tuition fees etc to enable students keep up with cost of acquiring education. Nigerian government should employ the services of economic experts internally to formulate and implement viable economic policies to drive the Nigerian economy on the path of growth and development.

Keywords: Political Science Education, Funding, Inflation, Nigeria.

Introduction

The education system is based on the National Policy on Education (NPE) document revised in 2014. The policy document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls' education. Education is organized into 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary education and 4 years of university/polytechnic/college of education (Moja, 2020).

Responsibility for educational institutions is shared between Federal, State, local government, communities and private organizations. The Ministry of Education has the major responsibility for education but other Ministries also play an important role. The administration of the education system is shared mainly amongst the Federal and State Ministries of Education as well as statutory bodies referred to as Commissions. Nigeria's government and other countries world-over are paying more significant attention to education. This is to enable the sector meet with the challenges of the 21st century and most essentially the world-wide revolution in the area of information communication technology (Odufowokan, 2017).

Education system has grown rapidly in the last decade. The growth was mainly witnessed in size and not in quality. There have been problems in the implementation of policies for the expansion of the education system that have contributed to their failure to assist in the social, economic and political development of the country. This is more predominant in the political science education. Limited funding, reduction in number of admissions, increase in school fees, and large scale unemployment are some of the problems militating against political science education. More attention had been paid to the expansion of the system due to political pressures than from a concern about the provision of greater access to quality education through funding.

One significant factor noticeable in political science education is that expansion programmes has not been matched by a comparable increase in funding, to ensure that the quality of education is maintained. Inadequate funding has had an impact on the organization and management of political science education at all levels. Concerns about quality and standards have been raised over and over again. Major stakeholders such as the private sector and the public seems to have lost confidence in the system. The education system is fraught with malpractice in admission practices and administration of examinations, strikes, as well as growing secret cult activities.

Inflation according to Obiakor (2021) can be seen as the increase in prices of all commodities and services in an economy, it is also a decline in the purchasing power of any given currency, inflation also occurs when the government of a nation resorts to financing its deficit for fiscal activities, this is because the government through the Central Bank may print extra money to finance that deficit. The reduction in the standard of living due to high inflation reduces the purchasing power and impacts the low-income groups and further impairs inequality in the society.

In a study by Ukozor, Ayeni and Andeshi (2024) it was found that as of May 31st 2023, the inflation rate in Nigeria has reached 22.22%, which marked an increase from the 22.04% recorded at the end of the 1st quarter. This surge represents the highest inflation rate witnessed in the country over the past 20 years. It is important to understand the factors that contribute to the rise of inflation in Nigeria and the different types of inflation prevalent in the country.

Many factors have been fingered as responsible for rising inflation in Nigeria but most significant is the removal of fuel subsidy. The announcement of the petroleum subsidy

removal by President Bola Ahmed Tinubu during his inauguration has caused varying increase in prices across different regions, with prices soaring from ₦198 to ₦540 per liter. One immediate consequence of this economic shock has been felt through soaring transportation costs, which will subsequently drive up commodity prices.

Abdullah (2024) reported that post-election, Nigeria welcomed reforms that saw the end of fuel subsidies and the adoption of a floating exchange rate, sending the Naira on a downward spiral against the dollar. This triggered a stubbornly high inflation rate of 28.9% and a consumer price index hitting the roof at ₦643.80. It's a tough pill to swallow for many Nigerians. The Naira has experienced two large depreciation events, one on June 15th, 2023 and one on February 2nd, 2024. These drastic drops have made imports more expensive and life for Nigerian students and the higher education system (Abdullah, 2024).

Since, funding for political science education can come from three angles namely: government, private donors and students' fees, none of them is immune from the devastating effect of inflation. For instance, the significant impact of inflation on educational expenses students, with tuition rates effectively increasing by over 400% for Nigerian students due to currency depreciation. This part highlights the additional hardships faced by students in accessing education. Oyeyemi and Okoye (2024) in their study revealed that there was significant relationship between inflation and decrease in enrollment in educational institutions in Nigeria. There has been increasing evidence of financial constraints coupled with the proportion of government budget and GNP available to education funding. Contributing to these, is the escalating cost of funding education due to inflation. Consequently, inadequate funding has placed the government and school administration in serious problem.

