



AN ASSESSMENT OF GOVERNMENT BUDGETARY ALLOCATION ON STUDENTS ACADEMIC PERFORMANCE IN BADE LOCAL GOVERNMENT AREA, YOBE STATE, NIGERIA

Dr. Abdulhadi Ibrahim¹, Babagana Burah²

^{1&2}Department of Economics, Umar Suleiman College of Education, Gashua

ABSTRACT

The study is conducted to assess the government budgetary allocation on the academic performance of secondary school students in Bade Local Government area, Yobe state. The research design adopted was cross-sectional survey design. The population of the study consists of 388 teachers and 5,136 students drawn from boarding and public day schools. The sample of the study comprised of 202 teachers. To guide the study two research objectives were formulated with one hypothesis. The influence of finance questionnaire (TIFQ) was designed by the researcher, validated by experts and administered as instrument for data collection. The reliability of the instrument was established using Cronbach alpha method. The data collected were analyzed using mean and standard deviation while chi-square statistics was used to test the hypothesis at 0.05 level of significance. The result of the study revealed that there was no significant relationship between budgetary allocation and students' academic performance in public secondary schools in Bade local Government area of Yobe State.

KEYWORDS: Government, Budgetary Allocation, Academic Performance, Quality Education

1. INTRODUCTION

Education reforms that are aimed at increasing access to and participation in any level of education carry significant financial burden. However, the country constraints in mobilizing additional public and private resources to meet the high cost of expanding access to quality secondary education. Resources constraint is compounded by in-equalities in participation across region, social class and gender. Any attempt, therefore, to expand access to secondary education must take into account the existing budgetary allocation to the educational sector, failure to which such expansion will be a tool for producing poor quality education.

Knowledge is considered as the determinant and driver of economic growth, development and competitiveness. Education is regarded, globally, as a potent instrument for introducing and sustaining social change in human societies, as well as shaping its destiny. Apart from serving as a vehicle for enhancing upward social and economic mobility, education is also regarded as a key to social reconstruction. Quality education is a major source of providing the required knowledge that will help generate and accelerate

knowledge flow for modern-based economics. There is no gainsaying that education is very vital to the pace of social, political and economic development of any nation. This is why most nations of the world strive to devote a sizable proportion of their Gross National Income to develop the educational sector.

Quality of education involves measuring outputs from the education system and secondly the educational process which produces the output. Quality of education always has a direct relationship with quality of teachers, teaching resources, content of curriculum and learning environment. In Nigeria one useful index for measuring the quality of education is based on the measurement of students' performance over time. Furthermore, the ability of graduates to have the requisite skills and technical know-how also serve as an index of measuring the quality of education. Quality education has both direct and indirect impact on individuals' job satisfaction, mindset and self-discipline, job knowledge and revenue rations.

Okeke (2005) explained that basic requirements as infrastructure that include buildings, classrooms, laboratories, workshops, administrative blocks, furniture and work benches are necessary. Invariably, funds are needed to properly put all these basic



requirements in place. Funding here, refers to the sum of money budgeted for a period of time for educational purposes. It is the government's responsibility to provide financial needs based on top priority as the government can and ought to respond to the public secondary schools education. World Bank (2005), noted provision of good quality secondary education is a critical tool in generating the opportunities and benefits of social and economic development.

The percentage of budgetary allocation by government to any sector in a given economy is proportional to the level of funds available in the coffers of the state. Nigeria has witnessed high levels of decrease in government revenue perhaps as a result of dwindling oil revenue, which to a certain extent has affected sectorial funding, educational sector inclusive.

The Federal Government of Nigeria had on December 19, 2018 presented N8.83tn estimates to the National Assembly as 2019 budget. The executive summary of the proposals showed that the education sector got N620.5bn (about 7.05 per cent), a marginal raise over the total of N605.8bn budgeted for the sector in 2018. Over the years, the country's funding for education continued to rotate between five per cent, six per cent and seven per cent of the national budget. The country budgeted N398bn on education in 2017. In 2018, the administration proposed N496.9bn, but it was later raised to about N605.8bn by the National Assembly (Abdulraheem, 2019). These fluctuations in the allocations to the educational sector from the National budget have led to an increase in the cost of education, and this burden is borne by the private individual and households.

