



Accounting Literacy and Budget Control in Military Schools

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Abstract

Effective financial management is critical to the sustainability and operational efficiency of military educational institutions. This study examines the role of accounting literacy in strengthening budget control systems within military schools. Drawing on theoretical perspectives from public financial management and educational administration, the paper explores how accounting knowledge among administrators influences budgeting accuracy, resource allocation, transparency, and financial accountability. Using a conceptual and comparative analytical approach, the study synthesizes existing empirical evidence on financial literacy, public sector accounting practices, and institutional governance. The findings suggest that inadequate accounting literacy among school administrators contributes significantly to budget inefficiencies, resource leakage, and weak financial planning. Conversely, improved accounting competence enhances fiscal discipline, transparency, and strategic decision-making. The study proposes a framework for integrating accounting literacy into administrative training within military education systems and concludes with policy recommendations for strengthening financial governance in military schools.

Keywords: Accounting literacy, budget control, military education, public sector accounting, financial management

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I. Introduction

Effective financial management is fundamental to the sustainability and operational efficiency of educational institutions. In military schools, where funding is often derived from public resources and governed by strict accountability standards, prudent budget management is especially critical. However, many military educational institutions in developing economies face persistent challenges related to weak budgeting systems, limited financial transparency, and inadequate accounting competencies among administrators.

Accounting literacy—the ability to understand, interpret, and apply financial information—is increasingly recognized as a cornerstone of sound public sector governance. In educational settings, it influences budget planning, expenditure control, reporting accuracy, and compliance with regulatory standards. Despite its importance, accounting literacy remains underemphasized in the training of school administrators, including those in military institutions. This study examines the role of accounting literacy in enhancing budget control within military schools. Focusing on conceptual and empirical insights from public sector accounting literature, the paper argues that strengthening accounting competencies among school administrators is essential for promoting fiscal discipline, transparency, and institutional effectiveness.

II. Literature Review

2.1 Accounting Literacy and Financial Management

Accounting literacy refers to the ability to understand, interpret, and use financial information for effective decision-making (Lusardi & Mitchell, 2014). In organizational contexts, it enables managers to allocate resources efficiently, monitor expenditures, and ensure compliance with financial regulations. Research indicates that organizations with higher levels of financial literacy demonstrate improved budgeting accuracy and reduced financial mismanagement (OECD, 2018). In public institutions, accounting literacy is particularly important due to the need for transparency and accountability in the use of public funds. Weak financial skills among

administrators have been linked to budget overruns, audit failures, and inefficiencies in service delivery (Amanze & Nwoye, 2020).

2.2 Budget Control in Educational Institutions

Budget control refers to the processes through which organizations plan, monitor, and regulate financial expenditures to achieve predetermined objectives. In educational institutions, effective budget control ensures that limited resources are allocated in line with institutional priorities such as infrastructure development, instructional materials, and staff welfare (Odia & Omofonmwan, 2017). Studies in developing economies reveal that inadequate budget monitoring mechanisms often lead to misallocation of funds and poor educational outcomes (Adegbe & Fakile, 2019). In military schools, where hierarchical structures and centralized decision-making prevail, the absence of strong financial oversight mechanisms can undermine operational efficiency.

2.3 Accounting Literacy in the Military Education Context

Military institutions operate within rigid administrative frameworks that emphasize discipline, accountability, and chain of command. However, financial literacy is not always embedded in leadership training curricula. Research suggests that integrating accounting education into military training enhances transparency, strengthens internal controls, and improves budget execution (Okafor & Onwumere, 2017). Military schools face unique financial challenges, including procurement complexities, recurrent expenditure pressures, and accountability to both civilian and defense authorities. Accounting literacy equips administrators with the skills needed to navigate these challenges while maintaining compliance with public financial regulations.