Statement of the Problem

Political science education is one of the critical courses offered in tertiary institutions in Nigeria. It is intended to train and produce political think tanks with mastery of the art of governance. Chukwuemeka and Nwankwo (2020) in their study averred that political science education examines the role of political institutions, actors, and processes in shaping political knowledge, attitudes, and behaviour. Thus, governance system in the country hinges on quality political science education provided through qualitative academic researches and learning. However, funding is the bedrock of quality output and qualitative academic researches.

It is sad to note that over the years, funding of education has not received the required attention. Funding to education generally has continued to experience upward and downward trend amidst inflation that has continued to be on the rise.

According to Suleiman (2023), from 2015 to 2023, the education budget has hovered between 6% and 8%. In 2016, government allocated ₦369.6 billion or 7.9% of the total budget to education, ₦550.5 billion or 7.4% in 2017, ₦605.8 billion or 7.04% in 2018 and ₦620.5 billion or 7.05% in 2019. In 2020, the allocations fell to ₦671.07 billion or 6.7%, and ₦742.5 billion or 5.68% in 2021, before rising to ₦1.18 trillion or 7.2% in 2022. In 2023, the

budget had the highest allocation by percentage at 8.8%. A review of the budget indicates that the education sector got N1.54 trillion, representing 6.39 per cent of the total budget. The 2024 budget allocated only N330 billion or 23% for capital projects and the remaining N1.04 trillion or 77 per cent for recurrent expenditures – salaries and overhead costs. Meanwhile, the allocation for the Tertiary Education Trust Fund (TETFund) is not included in the budget. (Suleiman, 2023).

More worrisome, inflation has dealt a negative blow to the value of the funding allocated to education. Majority of the items listed on the budget list cannot be secured at the costs provided for them. Ukozor, Ayeni and Andeshi (2024) stated that inflation is frequently described as a state where “too much money is chasing too few goods”. When there is inflation, the currency loses purchasing power. The purchasing power of a given amount of naira will be smaller over time due to inflation in the economy.

No doubt, in present time, Nigeria is facing inflationary problems. National Bureau of Statistics (NBS) (2023) observed that Nigeria's annual inflation rate continued to accelerate to hit a nearly 30-year high of 28.9% in December 2023, up from 28.2% in the prior month. Headline inflation has consistently exceeded the upper boundary of the central bank's target range of 6% to 9% since 2015, primarily due to the substantial depreciation of the naira.

Thus, political science education has continued to struggle with underfunding. In tertiary institutions, inflation has resulted in increase in the operational cost of running the schools, an increment in the cost of providing infrastructure facilities, an increase in the cost of teaching program implementation, an increase in the cost of research programme and i increase in tertiary education fees. Most tertiary institutions have hiked their tuition fees upward to 100% (Bisina, 2024).

In Nigeria, studies on funding of political science education amidst inflation and emerging trends are scarce. A number of studies that have been carried out were restricted to the educational funding, inflation and education, impact of educational funding on national development, current state and future prospects of political science education in Nigeria, impact of inflation on university administration in Nigeria etc (Nwankwo, 2018; Musa & Maji, 2018; Ahamba et al, 2020; Manuwa, 2023; Ogunode & Ukozor, 2023; Oyeyemi & Okoye, 2024). It is against this backdrop that the study intends to examine funding political science education amidst inflation and emerging trends in the 21st century Nigeria.

Objectives of the Study

The main objective of the study was to examine funding political science education amidst inflation and emerging trends in the 21st century Nigeria. However, specific objectives of the study were to:

1. Ascertain the nature of funding political science education in Nigeria.
2. Investigate emerging trends in political science education in the 21st century Nigeria.

3. Determine challenges of funding political science education in the face of rising inflation and emerging trends in the 21st century Nigeria.

Research Questions

1. What has been the nature of funding political science education in Nigeria?
2. What are the emerging trends in political science education in the 21st century Nigeria?
3. Are there challenges of funding political science education in the face of rising inflation and emerging trends in the 21st century Nigeria?

Literature Review Education

Education as a concept has no unanimously accepted definition. There are variations in the way and the manner education is defined. Fafunwa (1996) saw education as the process through which the society trains the younger generation to acquire knowledge, skills, morals beliefs and competency with the view of taking their values to the next generation. Education can be conceptualized, according to Odo (2012), as a process of equipping and preparing individual with necessary skills and knowledge needed him to effectively fit in society he lives. Jumare (2015) also defines education as training in term of vocation, intellectual and moral values needed in the production of individual personality for their benefit and that of the society. Education is central to human existence and development. It is through education that values are transmitted across generations. Education enables society to create and domesticate knowledge. In the kind of knowledge driven society that the global village we call the world has turned into, any society that endangers its educational system, endangers its future (Eme & Ike, 2017).

