



Article

Impact of Inflation on Tertiary Institutions Programme Implementation in North-Central Nigeria

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Abstract: The paper assessed the impact of inflation on tertiary institutions programme implementation in North- Central Nigeria. The study adopted the descriptive survey research design. Population of the study comprised all academic staff in North Central Nigeria. The sample size was 250. Simple random sampling technique was used to select the sample for the study. The instrument for data collection was a researcher-developed questionnaire titled "Inflation and Tertiary Institution programme Questionnaire (ITIPQ). The instrument was validated by three experts and its reliability was determined using Cronbach alpha method. This yielded internal consistency coefficients of 0.81 and 0.85 respectively for the two sections of the instrument. The data obtained from this study were subjected to statistical analysis. Frequencies and simple percentages were used to analyze the total number of respondents who completed the questionnaires. Pearson Product Moment Correlation was used to test all the five hypotheses. The 0.05 level of significance was used in rejecting or retaining the null hypotheses. The study showed that inflation have negatively affected the activities of tertiary institutions in the region. Specifically, inflation have disrupted the smooth implementation of teaching, research and community services programme in the region. Based on this the paper recommends that government should increase the salaries of lecturers in the tertiary institutions. Government should provide social safety programme for students to help them cope with the inflation. Government should subsidize resources resource and increase the funding of research programme of tertiary institutions in the region.

Citation: Esther Amina Akuh, Impact of Inflation on Tertiary Institutions Programme Implementation in North-Central Nigeria. **Web of Scholars: Multidimensional Research Journal.** 2025, 4(3), 73-79

Received: 3th March 2025

Revised: 9th March 2025

Accepted: 27th 2025

Published: 1th Apr 2025



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Keywords: Inflation, Tertiary institutions, Programme.

1. Introduction

Inflation can defined as the continuous price increases on goods and services in a country (Farid, Khan, Warriach, and Warriach, 2012; Okeke, & Nwankwo, 2011; Ejiofor, and Okonkwo, 2013). Inflation occurs when the prices of goods and services increase in a given period of time. Inflation is the general rise in the prices of goods and service in a state over a given period of time. Nigeria's annual inflation rate dropped to 23.18% in February 2025, its lowest level since June 2023, from 24.48% in January. Meanwhile, food inflation eased to 23.51%, marking its lowest rate since September 2022, compared to 26.08% in the previous month. The decline in inflation is primarily attributed to a technical adjustment in the base year, as the National Bureau of Statistics rebased the Consumer Price Index to 2024 from 2009 in January 2025. On a month-on-month basis,

the CPI increased by 2% (National Bureau of Statistics, Nigeria 2025). Inflation rate in Nigeria. Inflation in Nigeria, has led to the obvious devaluation of the naira and this had grossly reduced the value of fixed income earners, of which, the teachers are the worst hit. Inflation is anti-workers' economic growth and prosperity because it allows for arbitrary increase of prices of goods and services to the detriment of workers' fixed income even when it is glaring that their purchasing power is being reduced persistently and that eventually erodes their propensity to save (Giami, 2023).

Inflation have may affects the operation of both public and private institutions especially educational institutions. There are many investigations on the impact of inflation on educational variables. For instance, Adegoke, (2011) carried out a study titled the impact of inflation on the quality of education in Nigeria. This study was conducted at two tertiary institutions in Nigeria, namely; University of Ibadan and University of Lagos. The sample size was 500 students from each institution, making a total of 1000 students. The sampling technique used was stratified sampling. The instrument used for data collection was a structured questionnaire. The data collected were analyzed using descriptive statistics such as frequency counts, mean and percentages. The findings of the study revealed that the impact of inflation on the quality of education in Nigeria is significant. Most of the respondents (66.7%) reported that inflation has led to an increase in the cost of basic education. Additionally, the majority (80.1%) of the respondents reported that the quality of education has deteriorated due to inflation. Moreover, the majority (90.4%) of the respondents indicated that the government has not provided enough funds to improve the quality of education.

