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Impact of National Debt Serving on High Education Administration in Nigeria

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Abstract: This paper discussed the impact of National Debt Servin on higher education administration in Nigeria. This paper used both qualitative and quantitative data as secondary data which relies on print materials and online resources from CEON, Elsevier, Hindawi, JSTOR, IEEE, Learn Techlib SAGE, Nebraska and Springer, Google scholar, amongst others. Content Analysis was adopted for the selection of the literature. The paper concluded that reduction in higher education funding, suspension of capital projects (infrastructural facilities), shortage of staff, strike actions and poor implementation of higher education policies are the impact of National Debt Serving on higher education administration in Nigeria. To ensure public higher institutions enjoys adequate funding in Nigeria, the paper suggested among others that the government should ensure that various obligations and financial agreements does not interfere in the funding of higher education.

Key words: Administration, Higher Education, National Debt.

1.0 Introduction

According to data from the Debt Management Office (DMO), as of June 30, 2015, the nation's external debt stood at \$10.31bn and total public debt of \$63.806bn or N12.1trn. Fast forward to 2021, the figure has almost tripled to \$37.95bn for foreign debt and \$92.626bn or N38.0trn for total public debt as of September 30, 2021. This shows a 268 per cent increase — an average of 44.5 per cent per year — in external debts and a 214.0 per cent increase in total debts in six years. In order to sustain these debts, the Federal Government spends trillions of naira yearly on debt servicing — an amount required to cover the repayment of interest and principal on a debt(s) over a period of time (Chukwuajah, 2022).

In the past five years, beginning from 2017, the President Buhari administration has spent a total of N15.375trn on debt servicing, excluding N296bn and N110bn allocated for sinking funds in 2019 and 2020. In 2017, the sum of N1.841trn (including N177.5bn for sinking fund) was budgeted for debt service, which was 37.26 per cent of the total revenue of N4.940trn and 25.22 per cent of the total expenditure of N7.298trn. In the 2018 budget, the Federal Government allocated N2.014trn and N190bn for debt servicing and sinking funds, respectively (totalling N2.204trn). The amount for servicing of debts

represented 28.10 per cent of revenue and 22.08 per cent of expenditure. For the 2019 fiscal year, the sum of N2.140trn was budgeted to service the federal government's debts. This figure represented 30.57 per cent of the N7.000trn generated in the year. N110bn was budgeted as sinking fund in the same year (Chukwuajah, 2022).

In 2020, N2.450trn, which represented 30.04 per cent of generated revenue of N8.155trn, was spent on debt servicing; while N296bn was allotted as sinking fund. The amount budgeted for debt servicing in 2021 was N3.320trn (including sinking fund), which represented 40.88 per cent of projected revenue of N8.121trn and 32.77 per cent of the N10.132trn expenditure (Chukwuajah, 2022). However, while making a public presentation and breakdown of highlights of the 2022 budget, Minister of Finance, Budget and National Planning, Zainab Ahmed, said N2.89trn was spent on debt service between January and August 2021. This shows that 74 per cent of the N3.93trn generated by the Federal Government within the period was spent on servicing debts. Zainab also disclosed that the sum of N3.61trn would be spent on debt servicing in 2022. The amount is 22 per cent of the total expenditure of N16.391trn and 35.6 per cent of the projected total revenue of N10.132trn (Chukwuajah, 2022).