Education institutions are the most important institutions for the creation and dissemination of knowledge. However, these institutions are expensive institutions to run. Every society has to decide for itself how to run its education institutions. According to Eme and Ike (2017), one extreme position in terms of funding is for the direct beneficiaries of education to bear the full cost of such education. The other extreme at the other end of the funding spectrum is for government to bear the full cost. In between these two extremes are various funding options involving the direct beneficiaries, government and third parties. Therefore, educational funding constitutes a form of broad –based change and investment. That is why the United Nations Educational, Scientific and Cultural Organization (2014) stressed that it is investment in human resources rather than physical capital and natural resources that constitute the main basis of the wealth of the nation. Economists believed that educational investment is investment in human capital that leads to greater output for the nation and enhanced earnings of the workers.

Funding

Educational funding refers expenditures on education by the Federal, State and Local Government. It refers to the outflow of resources from government to the education sector. Educational funding is that branch of public finance that accesses the government revenue and expenditures of the public sector to achieve the desired goals in educational system. It is important to note that educational expenditure is an aspect of educational finance that deals with how the amount allocated to the education sector is spent. Expenditure on education is determined by budgetary allocation. The educational expenditure is categorized into capital and recurrent expenditure. Capital expenditure on education refers to the investment on real assets such as building of schools, institutions and other and other social and economic infrastructures that contribute to long term development while recurrent expenditure on education refers to the amount allocated to the education sector for payment of teachers' salaries and maintenance of already existing facilities (Ali & Moji, 2018).

For any educational system to function and operate effectively, it must be adequately funded. In most countries education in schools is funded by the government at all levels. Education is a social service that involves and requires adequate financial provision from all levels of government for successful execution of its programmes. Government's ultimate goal is to make education adequate and sound at all level. But funding of education it may include not only financial or material support, such as paying school fees, buying books, school uniform and others learning materials. Sources of educational funding may include but not limited to:

- a) Funding of Laws and policies formulation and implementation in education
- b) Funding of Monitoring of educational policy and programme implementation
- c) Funding of Educational infrastructural development
- d) Recruitment of teaching and non-teaching staff and payment of their salary
- e) Payment of school fees by parent/guardian
- f) Provision of facilities such as library books, ICT facilities, school buses etc.
- g) Funding of Capacity building (Abubakar, Ibrahim & Yakubu, 2020).

Political Science Education

Political science education is the study of how people learn about politics, governance, and public affairs. It encompasses various topics, such as political theory, comparative politics, international relations, public policy, civic education, and political communication (Manuwa, 2023). (Chukwuemeka & Nwankwo, 2020) stated in their study that political science education aims to develop critical thinking, analytical skills, and civic engagement among students and citizens. It also prepares them for careers in academia, government, media, civil society, and other sectors that require political knowledge and expertise. It encompasses various aspects of teaching and learning, such as curriculum design, pedagogy, assessment, and evaluation.

Political science education relies on a variety of sources and methods to inform its teaching and research. Some of the common sources include academic journals, books, reports, data sets, case studies, surveys, experiments, and simulations. Some of the common methods include lectures, seminars, tutorials, workshops, field trips, online courses, and peer learning. Political science education also draws on insights from other disciplines, such as history, sociology, psychology, economics, law, and philosophy.

Political science education is important for several reasons:

- a) It helps citizens develop the skills and competencies necessary for democratic participation and civic engagement.
- b) It fosters critical thinking and analytical reasoning about complex and controversial issues.
- c) It promotes awareness and appreciation of diversity and pluralism in society.
- d) It contributes to the advancement of political science as a discipline and a profession (Bello & Okafor, 2021).

Inflation

Inflation which is defined as the sustained increase in the general price level of goods and services in an economy though can be beneficial to some areas of the economy, like stimulating economic growth, it can also cause some serious problems, especially when it comes to the cost of feeding, acquiring teaching and learning materials, tuition fees, salaries of teachers and transportation costs of both students and teachers (Oyeyemi & Okoye, 2024). Transportation costs can have a huge impact on the financial wellbeing of students and teachers, as they are often required to travel for school or work purposes. With inflationary pressure on the rise, these transportation costs are only going to get higher and higher.