The challenge of allocating scarce resources among competing ends has become the corner-stone of political economy. Thus, in the process of economic development, education must compete for resources with other public goods and services. As a result, qualitative education planning must be integrated with the overall planning processes in order to prevent misallocation of resources, misdirection of energies and bottlenecks. Hence, the importance of effective budgetary allocation and appropriation in the educational sector and its implication on the productivity of both the students and the teachers should not be treated with levity because of the immense benefit it possesses. Fluctuations in the government allocations to the educational sector over the years have left institutions, especially secondary schools with many challenges ranging from; inadequate financing, shortage trained manpower, inadequate laboratory and library facilities, computer labs, infrastructural decay, among others.

Secondary education in the Bade local government area of Yobe state has experienced some set-backs as a result of certain factors, these range from low budget/poor funding, lack of budget implementation, poor education infrastructure, Boko Haram insurgency, poor secondary school graduates. The major concern is whether the prevailing factors which impede productivity in the educational sector is hinged on low budget by the state government or non-implementation of the allocated budget to the sector, and what is the amount of budgetary allocation/appropriated to the education sector in the past few years. However, this study seeks to assess government budgetary allocation on the academic performance of secondary school students in the Bade Local Government area of Yobe State, Nigeria. It is against this background, this study aims to achieve the following objectives:

- i. To investigate how government budgetary allocation affects the quality of education of public secondary school students in Bade Local Government of Yobe State.
- ii. To examine how budgetary allocation affects the performance of public secondary school students.

LITERATURE REVIEW

Kalu (2011) carried out a study on budgeting practice of principals of secondary schools in south-east geo-political zone of Nigeria. The study adopted the descriptive survey research design. The population comprised of 1172 principals and 79 account supervisors in south-east geo-political zone. A simple random sampling technique was used to select 3 states out of the 5 states. The major findings of the study include the following: that principals follow the budget guideline specifications in planning and implementing budget. Principals do not buy science equipments, maintain school vehicles, buildings and furniture and do not organize workshops, seminars and conferences in the schools every year, they do not defend budget with their bursars always.

The study revealed that principals keep and use the necessary financial account books in the school among others. Base on the findings and the educational implications, it was recommended that principals should work with their staff cooperatively. Government should equip the principals with adequate funds to maintain building, furniture and school vehicles and gender inequality should be erased. This study is in line with the current study because it focused on the major function of budget allocation to public secondary schools, but a slight deviation from the current study in the area of study which is Nsukka



Bendikson and Robinson (2011) conducted a study to identify the comparative academic performance of secondary schools in New Zealand. The study adopted the Quasi-experimental design; specifically, the pre-test post-test control group design was used. The population of the study consists of 1551 high school students from 22 communities. The sample of the study consists of 40 high school students drawn from 2 community high schools. Simple random technique was used to select the sample while data were collected using an instrument titled 'Gross Productivity, Value Added and Growth Analysis' to measure the performance of secondary schools. The results of their study indicated that schools in low and middle class communities were more likely to improve their performance as compared to other schools.

Ernest and Odior (2014) examined the likely impact of government expenditure policy on education and poverty reduction in Nigeria. The study used the survey research design. The Population of the study comprised the entire 185 government parastatals in Nigeria, and the sample of the study comprised 1 ministry of finance in Abuja. The study adopted an integrated sequential dynamic Computable General Equilibrium (CGE) model was used to simulate the potential impact of increase in government expenditure on education in Nigeria. The model is simulated with a 2004 Social Accounting Matrix (SAM) data of the Nigeria economy.

The study concluded that if government policy is going to substantially reduce poverty, then future economic growth has to be pro-poor. Investing in education is one of the pro-poor policies for improving human capital and reducing poverty.

Obi, (2014) examined the Impact of government expenditure on education: The Nigerian experience. The study adopted the cross-sectional survey design. The population of the study constituted all the 185 government ministries in Nigeria, and the sample of the study is the 1 ministry of education in Abuja. Nigeria has over the years invested substantially to improve the educational attainment of the labour force and to raise productivity but yet still faces declining real output and slow economic growth. The study focuses on the impact of education expenditure on economic growth as a means of achieving the desired socio-economic change needed in Nigeria. The study uses time series data from 1981 to 2012. The Johansen's co-integration analysis and ordinary least square (OLS) econometric techniques were used to analyze the relationship between gross domestic product (GDP) and recurrent education expenditure. Findings indicate that though a positive relationship subsists between education expenditure and economic growth, but a long run

relationship does not exist over the period under study. The study observed that this puzzle is attributable to labour market distortions, redundancy of the workforce, industrial dispute and job discontinuities as well as leakages in the Nigerian society such as brain drain, among others. In conclusion, the above study has shown that educational sector has not been productive as expected. This is evidenced by the poor quality of graduates, increasing cases of cultism in schools and high rates of drop-outs.