Oyekanmi (2022, June 9) stated that the breakdown of the debt stock shows that federal government domestic debt increased by 3.99% in the first three months of the year to \$48.45 billion from \$46.59 billion recorded as of December 2021. In the same vein, states' domestic debt increased by 7.91% to stand at \$11.65 billion as of 31st March 2022. This represents an \$853 million increased quarter-on-quarter. In all, total domestic debt rose by 4.73% to stand at \$60.1 billion. A further look at the federal government debt stock by instrument, FGN Bonds accounted for 70.7% of the total domestic debt at N14.24 trillion. Similarly, Nigerian Treasury Bills accounted for 21.88% with a total of N4.41 trillion debt stock. On the other hand, external debt rose by 4.08% to stand at \$39.96 billion, compared to the previous quarter. The federal government in the review period spent a total of N668.69 billion on domestic debt service, which is 115% higher than the N310.49 billion spent in the previous quarter and 9.1% more than the N612.71 billion incurred in the corresponding period of 2021. External debt service surged to \$548.79 million in Q1 2022 compared to \$286.35 million spent in the previous quarter. Oyekanmi, (2022) further reported that Nigeria's total debt stock rose to N41.6 trillion in the first quarter of 2022, representing a N2.05 trillion increase compared to N39.56 trillion recorded as of December last year. In dollar terms, Nigeria's debt stock rose to \$100.1 billion. Similarly, Nigeria's debt-to-GDP ratio rose to 23.27% in the first quarter of the year, compared to 22.47% as of December 2022. While this is lower than the self-imposed limit of 40%, the rate is quickening faster, due to increased borrowing and tepid economic growth.

The collection of principal repayments and interest to be paid in currency, goods or services on long term debt and short-term debt makes reference to debt servicing. This is the repayment by a country that owes the principal and interest on a loan outstanding at maturity. The above negative implications notwithstanding, nations still borrow and service their loans because they cannot furnish all that they need and the operations of government must be taken out with finances. (Ayadi, 2008). According to Adesola, (2009) considering the huge amount of money earmarked for servicing Nigeria's debt profile, there is no appreciable proof of reduction in the magnitude of debt owed different financial institutions at home and abroad. This in no small measure has been retarding economic growth and is believed to be affecting the economic growth of the nation. This debt serving also have negative implications on educational institutions. Among the forms of education, the higher education is seem to be the most affected because of the huge financial resources needed for the administration and management in the Country. This paper seeks to examine the impact of National Debt Serving on higher education administration in Nigeria.

2.0 Review of Related Literature

2.1 Theoretical Framework

Systems theory hold that an organization is a social system made up of integrated parts. The theory was propounded by a biophysicist Ludwig Von Bertalanffy in 1920 Ogunode & Mcbrown (2022). The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the system must interact and depend on the other parts around it to function effectively. The system theory is relevant to higher education system because higher education system (school) is a system and the concept of interaction and interdependence of parts with the education system like all other social systems has identical properties with the other system (Ogunode & Mcbrown 2022). Higher institutions are made up of different parts that works as a team. The realization of the goal of individual part depends on the soundness and wholeness of other parts. The parts in the higher institutions could be financial resources, facilities, human and materials resources, administration, teaching, policies, planning, supervision and management. The deficiencies or malfunction of any of the part within the system affects the entire system goals and objectives. For instance, inadequate funding will affecting facilities development and employment in the system. These two resources are important resources in the realization of the higher institution goals. This implies that the government should be careful not to do anything that will affect the funding of higher institutions.

2.2 Conceptual Framework

2.2.1 Concept of Higher Education

Ogunode and Mcbrown (2022) submitted that tertiary education is an educational system that advances the implementation of teaching programme, research programme and community service programme for the socio-economic and technological development of the country. According Federal Republic of Nigeria national policy on education (2013) Tertiary education is an education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). For Adeyemi (2001), Higher Education is a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market. Ogunode, Akinjobi and Musa (2022) noted that Higher education is an organized educational system designed for global community of people with the aims of carrying out teaching, research and community service activities. Ogunode, (2020) defined Higher education as the post-secondary school education designed for the production of manpower. Higher education is an education that awards certificates after the completion of the programme. Higher education is the education that deals with teaching programme, research programme and community service programme. Higher education is the peak of educational institutions and it is an organized educational system that is meant to support the social, economic and political development of the country (Ogunode, 2020). Federal Republic of Nigeria national policy on education (2013) The national policy went further to identify some goals of Tertiary Education to include: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FRN, 2013).

2.2.2 Concept of Administration

Administration is the process that deals with the arrangement of human and materials resources for the implementation of organizational programme with the aims of realizing the organizational objectives. Administration is involve putting resources together in a way that they can be used to achieve the institutional objectives. Administration is part and parcel of organizations. Administration is vital to the institutions programmes and functions. Administration assistant institutions to realize their goals Olatunde-Aiyedun, Ogunode & Ohiosumua, 2021).

