

Financial Allocation to Secondary Education in Nigeria: Implication for Students Performance

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Abstract: *This study examined financial allocation to education and students' performance in Nigeria. Two research questions and two hypotheses involving financing secondary education and students' performance in Senior Secondary School Certificate Examination guided the study. The population comprised all public secondary schools in South-East and South-South geo-political zones of Nigeria. The proportionate stratified random sampling technique was used to select a sample of 1000 schools in agreement with the number of secondary schools in each of the two geo-political zones. The instrument was a checklist tagged "Federal Government Resource Allocation to Secondary Education 1988-2007". Inferential statistics of Pearson Product Moment Correlation Coefficient (r) was employed to test the hypotheses at 0.05 alpha level. The result showed significant relationship between financial allocation and students' performance. Adequate financial resource allocations to secondary schools significantly influence students' performance. Significantly, the study would be of immense value to Ministry of Education, principals, parents and stakeholders as the findings would provide information on the efficacy and benefits of adequate funding of secondary school. Inadequate funding of education impacted negatively in each state of the federation as many of the schools lacked qualified teachers and facilities plus abandoned school projects dilapidated school plants and poor school environment.*

Keywords: *Annual Budget, Financial Allocation, Funding, Secondary Education, Students' Performance*

I. Introduction

Nigeria operates an expensive system of modern formal education, requiring for its yearly development and the running cost suck a significant proportion of the nation's available resources. In its widest sense, the purpose of such a formal education system is to help bring about and respond to, the desired direction and rates of change in the society and economy (United Nations Educational, Scientific and Cultural Organization, UNESCO, 1968). There can be no development breakthrough without quality secondary education. Education empowers people and transforms lives, key to creating equitable, inclusive and prosperous societies, building block of sustainable development and lasting peace (United Nation, UN 2013).

Secondary education in Nigeria is anchored on UNESCO objectives when the Federal Republic of Nigeria (FRN, 2013: 29) in the National Policy of Education states its objectives inter alia:

Provide holders of the Basic Education Certification... with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background, offer diversified curriculum to cater for the difference in talents, opportunities and future roles; Provide trained manpower in applied science, technology and commerce at sub-professional grades and inspire students with a desire for self improvement and achievement of excellences. Provide entrepreneurial, technical and vocational job specific skills for self-reliance. P29

For secondary level of education in Nigeria to achieve these impressive and noble objectives, there is need for adequate financial arrangement from both federal and other tiers of government. In other words, secondary education requires huge investments either in terms of policies and implementation, infrastructures, human capacity development and of course funds, including the application of these to get the desired goals.

Finance as a resource has remained a controversial issue at all levels of education in Nigeria. According to Olabanji and Alaka (2010) resource allocation is one of the most challenging tasks that our educational system especially in secondary level of education faces whether they are in the early stage of reform or years into sustaining improvement. Since the economic downturn in the eighties (80s), the Nigerian education sector has suffered unprecedented setbacks in resource allocation especially in funding. Oweh (2013) affirms that education sector in Nigeria still face the problem of inadequate funding with regard to the benchmark advocated by UNESCO that all members countries ought to channel at least 26% of their annual budget to education alone. This is yet to be met in Nigeria (see table 3) of this study. A cursory analysis into 1999, 2000 and 2010 budgetary provision for education in Nigerian showed that 16.77%, 4.08% and 10.24% went to the sector respectively while in 2011 and 2013, it got 10.24% and 8 percent respectively, a far cry from the year 1999 and 2010 appropriation (Daily Independence, 2013). Relying on the benchmark advocated by UNESCO, it is implicit that Nigerian education sector still faces the problem of inadequate funding.

Furthermore, statistical report by the United Nation Human Development Index (UNHDI, 2012) ranked Nigeria 26th out of 54 African countries on education. The report also ranked Nigeria 156th out of the 187 countries that were surveyed. The startling statistical revelation clearly shows that the country's education is in dire need of resuscitation. Government should for the interest of sustenance and quality education complies with UNESCO benchmark of 26% funding for at least three to five years and assess the impact. A substantive increase in funding of secondary education will be to a large extent put the necessary foundation in place for addressing the problems of the system.