Njideka,(2015) investigated need for adequate funding in the administration of secondary education in Nigeria. The study adopted the cross-sectional survey design. The population of the study constituted all the 185 government ministries in Nigeria, and the sample of the study is the 1 ministry of education in Abuja. Funding is considered all over the world as the life wire that propels the educational sector towards achieving her objectives. The paper focuses on the need for adequate funding of secondary education in Nigeria. Emphases were laid on the alternative sources of funding for secondary schools as well as the consequences of inadequate funding on secondary school such as infrastructural decay, high cost of education, low level of staff commitment. Influence of adequate funding on secondary education such as infrastructural development, employment of quality teachers was also highlighted. The study also discussed the reasons for inadequate financing of secondary education among which is population explosion and lack of adequate planning. The techniques for proper financial management were also identified. It was concluded that proper funding plays a significant role in the achievement of the objectives of secondary education in the country.

Omodero and Azubike (2016) conducted a study on empirical review of government expenditure on education and economic development in Nigeria (2000 – 2015). The study empirically reviewed government expenditure on education and economic development in Nigeria from 2000–2015. The research design adopted in this study is quasi experimental design which involves the use of secondary data. The population of the study comprised of all 36 Central Banks in Nigeria. The sample of the study comprised of 1 Central Bank in Abuja. The specific objective is to examine the extent to which the Nigerian GDP affects the government expenditure on education, social and community services and the number of school enrolment within the period being reviewed. Secondary data employed were from the (EFA 2015) report and CBN bulletin published in 2016. Multiple regression analysis and student t-test were the statistical tools applied, with the use of SPSS for both data analysis and



to test the hypotheses formulated for the study at 5% level of significance. The result indicated that expenditure on education is significant and impacts on the economy. While the result on SCS and ENRL showed a significant relationship with the GDP but little or no impact. The conclusion is that, the anti-graft fight by the government to encourage proper use of resource allocation has to be encouraged by all good citizens and lovers of education. If the resources allocated are efficiently utilized to equip Government owned schools, education will be affordable by all and number of school drop-outs will reduce significantly. While this study focused on Government expenditure on education and economic growth, the current study is focused on Government Budget allocations to public secondary schools and academic performance in Yobe State, Nigeria.

Ronbak, Awu & Dachung (2018) examined issues in the financing of education such as the sources of financing of education; individual sources, institutional sources and government sources. The study adopted an exploratory research design. The population of the study comprised of the 62 approved senior secondary schools in Jos North LGA of Plateau State, while the sample of the study comprises of 3 senior secondary schools which includes; Ecwa Staff School Jos, Baptist High School Jos and St. Louis College Jos. The causative factors of inadequate funding of education were also investigated such as diversion of funds, underestimation of educational resources, fiscal indiscipline, inflationary rate, political instability, fraud, corruption, embezzlement and misappropriation of educational funds by government officials and wastages of funds meant for the educational sector. Government financial distribution to education was also highlighted with statistical data of budgetary allocation from 2005 to 2015 to education.

This study differs from the current study because it focused on improving quality education in Nigeria through government financing, while the current study is focused on budgetary allocations to public secondary schools in Yobe State. Further, the current study focused on public secondary schools in Bade local government area of Yobe state, the previous study focused on Ministries of Education. More so, the current study adopted a survey research design, while the previous study adopted an exploratory research design.

3. METHODOLOGY

Research Design

The cross sectional survey design was used for this study. Survey research is an attempt to collect data from members of the population in order to determine

the current status of that population with respect to one or more variables. The design is considered suitable for the study because it is often conducted to achieve any or all of the following objectives: description, explanation and exploration. It is also suitable in self report study, practical and versatile. In this context, data collected from a particular population should be sampled to determine how these data determine government budgetary allocation on the academic performance of public secondary school students. Awotunde and Ugodulunwa (2004) defined survey design as very much like census. According to them, survey examines a sample from a population while census enumerates an entire population.

Population

The population of the study consisted of all the four public secondary schools spread across Gashua town and its adjoining villages in Bade Local Government Area of Yobe State for 2019/2020 academic session, in the study area, 3 of the public secondary schools are Boarding while 1 is Day public secondary school. Bade L.G.A. has a total population of 388 Secondary school teachers which include 297 males and 91 females. The schools have 5,136 students made up of 4,173 males and 963 females (Yobe state Ministry of Education, 2020).