Diksha, (2018); Ogunode and Atiga (2021) and Ogunode (2020a), submitted that one of the major roles of administration is to integrate and co-ordinate all the physical and human resources and educational elements. School administration requires great efficiency based on human sympathy, understanding, knowledge and skill. The physical resources mainly contribute building equipment's and instructional materials. The human resources that school administration deal with include: pupils, teachers, supervisors, administrators and parents. The additional elements comprise the various aspects of educational theory and practice including philosophy of education, objectives of education, curriculum, method of teaching, discipline, role of the teacher, rules and regulations etc. These elements are "parts, made into whole" and are components brought into harmonious relationship. So the purpose of school administration is to fulfill different purposes which are known as the objectives. The objectives of school administration according to Diksha, (2018); Ogunode and Atiga (2021), and Ogunode (2020) include:

1. To provide proper education to students: This objective seeks to mention the fact that, good education doesn't mean education at a very high cost as is practiced in modern private schools. Rather it means the right type of education from the right type of teachers within reasonable cost. This objective also implies quantitative expansion and qualitative improvement of education.
2. To ensure adequate utilization of all resources: For adequate realization of the various purposes of educational programmes, there is need for ensuring adequate utilization of all available resources human, material and financial.
3. To ensure professional ethics and professional development among teachers: As teachers are the senior and matured human elements to accelerate the programmes, their role is highly felt in this regard. They are to be encouraged and given the facility for innovative ideas on instruction and participating in servicing educational programmes. In this context, it can be visualized that educational administration should aim at developing a desire for hard work, dedication and commitment for job.
4. To organize educational programmes for acquainting students with the art of democratic living and giving them excellent training on democratic ideals.
5. To mobilize the community: Like general administration, educational administration seeks to maintain and improve relationship with the community. For this, it should seek community support and co-operation for quantitative expansion, qualitative improvements, smooth and fair examination in the educational system.
6. To organize co-curricular activities effectively for developing talents of students and work efficiency of educational teachers.
7. To get the work done: The most important objective of administration is to get the work done effectively, efficiently and with satisfaction to the individuals and benefits to the society.
8. To prepare students for taking their places in various vocations and avenues of life.
9. To train the students in developing scientific attitude and objective outlook among them towards all aspects and activities of life.

10. To ensure qualitative improvement of education: Good education can be provided to students by bringing qualitative improvement in instruction. Regular supervision of teaching and guidance of teachers help to ensure quality teaching in schools.

Diksha, (2018); Ogunode and Atiga (2021), and Ogunode (2020) stated that educational administration covers all forms of educational institutions. This include the primary school education, secondary school education and higher institutions etc. At the higher institutions, National Open University of Nigeria (2011); Diksha, (2018); Ogunode and Atiga (2021), and Ogunode (2020) noted that higher institutions administration occurs at the higher level of education (polytechnics, colleges of education, universities and other equivalent institutions) where we have the rector, provost and vice-chancellor respectively as the chief executive/administrator. It is the process through which the rectors, provosts and vice-chancellors effectively harness, mobilize and systematically utilize all the resources at the disposal of their respective higher institutions to achieve the fundamental objectives and corporate goals of the system, which are essentially, teaching, research and community services. The ability of the chief executive/administrator to plan, organize, coordinate, direct, and control the affairs and activities as well as the human, material and financial resources in the higher institution maximally to achieve the goals of higher institution is known as higher school administration. The realization of the higher education especially the universities' goals and objective depends on effective administration, planning and adequate funding.