III. Theoretical Framework

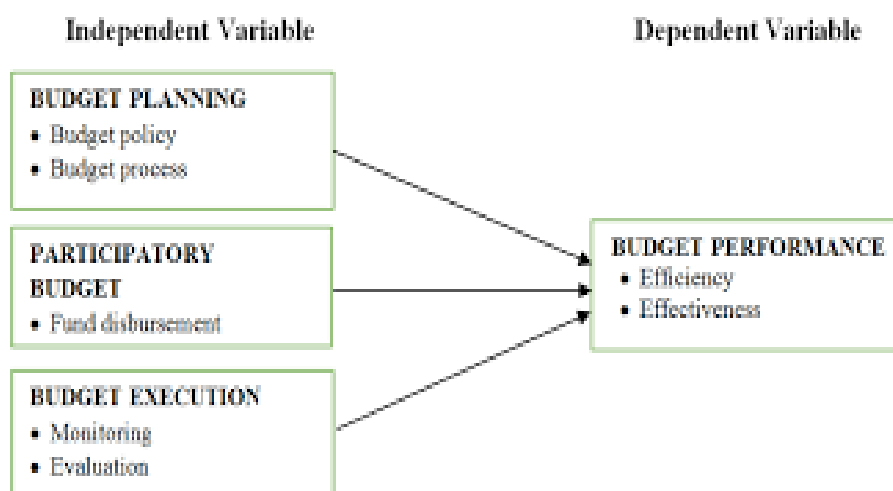
This study is anchored on Agency Theory and Public Financial Management Theory. Agency theory explains the relationship between principals (government and taxpayers) and agents (school administrators), emphasizing the need for accountability mechanisms to prevent misuse of resources. Public Financial Management theory highlights the role of budgeting, accounting, and auditing in ensuring efficient use of public funds. Integrating these theories provides a framework for understanding how accounting literacy enhances transparency, reduces information asymmetry, and strengthens budgetary discipline in military educational institutions.

IV. Methodology

This study adopts a qualitative, conceptual research design. Relevant literature from peer-reviewed journals, policy documents, and public finance reports was systematically reviewed. Thematic analysis was employed to identify recurring patterns related to accounting literacy, budget control, and institutional governance. This approach enables a comprehensive synthesis of existing knowledge and the development of a conceptual model applicable to military schools.

V. Accounting Literacy and Budget Control: Conceptual Framework

Figure 1. Conceptual Model of Accounting Literacy and Budget Control in Military Schools



The model illustrates how accounting literacy influences budget planning, expenditure monitoring, internal control systems, and financial accountability. Enhanced accounting skills lead to improved budget forecasting, reduced financial leakages, and stronger institutional performance.

Key components include:

- Accounting Knowledge: Understanding of budgeting, financial reporting, and cost control
- Managerial Competence: Ability to apply financial information in decision-making
- Control Mechanisms: Internal audits, compliance procedures, and performance monitoring
- Outcomes: Transparency, efficiency, and institutional sustainability

VI. Discussion

The analysis demonstrates that accounting literacy plays a pivotal role in strengthening budget control within military schools. Administrators with strong accounting competencies are better equipped to interpret financial reports, monitor expenditures, and ensure compliance with financial regulations. This reduces the likelihood of misappropriation and enhances the credibility of institutional financial management. Moreover, embedding accounting education into professional development programs fosters a culture of financial accountability. Evidence from public sector reforms indicates that capacity-building initiatives in financial management lead to improved service delivery and fiscal discipline (OECD, 2018). For military schools, this translates into better resource utilization and improved educational outcomes.

VII. Conclusion

This study underscores the critical role of accounting literacy in promoting effective budget control within military educational institutions. By strengthening financial knowledge and management skills among administrators, military schools can enhance transparency, accountability, and operational efficiency. The study recommends the institutionalization of accounting literacy training as part of leadership development programs and the integration of modern financial management tools into administrative processes. Future research may adopt empirical approaches to assess the direct impact of accounting literacy interventions on budget performance indicators in military and public-sector educational institutions.

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