Ejiofor, and Okonkwo (2013) carried out an empirical study titled Inflation and educational performance in Nigeria. The study was conducted in four tertiary institutions in Nigeria: University of Ibadan, University of Nigeria, Nsukka, Obafemi Awolowo University, Ile-Ife, and University of Lagos. The sample consisted of 250 students, who were chosen using a stratified random sampling technique. The instrument for data collection was a questionnaire. Data analysis was conducted using descriptive statistics, correlations and multiple regressions. The findings of the study showed that there was a positive but weak correlation between inflation and educational performance in Nigeria. The results also showed that inflation had a negative and statistically significant effect on educational performance. Furthermore, the study revealed that the effect of inflation on educational performance was stronger in private universities than in public universities.

Oladipupo, and Oluwole, S. (2008) carried out a study titled Inflation and educational performance in Nigeria. The study was carried out in Nigeria using a stratified random sampling technique. The population of the study was the entire population of school-going adolescents in the country. The instrument used for data collection was a questionnaire which was administered to a sample of 5,000 students drawn from private and public secondary schools in the 36 states of Nigeria. The data collected was analyzed using descriptive statistics (means, frequencies, standard deviation) and inferential statistics (Pearson Product Moment Correlation and Analysis of Variance). The findings of the study revealed that inflation has a negative effect on the educational performance of school-going adolescents in Nigeria. It was found that the higher the inflation rate, the lower the educational performance of students. The findings also revealed that the gender of the student, the type of school the student attends, and the location of the school had a significant effect on the educational performance of the students.

Gagarawa and Mehrotra (2017) investigated the impact of inflation on living standard of public primary school teachers in Gagarawa Local Government Area, Jigawa State – Nigeria, in terms of their monthly income, expenditures and their comparative standard of living over the period (2014-2016). Research hypothesis formulated based on the research problem and objectives. Survey design was use to collect data by use of a

structured questionnaire. Samples of 155 teachers were selected from the population of the study. The data collected were analyzed using frequency distribution and percentages. Chi-square was used to test hypothesis, the result from hypothesis testing made the null hypothesis to be rejected while the alternative was accepted. Major findings and conclusion are that since inflation erodes teachers' income, increased their expenditures subjecting them to receiving loans with high interest, forcing the teachers to take an extra income generating works in an attempt to maintain their normal life, these consequently undermine their living standard.

Obiakor (2021) examined the impact of inflation and economic recession on education of secondary school students in Oji River Educational Zone of Enugu. The research adopted survey method. The design for the study was survey. A close-ended questionnaire was used as the instrument of the study. Two experts validated the instrument. The test-retest method used to test for the reliability of the instrument. The population include 1786 teachers from secondary schools in the area, out of which a sample size of 360 (5%) was drawn at random. The mean statistic was employed as the method of data analysis. Findings revealed that economic recession has caused unemployment, lower wage, high taxation, budget deficit, rising bond yields and untold hardship on the people to a great extent and propel poor quality and ineffective teaching in secondary schools to a great extent.

Akeredolu in (2022) conducted an online survey to assess how inflation affects tertiary education students. The survey was shared with over 700 undergraduate students from more than 10 Nigerian universities. 80% of the students were from federal universities while 10% were from private universities and 10% were from state universities. From the responses gathered, 52.5% confirmed that their institution increased tuition fees by 10-30% in the past year and their room and board fees increased by 10-30% in the same period, 47.5% confirmed that the cost of transportation increased by 10-30% while 35% confirmed a 40-90% increase in transportation cost. 45% of the students confirmed that the increase in feeding cost has mildly affected their school schedules, 22.5% confirmed that it has greatly affected their school schedules and 2.5% confirmed that it has extremely affected their school schedules.