Funding is key to the development of the higher institutions. Funding is the engine room of the higher education. Without adequate funding the goals and programme of higher institutions cannot be realized. Adequate funding is key to the sustainable development of higher education. The government should ensure various obligations they are entering into does not affect the funding of the higher education. There are many obligations that that states or countries may enter into and will affects the entire economy and the funding of higher educations. Such obligations includes foreign and internal loans. When the loans debt of a country is above some percentage it starts to affects the country's development. The country's debt serving may affect the entire economy. Chukwuajah (2022) opined that borrowed money is not free money. There is no easy hack around it. The funds have to be paid back, most times with interest. So, what this means is that as the country borrows, its debt stock keeps spiking, likewise the amount to be paid back and, by implication, the amount that would be available for infrastructural development. Chukwuajah, (2022) there are no nice ways to say that the continuously increasing amount spent on debt servicing have debilitating impacts on the economy. If the trajectory continues, the country may not be able to service the debts or fund infrastructural projects.

2.2.3 Concept of Debt Servicing

Olusegun, Oladipo & Omotayo, (undated) and Chinaemerem and Anayochukwu, (2013) defined debt servicing as the regular payment of installments of loans taken by a country from domestic and external sources. An installment includes interest on debt and a part of the principal. For servicing debt, a country or corporate organization should have those timely cash flows. If a country is unable to honor its debt service obligations in the absence of required funds, the country is said to be unable to service her debt. This variable is expected to be inversely related with economic growth provision. This is because the higher the amount of money required to service existing domestic and foreign debts, the lesser would be the amount of fund available for provision of qualitative and quantitative economic growth. Debt servicing is defined by Olusegun, Oladipo and Omotayo, (undated), and Adesola (2009) as the cash that is required for a particular time period to cover the repayment of interest and principal on a debt. It was further noted that debt servicing results to acute decline in the standard of living, gross social and economic overhead depreciation, high external dependence, currency depreciation, balance of payment disequilibria, exchange rate depreciation and rising inflationary rate.

1. External Debt

Audu (2004) in Olusegun, Oladipo & Omotayo, (undated) define external debt or foreign debt as that part of the total debt that is owed to lenders outside the country. External debt has to be paid back in the currency in which it is borrowed. It can be obtained from foreign commercial banks, international financial institutions like International Monetary Fund, World Bank, African Development Bank and International Bank for Reconstruction and Development. This variable is expected to be positively related with economic growth provision in Nigeria. The higher the amount of external debt, the higher the expenditure that would be earmarked by the government for economic growth provision while the converse is true (Butt, 2009).

2. Internal Debt

Internal debt alternatively known as domestic debt is the part of the total government debt in a country that is owed to lenders within the country. Internal debt complements external debt. Commercial banks and other financial institutions constitute the sources of funds for the internal debt. The government borrows from the citizens through the issuance of bonds and treasury bills. This variable theoretically should exert positive relationship with economic growth provision. The higher the amount of domestic debt sourced by the government, the greater the expenditure that would be committed to the provision of economic growth for the citizenry while the reverse is true (Olusegun, Oladipo & Omotayo, (undated) ;Choong, Evan, Venus & Puah, 2010).

2.2.4 Impact of National Debt Serving on Higher Education Administration

There are many impacts of national debt serving on the administration of higher education. Some of the impact may include reduction in funding of higher institution, suspension of infrastructural facilities projects, shortage of staff, strike actions and poor implementation of higher education policies.

1. Reduction in Funding of Higher Education

The reduction in the funding of education and in specifically that of the higher education in Nigeria can be linked to the revenue fall and high debt serving that Nigeria is presently engage in now. From 2016 till date, education budget in Nigeria have been unstable. For instance, in 2016, education was allocated a paltry 6.7 per cent of the annual federal budget; it was 7.38 per cent in 2017; in 2018, it was 7.04 per cent; 7.05 per cent in 2019; 6.7 per cent in 2020; 5.6 per cent in 2021. In the current 2022 budget the allocation to education is a generous 7.9 per cent. Adeola Peter (2019) argued that high debt serving will affecting government expenditures on public institutions which education is included. Ogunode (2020) opined that the inability of the government to objectively implement the UNESCO 26% recommendation for the funding of education in Nigeria is contributing to the poor performance of the public universities in the country. Ogunode and Olugbenga, (2022); Ogunode, Chijindu, and Jegede (2022); Olamoyegun, Olatunde-Aiyedun and Ogunode (2022). (2022) and Ogunode, and Adanna (2022) noted that for the past one decade now higher education financing have not been encouraging due to fall in the national revenue. Ogunode (2020); Ogunode, Abubakar & A jape (2021) and Tunde & Issa, (2013) observed that the factors responsible for inadequate funding of public universities in Nigeria include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of the public universities include; inadequate infrastructural facilities, shortage of academics staff, poor quality of education, brain-drain and strike action.