Sample

Awotunde and Ugodulunwa (2004) asserted that if a portion of a research population is selected to be studied rather than studying the whole population, that portion that is selected is called a sample. The researcher sampled two public secondary schools, 1 Boarding and 1 Day secondary school, 202 teachers as sampled from the entire population. The schools are Government science and technical college Gashua, (GSTC) and Government Day secondary school Gashua. Accordingly, 101 teachers each were sampled from both Government science and technical college Gashua and Government Day secondary school Gashua which gives a total of 202 teachers from the two sampled schools as respondents.

Method of Data Analysis

This refers to the examination of coded data critically and making inferences (kombo and Tromp, 2006). In this study both descriptive and inferential statistics were used. Descriptive statistic was mean and standard deviation whereas inferential statistic was chi square. This aspect presented and analyzed result obtained from the estimation of data provided by the sampled population (Teachers) as to how Government budgetary allocation on the academic performance of secondary school's students in the study area. Specifically, the result and analysis under this section dwells on the responses of teachers on the quality of



education, trend of budgetary allocation, how budgetary allocation affects the performance and challenges of budgetary allocation in public secondary schools. The research questions were answered and data collected were analysis using SPSS packing to get the mean and standard deviation.

The formulas adopted are;

$$X = \frac{\sum fX}{\sum f}$$

Where;

- X = The Arithmetic mean
- \sum = Sigma "summation of
- X = Scores
- F = Frequency
- N = Number of cases

Standard deviation

$$S = \sqrt{\frac{\sum f(X-X)^2}{\sum f}}$$

Where

- S = Standard deviation

TESTING OF HYPOTHESIS

In testing the hypothesis however, chi square (X^2) was used to test and analyze the hypothesis to determine if there is a significant relationship between Government budgetary allocation and the academic

performance of secondary school's students. The items on the questionnaires were summed up and calculated to arrive at the calculated value in order to determine whether the hypothesis is rejected or accepted. The decision rule in the study was arrived at by checking for significance of the calculated (X^2) value and its corresponding table value. If the calculated (X^2) value was greater than or equal to the table value ($X^2_{cal} \geq X^2_{tab}$), **H₀** was rejected otherwise upheld. The test was at a 5% level of significance.

The formula adopted was;

$$X^2 = \frac{\sum (F_o - F_e)^2}{F_e}$$

- X^2 = chi-square
- \sum = Sigma "summation of
- F_o = Observed Frequencies
- F_e = Expected Frequencies

4. RESULTS AND DISCUSSIONS

Research Question One: How does budgetary allocation affect the quality of education in secondary schools in Bade Local Government of Yobe State? The result on how budgetary allocation affects the quality of education in secondary schools was collected from sampled teachers and presented in table 4.1.

Table 4.1: Result on how Budgetary Allocation Affects the Quality of Education in Secondary Schools

S/N	Government Budgetary Allocation and Quality of Education	N	Mean	SD	Decision
1	Prompt and regular payment of teachers financial benefits, salaries and other allowances improve teachers commitment	202	4.88	.354	Affects
2	Teachers that are adequately remunerated are more committed on students' academic activities than those that are poorly remunerated	202	4.31	.873	Affects
3	Provision of adequate and affordable accommodation facilities by Government promote teachers commitment	202	4.32	.786	Affects
4	Financial relationship between parents and teachers through P.T.A. promotes teachers commitment and contribute to students performance	202	4.77	.496	Affects
5	Provision of infrastructural facilities and teaching aids by government improves the quality of education in secondary schools	202	4.99	.99	Affects
Criterion Mean: 3.00		Cumulative Mean: 4.65			

Table 4.1 shows the result of how budgetary allocation affects the quality of education in public secondary schools in Bade Local Government of Yobe State. From the result all the five items have mean

scores (X =4.88, 4.31, 4.32, 4.77 & 4.99) above the criterion mean of 3.00. The result revealed that the cumulative mean of 4.65 is greater than the criterion mean rating of 3.00.



Research Question Two: To what extent does budgetary allocation affect the learning of students in public secondary schools in Bade Local Government of

Yobe State? Table 4.2 shows the result of analysis on the extent to which budgetary allocation affects students learning.