Nigerian Economic Summit Group (NESG) (2024) cited the National Bureau of Statistics (NBS) report that all measures of inflation rate rose in June 2024, albeit at a slower pace. Headline inflation increased to 34.2 percent in June 2024 from 22.8 percent in June 2023 and 34.0 percent in May 2024. The inflationary pressures remain driven by currency depreciation, with the official exchange rate averaging N1471/US\$ in June compared to N769/US\$ in June 2023 and rising imported food inflation (36.4 percent y/y). Headline inflation remains dominantly driven by food inflation, which rose to 40.9 percent year-on-year, up from 40.7 percent in May 2024 and significantly higher than 25.3 percent in June 2023

A rise in the cost of food can also be a burden for students and teachers who need to purchase meals on a budget. Also, it can make it more difficult for students and teachers to purchase nutritious meals and make it harder to cover the cost of school meals. This can lead to students and teachers going without meals or eating unhealthy food which can have negative health effects in the long run. Even rents, tuition fees, salaries of teachers, cost of acquiring teaching and learning materials like textbooks, classroom supplies and

technology such as computers and tablets are greatly affected by inflation which can have a substantial impact on their ability to access educational resources.

There are three main causes of Inflation according to the Keynesian theory, they are Demand-pull inflation, Cost-Push Inflation and Built-in Inflation, this is what is called 'the triangle model' according to Robert L. Gordon.

1. Demand-pull inflation is when an increase in the money supply leads to an increase in demand for goods and services, thereby causing prices to rise.
2. Cost-push inflation occurs when production costs increase, leading to a decline in supply and an increase in prices.
3. Built-in inflation refers to a cycle where prices of goods and services continuously increase over time. As prices rise, workers request higher wages and salaries to cope with the increased cost of living, which leads to an increase in money supply. This, in turn, further drives up prices of goods and services, creating a self-reinforcing cycle of increments.

Theoretical Framework

This study is anchored on the provisions of the structural-functional theory which was adapted in political science by scholars like Almond (1960) and others. The main tenet of the structural-functional theory is that in every society, it is made up of systems with structures that perform different functions for the survival of the system. As Almond puts it, the functions that each system perform is often used in making comparison and ranking them. Thus, Almond identifies input functions and output functions as the two types of functions of a political system (Almond, 1960). The two types of functions in the political system are performed by some structures for the survival of the system.

In the words of Ayeni and Nwaorgu (2018), the inability of any structure to perform its function will cause the system to malfunction. The implication is that any attempt by the Nigerian government not to perform its function to the society in general and the tertiary institutions in particular, will make the institution to malfunction, hence unnecessary inflation might be the resultant effect.

This is why Ogunode, Ayeni and Olorundare (2024) expressed concern that the inability of the government to perform its roles is also hurting the educational system. The above is further buttressed by Joseph, Cinjel, and Ayeni (2017) in their study that when a structure is not performing its function optimally, social vices often appear. It could be adduced that contemporary inflation in the country seems to be the inability of Nigerian government (past and present) to perform their role of enhancing funding to tertiary institutions that will position the Universities into self-sufficiency and as well reduce the effect of inflation on budgetary allocations.

Empirical Review

Oyeyemi and Okoye (2024) research work investigates the Perceived influence of inflation on the Nigerian educational system: a case study of Federal Polytechnic, Oko, in Orumba

North Local Government Area of Anambra state. Three research questions were raised to guide this study. Descriptive survey research design was used to conduct this study. Based on this analysis and findings, it was discovered that there was significant relationship between perceived influence of inflation and education in Nigerian University. Results also reveal that there was relationship between perceived influence of inflation and the quality of education within the educational system in Nigeria and there was significant relationship between inflation and decrease in enrollment in educational institutions in Nigeria.

In a study by Ogunode and Ukozor (2023), they examined the impact of inflation on university administration in Nigeria. Depending on secondary data were collected from both print and online publications. Their paper established that inflation has led to an increment in the operational cost of running universities, an increment in the cost of infrastructure facilities provision, an increment in the cost of teaching program implementation, an increment in the cost of research programme implementation and an increment in cost of community programme implementation, increment in universities fees and increment in students drop out.