2. Suspension of Capital Projects) Infrastructural Facilities Projects

The slow-down of infrastructural facilities development and suspension of capital projects in many public higher institutions in Nigeria can be traced to the fall in revenue and the high debt serving in the country. According to Ogunode (2020) Infrastructural facilities are those facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories,

halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Ogunode, Ndubuisi, & Jegede (2022) posited that many capital projects have been suspended in higher institutions due to poor funding. Adenikinju, (2022) submitted, the trend of debt serving could pose a serious challenge for financing capital projects and discourage private sector investment. Chukwuajah (2022) also asserted that with dwindling oil revenue due to slump in the price of oil in the international market, Nigeria's government has had to rely on borrowing, both external and domestic, to finance its projects and close up budget deficits over the years. This has caused a surging debt profile - presently at \$38trn, more money to service the debts and almost equal amount as capital expenditure. The high debt serving has implications as it hurts the country's capacity to finance capital and other value-adding projects, while amassing the country in more debts.

3. Shortage of Staff

The shortage of staff in the various public higher institutions especially the universities in Nigeria can also be linked fall in national revenue and the high debt serving of Nigerian government. The Nigerian government according Oyekanmi, (2022,) spent a total of N668.69 billion on domestic debt service and \$548.79 million on external debt service in Q1 2022. This serving is consuming huge revenue of the country that are supposed to be used for capital projects and human resources development in the country like employment of staff in public institutions like the higher institutions. It has been observed that for the past three years now the federal government have given directive on embargo on recruitment of staff in all federal higher institutions in Nigeria. (Taiwo-Obalonye, 2022) confirmed this when he submitted that **the Federal Government has reiterated that she has placed embargo on employment into the Federal Public Service since March 2020**. The placement of embargo on recruitment is due to poor revenue generation. Agbakwuru (2021) noted that the Federal Government, explained that it placed embargo on employment because the economy was not in good shape. This embargo affected recruitment of staff in federal higher institutions especially the universities. Staff in the higher institutions are classified into academic staff and non-academic staff. Ogunode and Adamu (2021) viewed Academic staff as those teaching staff in the higher institutions. Academic staff are the implementer of the school curriculum and lecture presenter. Academic staff are the teachers and deliver of instruction in the higher institutions. Academic staff are the knowledge and character builder/ imparter in the higher institution. The academic staff are the engine room of the higher institutions. They are the pillar and foundation of the higher institutions. The functions of the academic staff include to lecture, to prepare the lecture note, to prepare the lesson note, source for instruction materials, gives assignment to students, to assess the students through continuous assessment and examination, set exams questions, marks the answer sheet, supervise students research work especially projects, theses and dissertation and prepares the students grade points. The academic staff conducts different levels of research, presents their findings and contribute to the development of knowledge in the higher institutions (Ogunode, Jegede & Musa, 2021; Ogunode, Olatunde-Aiyedun & Mcbrown, 2022).

Ogunode (2020) described the non-academic staff as those professional individual who provide the non-teaching and essential services in the institutions. Without non-academic staff, the objectives of the higher institutions cannot be realized. Higher institutions render many services, one of which is academic service. Higher institutions are designed to function with the academic and non-academic staff. The realization of the objectives of higher institutions depends on both teaching and non-teaching (Ogunode, 2020). The services of the non-academic staff in the higher institutions in the country include security services, library services, administrative services, maintenance services, legal services, medical services, cleaning services, planning services, financial services, etc. All higher institutions depend on these services to realize their goals. The embargo on recruitment on higher institutions have led to shortage of