Fagge (2013:2) argues that "Nigeria tertiary institutions perform below average when compared to other institutions in Africa such as Ghana and South Africa who have done well for the last 25 years". The traded blames are attributed to inadequate funding of our secondary level of education in Nigeria. For instance, National Bureau of Statistic (2009) displayed the performance of students in Nigeria who sat for their Senior Secondary Certificate Examination 2003 to 2008 as follows:

Table 1: Statistics of WAEC Examination Result for May/June 2003-2008

Year	Total	Candidates with	% of Candidates with
	Number who	with Minimum of 5	5 credits including
	sat the Exam	credits including	Eng and Maths
		Eng and Maths	
2003	1,039,028	200 148	19.263
2004	1,051,246	191 938	18.258
2005	1,091,763	203 991	18.685
2006	1,184,223	110417	9.324*
2007	I, 275, S32	98133	7. 692*
2008	1.369.171	127, 147	9. 286*

Source: National Bureau of Statistic 2009.

The abysmal performance of candidates who sat for the public base examination SSCE 2003 -2008 cast fear for the future if the education system in Nigeria followed same pattern of poor performance. In another report displayed by WASSCE 2004-2006 showed cased subject by subject student performance against each year as follows:

Table 2: November/December 2004-2006 WASSCE in Nigeria

Subjects	% of Passes at Credit Level (Grades A1-C6)			% of Failure 2004	2005	2006
	2004	2005	2006			
Commerce	45.55%	44.96%	47.17%	34.24%	29.48%	27.47%
Financial Accounting	43.35%	42.11%	35.38%	24.97%	28.42%	29.18%
C.R.K	45.65%	33.31%	49.67%	25.46%	32.57%	19.70%
Economics	44.48%	37.37%	40.41%	21.29%	28.41%	24.37%
Government	69.96%	66.12%	58.41%	8.07%	9.45%	12.04%
History	33.44%	42.17%	26.. 77%	46.62%	35.68%	4839%
Islamic Studies	26.20%	34.23%	50.49%	39.06%	36.67%	21.50%*
French	47.00%	46.43%	51.56%	38.12%	30.22%	34.61%
English Language	40.82%	29.58%	2634%	22.27%*	2639%*	28.16%*
Igbo Language	45.90%	52.67%	35.50%	34.84%	26.68%	31.93%
Hausa Language	44.77%	57.62%	34.01%	27.39%	19.88%	33.54%
Voruba Language	26.26%	27.71%	23.52%	38.36%	36.11%	54.54%
General Mathematics	55.75%	37.63%	46.06%	20.08%*	26.27%*	17.29%*
Agricultural Science	29.02%	28.97%	36.30%	38.17%	41.99%	33.44%
Biology	41.81%	37.30%	43.90%	28.79%*	30.10%*	23.56%*
Chemistry	38.17%	36.43%	4036%	33.82%*	32.55%*	29.21%*
Physics	37.91%	31.73%	46.89%	30.74%*	34.58%*	23.58%*

Source: WAEC, Examiners' Report 2006

The overall candidates' performance in the examination fluctuated over the three-year period failure rates in English language, mathematics, biology, chemistry, physics and other subject areas. Although the November/December WASSCE is for private candidates, majority of them who sat the examination are graduates of the senior secondary school system who could not make the required number of papers in the May/June Examination.

Teaching capacity for the ever increasing learning population is a bane in secondary education. Teacher Registration Council of Nigeria (TRCN, 2013) attributed the consistent poor performance of students in external and internal examinations to the deployment of National Youth Service Corps (NYSC) members to teach in schools. Nwokocha (2013) added that many state governments send Youth Corp Members deployed to their

states to classroom notwithstanding whether they are educationally inclined. Their academic disciplines more often than not are not laced with educational background. The practice of absorbing rejected Corp members posted for primary assignment in other sectors of the economy without educational background negates professional standards in teaching profession in Nigeria.

The Central Bank of Nigeria (CBN, 2000) affirms that poor financial investment has been the bane of Nigeria education system to the extent to which the budgetary allocation has been very low compared to other countries. Nwadiani (2012) identified under funding, shortage of all other resources except learners; and politicking and lack of political will as antecedent elements to the ills in education in Nigeria.

An inquiry into the fiscal operations and development of Nigeria revealed that Federal Government expenditure on education is categorized under social and community services sector (Omotor, 2004). The implication in this context is that education is an impure public good.

Nigeria as a developing country, improving the widening access to education especially the secondary education should be a cardinal objective of the governments since education is seen as a right and responsibility to be guaranteed to all generations (FRN, 1999). However, elements of uncertainty have clouded the sector in nominal and real terms. Schools at all levels lacked basic infrastructure and teachers, suffer from poor intra-sectoral allocation, features abandoned capital projects among others. In the light of the above, Ola (1998: 14) once remarked "if you see any economy that is not doing well, find out what is spent on education". Against this background, the researcher examined financial allocation to secondary education and its implication to students' performance in West African Secondary Certification Examination (WASSCE) in Nigeria between 1988 to 2007.