Giami,(2023) examined the impact of inflation and standard of living on teacher's job performance in public senior secondary schools in Obio-Akpor Local Government Area, Rivers State, Nigeria. The study adopted the descriptive survey. The data elicited from respondents were analyzed using weighted mean and standard deviation to answer the research questions. Based on the analysis of the data, the result revealed that inflation and standard of living have negative impacts on teachers' job performance among teachers in the study area.

Tertiary institutions in Nigeria is characterized with different groups of people from different backgrounds and religion beliefs. Islam and Christianity religion dominated the Nigerian tertiary institutions. These religious institutions carry out campus fellowship to build the spiritual growth and development of their members. The Christian religious institutions are mostly in dominance in the South part of Nigeria while the Muslim campus fellowship spread across the Northern Nigeria. Uroko (2022) noted that Nigeria's tertiary institutions have recently had an increasing number of churches and fellowships on campus. Sometimes, fellowships exist in some of the classrooms in institutions of higher learning. The common name known to be given to these fellowships is "campus fellowship." This is because they draw their memberships from campus students.

Campus fellowships have long been a hub for different perspectives, ideas, and beliefs. For many students, tertiary education marks an important transition to independence and self-discovery. The tertiary institutions is no different from every other institutions of learning that has different set of people with different beliefs. Tertiary institutions houses various campus groups and communities, ranging from religious groups to social groups. Among these religious groups, churches and Christian

fellowships actively seek to engage and recruit new members. The religiosity of these youth has led to the proliferation of campus fellowships in all tertiary institutions of higher learning in Nigeria. The Campus fellowships programme and activities and membership drive are on daily basis. This proliferation of student fellowships and the dynamic nature of their activities in institutions of higher learning in Nigeria have led to some positive development. This paper seeks to discuss the the impact of Christian's religious institutions in Nigerian tertiary institutions.

2. Materials and Methods

The study adopted the descriptive survey research design. Population of the study comprised all academic staff in North Central Nigeria. The sample size was 250. Three tertiary institutions were randomly selected for the study in three states in North Central Nigeria. Simple random sampling technique by balloting was used to select 3 tertiary institutions in the region. The instrument for data collection was a researcher-developed questionnaire titled "Inflation and Tertiary Institution programme Questionnaire (ITIPQ). 4-Likert scale. A 4-point Likert-type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) and it contained 24 items. The instrument was validated by three experts and its reliability was determined using Cronbach alpha method. This yielded internal consistency coefficients of 0.81 and 0.85 respectively for the two sections of the instrument. Four research assistants were used to collect the data directly from the sample institutions. The data obtained from this study were subjected to statistical analysis. Frequencies and simple percentages were used to analyze the total number of respondents who completed the questionnaires. Pearson Product Moment Correlation was used to test all the three hypotheses. The 0.05 level of significance was used in rejecting or retaining the null hypotheses.

3. Results and Discussions

H01: There is no significant relationship between inflation and teaching programme implementation in tertiary institutions in North- Central Nigeria.

Pearson Product Moment Correlation statistics on relationship between Inflation and teaching programme of tertiary institutions

N250

Variable	S	MD	R	df	P
Inflation	60.90	14.80	0.664	329	0.003
Teaching programme	31.73	4.87			

Correlation is significant at the 0.05 level (2-tailed $r=0.664$ $p=0.003$)

Table 1.1 is a Pearson product moment correlations analysis aimed at finding relationship between inflation and teaching programme of tertiary institutions. The Results revealed that significant relationship exist between inflation and teaching programme of tertiary institutions. This is because the calculated p value of 0.003 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.664. This implies that the higher the inflation, the higher the impact of teaching implementation in the tertiary institutions. Therefore, the null hypothesis which stated that, there is no significant relationship between inflation and teaching programme of tertiary institutions, is hereby rejected.

H02: There is no significant relationship between inflation and research programme implementation in tertiary institutions in North- Central Nigeria.