Manuwa (2023) examined the current state and future prospects of political science education in Nigeria. It argues that political science education faces many challenges, such as inadequate funding, poor curriculum, low quality of teaching and research, and lack of relevance to the society. It also identifies some emerging trends and innovations that can enhance political science education, such as online learning, interdisciplinary collaboration, civic engagement, and policy-oriented research.

The impact of educational funding on national development in the 21st Century Nigeria was empirically examined by Musa and Maji (2018). The focus of their study was on the long-run relationship between educational funding and national development. The study used annual time series data from 1986-2015, sourced from World Bank, Central Bank of Nigeria Statistical Bulletin and National Bureau of Statistics. The empirical result also revealed that human capital and recurrent expenditure on education had a positive and statistically significant effect on economic growth in Nigeria. However, the capital expenditure on education, which is expected to stimulate economic growth, was found to be insignificant in the long-run and this is contrary to a priori expectation.

On the other hand, Nwankwo (2018) conducted a study on inflation and education in Nnamdi Azikiwe University, Awka, Anambra state, Nigeria. The study used 500 respondents, which was randomly selected using the stratified random sampling technique. Findings of the study showed that there is a positive and significant relationship between inflation and education. The study also showed that inflation has a negative effect on the quality of education. It was also discovered that inflation has a negative impact on the availability of educational resources, such as classroom space and textbooks.

Nigerian manufacturers bear substantial energy costs due to the high usage and expenses associated with diesel and/or petrol. These costs are often transferred to the prices of goods, thereby contributing to inflation. Consequently, there is an increased demand for

higher wages to mitigate the effects of inflation, resulting in what is known as built-in inflation.

These studies clearly demonstrate that Nigeria encounters two primary forms of inflation: Cost-Push and Demand-Pull Inflation. Furthermore, the Nigerian economy is also influenced by Built-in inflation, which involves a continuous cycle of rising prices and wages, where each factor fuels the increase of the other. Although, in numerous instances, the nation is poised with stagnant wages and salaries which often fuels the escalation of poverty within the nation. This perpetual upward trend in prices has become ingrained in the Nigerian context, contributing to internal factors that drive inflation. Consequently, the economy confronts the persistent challenges posed by inflationary pressures.

Methodology

The study employed qualitative research design. Qualitative research focused on the secondary method of eliciting data from sources that are already in existence. The documentary method was anchored on descriptive analysis of documents containing essential data from scholars relating to the phenomena under investigation. Payne and Payne as cited in (Mogalakwe, 2006, p. 221) describe the documentary method as “the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain”. In the words of Mogalakwe (2006, p. 221), “the use of documentary methods refers to the analysis of documents that contain information about the phenomenon under study”. This type of research approach has mistakenly been viewed by social scientists as the domination of professional historians, librarians, and information science specialists.

Qualitative inquiry applies diverse philosophical methods of data collection, analysis, and interpretation. A qualitative method centres strictly on the qualities of entities, processes, and meanings that cannot be experimentally evaluated or measured in terms of quantity, amount, intensity, or frequency. The principal aim of the qualitative research is to project the phenomenon under investigation and elaborate on its characteristics (Nassaji, 2015; Umar, 2016).

Nwagwu, Uwaechia, Udegbumam and Nnamani (2022) stated that the documentary method of data collection has inherent flexibility in information gathering through the utilization of government records, public and school libraries, reports on events or personal accounts on experiential incidents, retrieval of facts and figures from statistical records on social issues or the archival sources, journals, literary books, the media, and internet sources. It affords researchers the process of smooth access to phenomena that may prove difficult or impossible to collect through physical contact, either because the event happened in the past or to objects that are geographically located in distant places; the use of information collected from the archives is normally important because raw data are often non-reactive. The qualitative method was used to establish the gaps in the literature that needed to be filled through a review of a plethora of existing literature. The study adopted a qualitative descriptive method of data analysis to analyze the data collected. Thus,

qualitative researchers are keen in acquiring understanding and insights of the problems under investigation.

Nature of Funding Political Science Education in the Face of Rising Inflation

The nature of funding allocated to the education sector in Nigeria depends on a number of factors namely: the rate of growth of the national economy; the condition of the world market; the competition of others sectors of the economy; and the nature of the sources of revenue for education. Funding allocated to the education sector represent a cost to the economy because they could be used for other purposes. If economic growth are likely to decrease, for education, then the annual increment to the educational budget are likely to decrease, leaving little or no room for new targets or any expansion. Educational funding are often expressed in relation to economic growth, since in the final analysis it is the increase in the national income that determines what increases in educational revenue are feasible (Nwagwu et al, 2022). Economic growth is in reality affected by inflation. Inflation has the tendency to reduce the value of funds allocated to the education sector.