1.1 Statement of the Problem

Nigeria as a developing country is set to improve the widening access to education especially the secondary level of education. This has remained the cardinal objective of the three tiers of governments in Nigeria. Education is seen as a right and responsibility to be guaranteed to all generations (FRN, 1999), however elements of uncertainty have clouded the sector in nominal and real situations. Schools at all levels lacked basic infrastructure and qualified teachers, suffer inadequate allocation, inadequate funding, features abandoned capital projects, such as library and laboratories. The attendant and composite effects are poor quality teaching and poor performance of students at internal and external examination in West African Certificate Examination (WAGE). These most times lead to closure of schools and strike actions (Omotor, 2004). Could it be that observed poor performance of students at West African Senior School Certificate Examination (WASSCE) in Nigeria might be related to inadequate funding of secondary education rather than students learning task and ability?

1.2 Research Questions

Two research questions were stated to guide the study;

1. What is the financial resource allocation from 1988 to 2007 to schools in Nigeria?
2. What are the significant influences of financial allocation to secondary schools on students' performance?

1.3 Hypotheses

The following hypotheses were tested at 0.05 level of significant

1. There is no significant difference in the mean score between financial resource and students' performance.
2. There is no significant relationship in the mean score between human resource and students' performance.

1.4 Methodology

The study adopted the correlation research design and was conducted in South-East geo-political zone of Nigeria. The population comprised all public senior secondary schools totaling 13,846 schools in Nigeria. A sample of 1000 public secondary schools in the South-East and South-South geo-political zones was used for the study. The proportionate stratified random sampling technique was used to select 1000 secondary schools as the sample in agreement with the number of secondary schools in each state and local government of the geopolitical zones of Nigeria.

The instrument for the study was a developed checklist tagged "Federal Government Resource Allocation to Secondary Education (FGRAE) 1988-2007", The data collected were analyzed using descriptive statistics of percentage and inferential statistics of Person Product Moment Correlation Coefficient (r) for the study.

II. Result

Table 3: Federal Government Financial Allocation to Education, 1988-2007. (20 years)

S/N	Year	Total budget?*	Allocation Education ^	% Alloc
1.	1988	24, 365, 232, 328	584, 130, 070	2.40*
2.	1989	30, 107, 057, 130	1,067 179, 030	3.55*
3.	1990	39, 763, 988, 960	1,126, 664, 140	2.83*

4.	1991	38, 665, 978, 779	419, 906, 180	1.09*
5.	1992	52, 036, 021, 610	2,008, 340, 430	3.86*
6.	1993	114, 600, 529, 300	6,436, 080 750	5.62*
7.	1994	110, 500 000, 000	7,878, 084, 920	7.13*
8.	1995	155, 500 000, 000	12,728, 676, 390	8.19*
9.	1996	188, 221, 068, 083	12,135, 951, 790	6.45*
10.	1997	4004, 000 000, 000	16,440, 162, 819	4.97*
11.	199S	260, 000 000, 000	26,721, 320, 906	10.28*
12.	1999	419, 500 000, 000	27, 712 000, 000	6.61*
13.	2000	677, 511, 714, 733	56, 668, 169, 766	8.36*
14.	2001	894, 214, 805, 186	62, 567, 055, 443	7.00*
15.	2002	1,064, 801, 253, 520	73, 435, 499, 300	6.90*
16.	2003	765, 100 000 000	13, 900, 000, 000	1.82*
17.	2004	1,849, 400, 00, 000	93, 770, 000, 000	5.07*
18.	2005	1,846, 000 000, 000	92, 000, 000, 000	4.98*
19.	2006	1,900, 000, 000, 000	92, 000, 000, 000	4.84*
20.	20.07	2,300, 000 000 000	186, 000, 000, 000	8.09*
		% Average		5.457
<i>Source:</i>	Central Bank of Nigeria statistical Bulletin and information[2013] available on www.nigeria.gov.ng			

Table 3: Above revealed financial resource allocation pattern from 1988 to 2007 to secondary schools in Nigeria. The figures from the Federal Government allocation fluctuated in the percentage of the total budget to education from 2.40 in 1988 to 8.09 in 2007. This shows an indication of underfunding of secondary education in Nigeria..