academic staff. Recently, the National Universities Commission (2021) submitted that universities should be isolated from the Federal Government's circular on new employment owing to the shortage of lecturers. The commission noted that 100,000 academic staff members were attending to 2.1 million students in Nigerian universities. The NUC disclosed that the commission was supervising over 200 universities consisting of 48 belonging to the Federal Government; 54 states and 99 private institutions. NUC observed that "The entire system has about 2.1 million students and staff strength of about 170,000 non-teaching and 100,000 academic staff. "Some of the problems facing the system include increased running cost, meagre budgetary allocations, issue of power shortages and shortages of manpower. NUC (2022) reported that there is a need for universities to be isolated from the Federal Government's circular on embargo on new employment because of the peculiarity and distinctive nature of the universities in order for them to keep up the pace in attaining comparable standards with their counterparts globally.

4. Strike Actions

Another area where the fall in revenue and the higher debt servicing is affecting the public higher institutions is in the area of strike actions. Fall in national revenue and high debt serving in Nigeria has also led to industrial strike actions by the different unions in the higher institutions. The federal government has fail to honour various agreement reached with different unions in the public higher institutions as a result of lack of funds to implement such agreement. Okebukola (2018), and Ogunode & Ahmed (2021) stated that the failure of the government to honour and implement the various agreement entered into with the unions is responsible for the various strikes actions in the public higher institutions across the country. Musa (2019) observed that government depend on the revenue to meet up with capital and recurrent expenditures of the higher institutions and other obligations. For few years now the federal government revenue have not be stable as a dwindling oil revenue due to slump in the price of oil in the international market and high debt which according to Oyekanmi, (2022,) is put at N668.69 billion for domestic debt service while \$548.79 million for external debt service in Q1 2022. Isiguzo and Arinze, (2021) reported that President Muhammadu Buhari disclosed that the Nigerian government cannot afford the amount of funding needed to revive the country's educational system. The president also submitted that the competition for funds had become keener because of the recent increase in the number of tertiary institutions in Nigeria and dwindling oil revenue due to slump in the price of oil in the international market. Also, Inyang (2022) reported that the Minister of Labour, Senator Chris Ngige claimed the federal government does not have the money to meet some of the demands of the Academic Staff Union of Universities (ASUU) as result of fall in revenue and oil price. Ogunode (2020); Ogunode, Ugochukwu, & Jegede (2022) noted that the reasons for the strike actions by different union groups include; poor implementation of agreement, underfunding of the public universities, inadequate infrastructural facilities, poor implementation of agreement reached with union groups and poor working condition and the implications of the continuous strike actions on the public universities include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria (Aiyedun, Olatunde-Aiyedun & Ogunode, 2021)

5. Poor Implementation of Community Service Programme

The high debt serving and the fall in revenue experiencing by the Nigerian government is affecting the funding of higher institution in the country and the poor funding of the public higher institutions is affecting the implementation of the various programme of the higher institutions such as the community service programme. Community service programme is described as one of the best programme of the higher institutions because of its direct benefits to the host communities. The higher institutions are known with community service provision to their host communities. Community service programme, according to Ogunode, *Olugbenga* and Ezema, (2022); Ogunode, Iyabode and Olatunde-Aiyedun (2022) is the third cardinal programme of the higher institutions especially the universities. Ogunode and Audu

(2022) submitted that community service programme is the third cardinal programme of the tertiary institutions. Community service programme is an organized and planned service programme of higher institutions for the benefit and betterment of their host community. Community service programme of higher institutions are community inclined services initiated by the institutions to develop the communities. Community service of higher institution are services provided by institutions to benefits the community people. Ojelade, Aiyedun and Aregebesola (2019) stated that community services programme are done near the area where the institutions are located so that the host community can enjoys the benefits of the institutions. Ogunode & Audu (2022) observed that funding is an importance resource in the tertiary institutions management and administration. Adequate funding is the life wire of the higher institutions. Funding is critical resource to the attainment of tertiary education goals and programme. In Nigeria, the funding of tertiary education have been poor and below the UNESCO 26% recommendation for education (Ogunode, Yahaya & Musa (2022); Ogunode, Ugochukwu & Iroegbu, (2022)). The inability of the government to adequately funding the tertiary institution is affecting the implementation of community service programme of the tertiary institutions. Since the higher institutions drives their funding for the government, a fall in revenue allocation to the higher institutions will definitely affects the implementation of institutions' programme such as the community services programme. Ogunode (2021) stated that the implementation of the universities programme depends on the availability of the budgetary allocation they received.