The financial resources allocated to the education sector also depend on the condition of the world market. Nigeria depends mostly on oil revenue. Quite often, there are fluctuations in the price of oil in the world market which makes it difficult to decide what proportion of the national resources should go to education. The financial resources allocated to the education sector also depend on the competition of other sectors of the economy. Education is only one economic sector out of several others which requires government money. In Nigeria, for instance, education enjoys a high priority in the nation's development plan.

The Federal government is the major funder of higher education. Funding allocations at the university level have been higher than at other levels of education partly due to the expansion in the number of universities. However, the growth in expenditure has been inconsistent over the years. The funding pattern has not reflected inflation rates and the growing enrollment figures. In addition, students are charged low fees and thus contribute an insignificant proportion of the total income of the institutions.

The sources to education funding in Nigeria are basically three, these are the public authorities, the user of education and self-generated income. Public educational institutions are financed majority by the owner government, which raised her resources through taxation, foreign loans and grants. The first means taxation is normally raised for the general purposes of government such as provision of education, good roads, health services, good drinkable water among others. The government allocates a sizeable proportion its annual budget, in form of subventions, to the provision and financing of education (Moja, 2000).

The tertiary education level, meanwhile, is characterized by workers' industrial actions stemming from underfunding of the system and workers' struggles for better pay. The situation has been further exacerbated by the brain drain hitting the sector. This year, almost all federal universities hiked fees payable by students – some of them by more than

100 per cent. The universities attributed their decision to the need for more funds to keep the schools running.

However, Odufowokan (2017) asserts that the already meagre funding given to tertiary education is further depleted by constant fall in the price of crude oil and allied product in the world market supported the idea of tuition fee, development fee, workshop fee and so on. In addition to cost of textbook, registration and examination fee alongside development levy, caution fee-in respect of anticipated damages that are never reimbursed, most recently, the introduction of Parents Forum in tertiary institutions where these unending problems and financing are discussed.

In another development, student fees account for about 5% of the university income (Mojah, 2000). There has also been a decrease in the percentage of income derived from tuition fees. Tertiary institutions alternative sources of funding are school fees paid by students and improved relations with industry to supplement their income. There is an increasing demand and willingness to pay for chargeable programs offered on a part-time basis. Many Nigerian schools rely on this mode of income generation as an alternative source of funding for other programmes within their institutions. "Satellite" campuses in some instances have been set up to cut down on non-academic costs such as accommodation. Short-term courses offered on a part-time base have become popular among part-time students who are already employed and can afford to pay fees or have their employers paying their fees.

Self-generated Income is another major source of educational funding that is done through the establishment of revenue generating projects like bookshops, farms, petrol stations, pure water, soup and packaging, fee-charged for parking spaces and consultancy. The newest dimension to this is the establishment of hostel and catering services named Institutions Guest House.

According to Famade (2016) about N120 million World Bank loan was secured in 1992 by the Federal government for Primary Education Project. This same type of loan has been sourced for the Universities, Polytechnics, and Colleges of Education. On foreign aids, the most recent trend now restricted the offer of scholarships for specialized training outside the country. The trade-off between the income and the expenditure on education has necessitated the increment in school fees in the face of falling public revenue due to inflation and a depressed economy.

Emerging Trends in Political Science Education in the 21st Century Nigeria

Political science is not an isolated field in our changing world of innovations, but rather interacts with other disciplines such as history, sociology, economics, law, psychology, and international relations, which incorporates interdisciplinary perspectives and methods. By exposing students to different approaches and paradigms, political science education can foster critical thinking, creativity, and problem-solving skills. Moreover, interdisciplinary perspectives can help students understand the complex and multifaceted nature of political

phenomena, and appreciate the diversity and plurality of views and values. This can be said to be one of the future trends and innovations in political science education.

In Nigeria, future trends in political science education include the integration of information and communication technology (ICT). Technology has revolutionized the way we access, produce, and disseminate information, and has also created new forms of political participation and communication. Political science education can leverage technology to enhance teaching and learning outcomes, such as by using online platforms, multimedia resources, simulations, games, and social media. Technology can also enable political science education to reach a wider and more diverse audience, and to foster collaboration and dialogue among students, teachers, researchers, practitioners, and policymakers (Dauda & Oyedele, 2019).