Table 4: Summary of Correlation Analysis of the Relationship between Financial Resource and Students' Performance (N = 1000)

Variable	\bar{X}	SD	r-value	Decision value
Financial Resource	15.9200	9.1191	.069	NS
Students Performance	2.5900	2.6208		

P < 0.05 crit-r 0.062 df 998

Table 5: Summary of Correlation Analysis of Relationship between Human Resources and Students' Performance (N=1000)

Variable	\bar{X}	SD	r- value	Decision
Human Resource	8.3454	2.0035	0.44	NS
Students' Performance	15.8050	9.1180		

P < 0.05 crit-r 0.062 df 998

III. Discussion

The findings on table 3 showed that financial resource allocation pattern from 1988 to 2007 to secondary school. The figure showcased fluctuations in the percentage of total budget to education from a ratio of 2.40 in 1988 and 8.09 in 2007. Only in 1998 that it increased slightly to 10.28%, yet this is far below UNESCO recommendation of 26% of annual budget provision to education. The finding implies that an average expenditure per student in Nigeria over the period of 20 years has been less that ₦12,000.00. The finding is in accord with Wildawsky (1998); Olabanjo & Alaka 2010; and UN (2013) in their separate reports discovered that the average expenditure per student in South Africa, Ghana, Libya, Algeria Kenya and Sub-Saharan African counties is \$4340, 000.000 or 3000 US dollar unlike Nigeria with N12,000.00 as at 2007. The scenario is still the same as UN (2013) identified Nigeria as "the country that is home to the large number of out-of-school rate. This is attributed to inadequate funding of education in Nigeria.

The results of hypotheses 1 on table 4 was rejected as the calculated r-value of 0.69 is greater than critical r-value of 0.062 at .05 level of significance with 998 degree of freedom. This implies that financial resource allocation to secondary schools significantly influence students' performance. Table 5 reveals that a correlation coefficient (r) of 0.44 is less than critical r-value of 0.062 at .05 level of significance with 998 degree of freedom. The result implies that there is significant relationship between human resource and students' performance. In other words human resource allocations to secondary schools significantly influence students' performance in Senior Secondary School Certificate Examination (SSECE). Suffix it to state that secondary school students' performance for the period under investigation as reviewed and even now is still as not only poor but falling. The finding is consistent with Omolade (2007) and Hinchliffe (2002) that financial constraints

in the country have made education to suffer a setback. Again, that poor funding of secondary education is based on the refusal to evolve educational policy and educational goals as it suits Nigeria.

IV. Conclusion

Financial constraints in the country have affected the secondary education inspite of its intent to offer qualitative education to students. Invariably, it is the provision of adequate financial resources into the system and the effective utilization of such resources that can determine the success and achievement of the set goals of the system. To achieve success in education sector, Nigeria must rise up to the expectation of UNESCO benchmark of 26 percent funding for at least five years and evaluate the impact with the past period studied (1988-2007). This is because the profile of 1988-2007 budgeting allocation studied in secondary sector is relatively low and poor in real terms. This is confirmed by fluctuations in percentage allocation and poor students' output/performance. The underfunding of this sector has impacted negatively on their performance and their potentials to act as instrument of development.

4.1 Limitation

The resource allocation pattern of 20 years (1988 to 2007) analysis may not have accurate comparative analysis as the rate of inflationary increase in Nigeria hampers education and students' performance is a characteristic of poor and underdeveloped country.

Government lack of political will to implement UNESCO benchmark of 26% of annual budget has made education in Nigeria to suffer untold hardship by students.

The study covered only one geo-political zone out of the six geo-political zones because of insurgency in the Northern geo-political zones may have affected the result.

4.2 Advantages

Adequate funding of schools through budgetary allocation will certainly assist school administrators, Ministry of Education and secondary education board (SEB) in providing necessary facilities such as libraries, laboratories textbooks and information communication and technology equipments necessary for effective teaching and learning in schools in Nigeria.

Recommendation

Based on the research findings and subsequent conclusion, the following recommendations are made:

1. The study recommended the need for secondary education sector to network and collaborate with private, foreign NGOs and other productive sectors for income generation for the development and provision of infrastructural facilities in schools.
2. Government should have that political will and test UNESCO benchmark of 26% funding of education using annual budget of nation's resource for at least five years and assess the impact.
3. Education at all levels should be given topmost priority if the overall philosophy and goals of the nation is to be achieved, hence the need for adequate funding.
4. There should be periodic audit reports exposing any government official or school principals found guilty of diverting education fund for non educational uses.

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