6. Poor Implementation of Research Programme

The debt service of the government may also affect the implementation of the research programme of the public higher institutions. Higher institutions are known for conducting researches. Higher institutions' major programmes are teaching, researching, and community services (Ogunode, Jegede, Adah, Audu & Ajape, 2021). Ogunode & Abubakar (2020) submitted that research is the second cardinal programme of higher institutions. Research is very important to the development of the society. Research is conducted mostly in the higher institutions environment with the objectives to solve problems affecting the society. The academic staff is saddled with the responsibilities of carrying out researches in the universities. Conducting research is one criterion for measuring their performance. Research programme is one of the programme of the higher institutions especially the universities and its implementation depends on the higher education budget which have been described as inadequate (Ogunode & Aiyedun, 2020; Ogunode, Ahmed, Gregory & Abubakar, 2021). Any fall in the allocation of the higher institutions will also affect all aspects of the institutions' programme such as research programme which is very vital to the socio-economic and technological advancement of the country. Poor research funding have been identified as one of the reasons for the poor development of research programme in public higher institutions in Nigeria.

7. Poor Implementation of Higher Education Policies

The poor implementation of higher education policies recently in public higher institutions in Nigeria can be traced to the fall in the national revenue and the high debt serving in the country. Many higher education policies on staff development have been poorly implemented due to revenue shortage and the country's huge debt serving challenge. The funding of higher institutions in Nigeria for a decade now is decreasing. Ohiare Udebu, Sarafadeen, & Abashi, (2022) observed that, for the past few years now the revenue of the entire country have been decreasing due to fall in the price of oil in international market. This is another factor responsible for the poor funding of higher institutions in Nigeria. Ogunode & Onyekachi (2021) submitted that another challenge affecting funding of education in Nigeria is the continuous short fall in the government revenue over the years. For the past five years now, Nigeria's revenue generation has continued to fall below the expected projected figure. Mark (2021), observed that budget revenue projections of the federal government based on the amended 2020 Budget Framework was N5.365 trillion, showing a quarterly estimate of N1.341 trillion. However, the total revenue inflow of

the Federal Government stood at N3.418 trillion as at the end of December 2020, representing a N1.947 trillion (36.29 percent) shortfall from 2020 annual budget estimate. Ogunode, Ajape and Jegede (2020) identified inadequate funding, inadequate infrastructural facilities, inadequate professional lecturers, institutional corruption, lack of political will, insecurity challenge, political instability, poor policy formulation, strike actions, weak regulatory agencies and political influence as the challenges preventing effective implementation of Universities education policies in Nigeria.

Conclusion and Recommendations

The paper looked at the impacts of national debt serving on higher education administration in Nigeria. The paper concluded that reduction in higher education funding, suspension of capital projects (infrastructural facilities), shortage of staff, strike actions and poor implementation of higher education policies were the impacts of National Debt Serving on higher education administration in Nigeria.

To ensure public higher institutions enjoys adequate funding in Nigeria because funding is key to the development of the higher institutions. Funding is the engine room of the higher education. Without adequate funding the goals and programme of higher institutions cannot be realized. Adequate funding is key to the sustainable development of higher education.

1. The paper suggested that the government should ensure that various obligations does not affect the funding of the higher education.
2. The Federal Government must strive to increase revenue and productivity in the economy.
3. The federal government should adopt tough but necessary policy choices in order to improve on its revenue and reduce its dependence on foreign and local loans to fund budget deficit.
4. The government should cut down the high running cost of governance in the country, reduces the recurrent expenditure, as well as removal of subsidies in electricity and petroleum products, as a way of reducing the debt burden.
5. The government should use ICT to block all financial leakages in the government ministries, departments and agencies.

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