Table 4.2 : Result of Analysis on the Extent to which Budgetary Allocation Affects Students Learning

S/N	Government Budgetary Allocation and Quality of Education	N	Mean	SD	Decision
6	Students are motivated academically when their parents reinforce them financially in school	202	4.43	.907	Affects
7	Students are motivated and perform better academically when their school fees and other levies are paid promptly without delay	202	4.27	1.34	Affects
8	Financial allocation as external motivation facilitates students' academic performance in public secondary schools	202	4.93	.37	Affects
9	Students are motivated academically when payment for their field trip and excursion are paid promptly	202	4.29	.94	Affects
10	Government scholarship promises encourage students' academic performance	202	4.82	.64	Affects
Criterion Mean: 3.00		Cumulative Mean: 4.5			

Data in table 4.2 shows the result of analysis on the extent to which budgetary allocation affects students learning in public secondary schools in Bade Local Government area of Yobe State. From the result, all the five items have mean scores ($X = 4.43, 4.27, 4.93, 4.29 \text{ \& } 4.82$) above the criterion mean of 3.00. The result revealed that the cumulative mean of 4.55 is greater than the criterion mean rating of 3.00. Since the cumulative mean of 4.55 is higher than the criterion mean, it means students are motivated academically when their parents reinforce them financially in school and perform better academically when their school fees and other levies are paid promptly. Financial allocation

as external motivation facilitates students' academic performance in public secondary schools. Students are motivated academically when payment for their field trip and excursion are paid promptly and Government scholarship encourages students' academic performance.

Testing of Hypotheses using Chi-Square (X^2)

Hypothesis One: There is no significant relationship between budgetary allocation and students' academic performance in public secondary schools in Bade Local Government of Yobe State? Table 4.3 shows the analysis of the hypothesis tested.

Table 4.3: Chi-square result on the Relationship between Budgetary Allocation and Students' Academic Performance in Public Secondary Schools

	Value	df	P-value
Pearson Chi-Square	652.820 ^a	66	.571
Likelihood Ratio	301.317	66	1.000
Linear-by-Linear Association	3.779	1	.052
N of Valid Cases	202		

Data in table 4.3 reveals the chi-square result on relationship between budgetary allocation and students' academic performance. From the result $X^2(1, 66) = 652.82, P > 0.05$, since the P-Value of .571 is greater than 0.05 level of significance, the null hypothesis was retained. It was concluded that there is no significant relationship between budgetary allocation and students' academic performance in public secondary schools in Bade Local Government of Yobe State?

5. CONCLUSION AND RECOMMENDATIONS

The result of the study revealed that there was no relationship between budgetary allocation and students' academic performance in public secondary schools in Bade local government area of Yobe State. The result shows that a large majority of teachers who filled the questionnaire were of the opinion that prompt and regular payment of teachers financial benefits, salaries and other allowances, improves teachers commitment as a result of government allocations to these public schools in the study area. Further, teachers that are adequately remunerated are more committed on



students' academic activities than those that are poorly remunerated. It was concluded that government budget allocation, trend of annual budget, budget allocations and challenges of budgetary allocations were the major determinant of students' academic achievement. Furthermore, it was concluded also from the study that government has been consistent in her budget to the educational sector which in turn improves the welfare of teachers and in the provision of teaching and learning materials in secondary schools in the study area. It was also concluded that government budgetary allocation to the secondary schools in the study area have been sufficient towards learning facilities, and has also been well planned and has improved the quality of education in public secondary schools in the study area. Finally, the study concluded on some of the challenges of budgetary allocations to secondary schools in the study area to include; budget variances, budget uncertainty, insufficient funds, corruption of some government officials and time lag in government budget allocations among others, are some of the challenges of budgetary allocations to secondary schools in the study area.

Based on the findings of the study, the following recommendations were made:

1. Government should encourage the participation of the NGOs and the private sector education. The implication of government being the sole financier and administrator of education has its manifestation in under-funding, of the institutions, moral decadence, poor quality education, brain drain, incessant strike actions, and closure of schools, ineffective control and management.
2. Funds allocated should be disbursed on time in time in order to avoid the loss in real value arising from inflation. A number of uncompleted projects in education are as a result of depression in real value of the money.
3. To increase its patronage and improve its status, government should allocate more funds for it, provide more infrastructure and facilities, teachers, instructional materials for the non-formal training centers. There should also be orientation of the masses towards enrolling in adult literacy centers.
4. School managers should endeavour to apply appropriate financial management techniques in the management of available funds. Strategies such as; alumni contribution, handcrafts and PTA levy will assist in the effective utilization of available funds should be considered and implemented.

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