The emphasis on civic education and engagement is one of the future trend in political science education in Nigeria. Political science education is not only about acquiring knowledge and skills, but promote democratic citizenship and social responsibility. Political science education can cultivate civic education and engagement by encouraging students to participate in political processes and activities, such as voting, campaigning, volunteering, protesting, lobbying, or joining civil society organizations. Civic education and engagement can also help students develop a sense of identity, belonging, and agency, as well as a respect for human rights, diversity, and tolerance (Eze & Okoro, 2023).

Some other emerging trends in the 21st century for political science education as opined by Ugwu, (2022) in Nigeria include:

- a) The increasing demand and interest for political science knowledge and skills in Nigeria, especially among the youth, civil society, media, and policymakers, who seek to understand and influence the political processes and outcomes in their country and beyond.
- b) The emergence and development of new fields and subfields of political science in Nigeria, such as comparative politics, international relations, public administration, public policy, political economy, gender studies, peace studies, environmental politics, etc., which offer new avenues for research and innovation.
- c) The expansion and diversification of sources and methods of political science data collection and analysis in Nigeria, such as surveys, experiments, interviews, focus groups, case studies, content analysis, discourse analysis, etc., which enhance the validity and reliability of political science findings.
- d) The integration and collaboration of political science with other disciplines and fields of study in Nigeria, such as sociology, economics, history, law, psychology, geography, etc., which enrich the interdisciplinary and multidisciplinary nature of political science.

Challenges of Political Science Education in the Face of Rising Inflation and Emerging Trends in the 21st Century Nigeria

Over the years various obstacles and challenges have continued to face political science education funding. In the budgeting process, the main issues include some loopholes such as non-full implementation, delays in the release of approved fund and the financial implications of the heavy academic staff' salaries and allowances. Also, closely related key challenges include the previous neglect of financing education, the decline in grants and poor IGR, misallocation, mismanagement, and insecurity (Abbas & Ogiri, 2017). It should, however, be noted that the funding gap is not peculiar to political science in particular as the budget allocation for education development in Nigeria is inadequate to transform the sector towards meeting the nation's human capital needs.

The meagre allocation given to higher institutions have been eroded by the rising inflation. Whereas, tertiary institution management are finding it extremely difficult to invest their little resources on critical infrastructure required for adequate learning. Inflation in Nigeria has affected the rate of infrastructure facilities completion and provision for the implementation of university education in Nigeria. Ogunode (2020) observed that infrastructural facilities refer to facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The availability of infrastructural facilities in adequate quantities will support effective teaching, researching and on the contrary, the inadequacies will prevent effective teaching and research. Many tertiary institutions in Nigeria do not have adequate lecture halls, laboratories and offices for both academic staff and non-academic staff (Ogunode & Ahaotu 2020; Ogunode, Jegede 2021). Inflation has led to the abandonment of projects in public Universities in Nigeria.

Tertiary education in Nigeria are not fully autonomous in discharging her duties. Tertiary education of the several states heavily reliant on the federal government through monthly federal allocation to discharge its educational and other social welfare services. The implication is that the nature of such federal allocation may affect the education sector and its overall impact on socio-economic development. In fact, finance for education like other developmental issues largely depends on federal revenue in Nigeria. Therefore, the ability of the governments to finance political science education development is linked to the availability or otherwise of revenue from the national government's coffers (Abbas & Ogiri, 2017).

Poor funding to boost infrastructure has also resulted in overcrowding problems on campuses which inadvertently have resulted in criminal activities such as extortion, rapes, and inter-cult rivalry. The emergence of secret cults in the Nigerian higher education is of great concern. The literature suggests that new subcultures are emerging as a response to the failure of both government and the institutions themselves to address the problems. Violence associated with these subcultures is part of a defense mechanism used by some members of the university community who feel threatened. Cult activities impact

negatively on learning at the higher education institutions. Classes are disrupted, students live in fear, and faculty and management members and their families are constantly harassed or live under threats for failing students who do not perform well. There is need to address the issue of cultism in the society as well as on campuses.