Pearson Product Moment Correlation statistics on relationship between Inflation and research programme of tertiary institutions

N250

Variable	S	MD	r	df	P
Inflation	70.80	12.90	0.566	329	0.002
Research programme	3.73	0.566			

Correlation is significant at the 0.05 level (2-tailed $r=0.566$ $p=0.002$)

Table 1.2 is a Pearson product moment correlations analysis aimed at finding relationship between inflation and teaching programme of tertiary institutions. The Results revealed that significant relationship exist between inflation and resaerch programme of tertiary institutions. This is because the calculated p value of 0.002 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.566. This implies that the higher the inflation, the higher the impact of research programme implementation in the tertiary institutions. Therefore, the null hypothesis which stated that, there is no significant relationship between inflation and research programme of tertiary institutions, is hereby rejected.

H03: There is no significant relationship between inflation and community service programme implementation in tertiary institutions in North- Central Nigeria.

Pearson Product Moment Correlation statistics on relationship between Inflation and community service programme of tertiary institutions

N250

Variable	S	MD	r	df	P
Inflation	70.80	12.90	0.870	329	0.001
Community service programme	3.73	0.870			

Correlation is significant at the 0.05 level (2-tailed) $r=0.870$ $p=0.001$

Table 1.3 is a Pearson product moment correlations analysis aimed at finding relationship between inflation and teaching programme of tertiary institutions. The Results revealed that significant relationship exist between inflation and community service programme of tertiary institutions. This is because the calculated p value of 0.001 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.870. This implies that the higher the inflation, the higher the impact of teaching implementation in the tertiary institutions. Therefore, the null hypothesis which stated that, there is no significant relationship between inflation and community service programme of tertiary institutions, is hereby rejected.

The Results also revealed that there is significant relationship between inflation and teaching programme of tertiary institutions. This implies that inflation have adversely affected the implementation of teaching programme in the tertiary institutions. This finding collaborates the discovered of Ahmed, and Tochukwu, (2024) that found out that inflation has a very significant influence on the salaries of teachers, cost of tuition and other education expenses, quality of education within the system and on enrollment in educational institutions. Also, Giami, (2023) concluded that inflation reduces the standard of living of the people especially those fixed income earners. Inflation is the era of continuous rise in the prices of goods and services. Where money loses it purchasing values as much money chases fewer goods and services. This has affected teachers' morale and competencies in the performance of assigned tasks. This situation had equally affected the quality of education in Nigeria.

The Results collected from the table showed that significant relationship exist between inflation and research programme of tertiary institutions. This means that

inflation in Nigeria and in particularly North East Nigeria have impacted negatively on the implementation of research programme in the institutions. This paper is in line with the finding of Durosaro, (2012) and Atolagbe (2011) and that concluded that inflation have led to increment in research resources, reduction in the volume of academic paper publications and likely drop in international ranking as the major impacts of inflation on the research programmes of Nigerian tertiary institutions.

The Results revealed that significant relationship exist between inflation and community service programme of tertiary institutions. Ogunode, Eze, and Olumodeji, (2024) concluded that inflation have affected the community services programme of universities in North Central Nigeria. They noted that inflation have led to increment in the prices of goods and services that directly affected the level of services in the host communities and the community based projects.

4. Conclusion

The paper assessed the impact of inflation on tertiary institutions programme in North-East Nigeria. The paper concluded that inflation have negatively affected the activities of tertiary institutions in the region. Specifically, inflation disrupt the smooth implementation of teaching, research and community services programme in the region. This implies there is significant relationship between inflation and slow implementation of the teaching, research and community services programme in the region.

Based on this, the paper hereby recommends

1. Government should increase the salaries of lecturers in the tertiary institutions. Government should provide social safety programme for students to help them cope with the inflation.
2. Government should subsidize resources resource and increase the funding of research programme of tertiary institutions in the region
3. Government and private institutions should increase the funding of community service programme of the tertiary institutions in the region and in Nigeria as a whole.

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