Another concern in funding political science education is the issue of science and technology revolution in higher education. It is generally realized that we now live in the age of science and technology, and logically emphasis in the new 9-3-4 system is on these disciplines. Hitherto, science and technology education programmes in Nigerian higher education have been criticized as esoteric and generally unproductive due mainly to inadequacies in curricular provisions and implementation. Therefore a scientific culture in which the type of education envisaged in the 9-3-4 system can thrive has so far not been ensured. For example, superstitious beliefs are still flourishing and most scientific and technological products are imported and consumed with little or no attempt at understanding and maintaining them. Graduates of science are mostly narrow specialists; who find it difficult to fit into the world of work (industry and the civil service); except into teaching which unfortunately takes all-comers. Particularly technical and manual work is derided by the general society with the consequence that few students shows interest in science and technology career (Abubakar & Olamoyegun, 2023).

Tinubu government announcement that removed fuel subsidies in Nigeria has resulted to inflation and also led to an astronomical increase in the operational cost of tertiary institutions in Nigeria. The implication is that more money is needed to procure same quantity of administrative resources that will support administrative functions. With the removal of fuel subsidies, the cost of petroleum products to power tertiary institutions has increased. Also, as a result, transportation companies, including buses, taxis, and motorcycles, are likely to increase their fares to offset the higher fuel costs. This has directly impacted on procurement of stationery and other administrative resources as a result of increased transportation expenses (Ogunode & Ukozor, 2022). Also, Ogunode & Ojochenemi (2023) noted that Subsidy removal in Nigeria led to inflation that has led to an increment in the operational cost of running schools across the country. The hike in petrol pump prices affected the general costs of goods and this affected the cost of running educational institutions. Almost everything used daily running of schools has increased. Office equipment used to provide administrative services in universities in Nigeria has gone up in price due to inflation (Ogunode & Ukozor, 2023).

Some of the challenges of funding political science education in Nigeria according to Manuwa (2023) include: the lack of adequate funding and resources for political science teaching and research, which affect the quality and quantity of academic staff, facilities, equipment, materials, and publications; the low level of academic freedom and autonomy for political scientists in Nigeria, who often face political interference, censorship, intimidation, harassment, or violence for expressing their views or conducting their research; the poor quality and relevance of some political science curricula and pedagogy in Nigeria, which are outdated, rigid, or detached from the realities and needs of the society,

and the low level of employability and recognition of political science graduates in Nigeria, who face limited or competitive career opportunities in the public or private sector.

Conclusion and Recommendations

In conclusion, the effect of funding political science education in the face of rising inflation on the emerging trends in education cannot be over emphasized especially on the quality of tertiary education in Nigeria. The Federal Ministry of Education (FMR) vision says, to advance Nigeria's economic growth and global competitiveness through the provision of accessible, relevant, high-quality education in our tertiary education institution but, however, it is rather contradicting to the condition of the tertiary education in Nigeria today. There is no accessible and high-quality education in the system because the major driver of quality education which is funding has become a major challenge for education in Nigeria (Akeredolu, 2022). Education in Nigeria lacks funding because the government allocates a large proportion of the annual budget to the infrastructure and economic growth sectors, and when necessary, used for fuel subsidies, to relieve inflation.

Nigeria's inflation rate of 33.4% as at July 2024, according to the IMF, places political science education under unprecedented hardship. Funding political science education with the current rising inflation have attendant consequences on the emerging trends in education. It has a significant and negative effect on enrollment in educational institutions, as it can make an education more costly and can reduce the quality of the education available. It is important for educational institutions to be aware of the potential impact of inflation and to take measures to ensure that students are able to afford an education and that the quality of education is not compromised. It affects cost of tuition and other education expenses, lecturers' salaries/allowances and can influence the quality of education within the system. Additionally, inflation can affect the enrollment of students in educational institutions, as the cost of education increases.

In view of the foregoing, the paper recommends as follows:

1. The paper advocates an upward review of funding towards political science education. Government spending on education should be increased in order to ensure that tertiary education meet up with their responsibilities, make them remain competitive and to offset the effect of inflation on education costs.
2. Education remains a social service. To this end, government should devise strategies to provide welfare scheme or social interventions to students. This can come in form of subsidized transport, subsidized tuition fees etc to enable students keep up with the inflationary tendencies in the country.
3. The Nigerian government needs to employ the services of qualified economic managers within the country to formulate and implement viable economic policies to drive the Nigerian economy on the path of growth and development. Time has come for Nigeria to apply internal solution to an internal problem.

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