

## **Funding and Academic Performance of Secondary School Students in Oyo East Local Government Area of Oyo State**

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### **Abstract**

*The study investigates the influence of school funding on the academic performance of secondary school students in Oyo East Local Government Area of Oyo State. Descriptive survey design was adopted for this study. Simple random sampling was used to select 100 teachers from five public secondary schools in Oyo East Local Government Area of Oyo State. A questionnaire was used as an instrument for data collection. Three research questions and one hypothesis guided the study. Data collected were analyzed using simple percentages, computed mean scores and chi-square statistics. The findings revealed that there is a significant influence of funding on the academic performance of the students in public secondary schools. The calculated chi-square value derived from the study was ( $\chi^2_{cal} = 30.91$ ). Based on the findings, it was recommended that there is a supportive atmosphere for teaching and learning, the government should put adequate accountability measures in order to ensure that the available funds are judiciously utilized in the schools. Teachers need to be given periodic training to update their knowledge to ensure that what they are teaching the students are of good quality. Also, the P.T.A. and other stakeholders should be more committed to funding secondary education.*

**Keywords:** Funding, Secondary schools, Academic performance, Stakeholders.

### **Introduction**

The entire existence of an individual is determined by the amount of knowledge acquired and applied for the growth and development of his society and the world at large. This clarifies the purpose and significance of pursuing education. Knowledge is the main thing that one gains from education. The information acquired via education plays a significant role in personal and national development. The academic performance of students is used to gauge educational accomplishment of the school system and that of the nation at large.

Academic performance is how well a student completes their assignments and studies. The most well-known measure of academic performance is undoubtedly graded. Grades serve as the student's overall tenure and academic "score" for each class. The majority of the time, grades are calculated by adding up or averaging exam and assignment results. Attendance and the instructor's assessment of the student may also have an impact. Academic performance according to Ward, Stocker & Murray-ward. (2006) in Isola (2010) refers to the results of education, or the degree to which students, teachers, or institutions have met their educational objectives. Academic performance is the capacity to learn, retain information, and communicate knowledge orally or in



writing (Answers, 2010). In the context of this study, academic performance refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. According to Aremu & Soka (2003) academic achievement which is almost the same as academic performance has been observed in school subjects especially mathematics and English. In the context of this study, academic performance refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. Academic achievement in school subjects, particularly math and English language among secondary school students, has been observed to be practically identical to academic performance, according to Aremu & Soka (2003). Academic performance is the progression of students from one phase to another or the achievement of a score of issues that are in the middle to higher positions. Academic performance in this study refers to secondary school students' test scores on academic subjects.

Stakeholders in education has been worried about secondary school students' academic performance for more than ten years since it has consistently fallen far short of public expectations which is better results in public examination. Oyo State placed 26th in the WASSCE performance rankings in the year 2018. When the rating rose to position 11 in 2021, things became a little bit better. Educational researchers like Aremu and Soka (2003) and host of others had discovered variables like parental background, teachers' incompetence, lack of instructional materials, and others are the factors that bring about poor academic performance. But in this study, the researcher investigated how funding can influence secondary school student's academic performance in Oyo State.

An essential component of managing the school programs is funding. It can be described as the act of contributing financial resources, typically in the form of money, or other value, such as time or effort, to finance educational needs, projects, and programs. According to Odouand Anietie (2019), funding is the engine that propels the educational program and enables it to achieve its goals with fewer obstacles. Infrastructural and other learning facilities are needed for the enhancement and promotion of teaching and learning activities and all of these are to be procured by financial resources. The availability and adequacy of these facilities do influence, to a large extent, the quality of education being provided. Nworgu (2010) Adesina (2005) and Ojede (2007) in Elujekwute, Okigbo and Elujekwute (2021) agreed that the quality and quantity of the educational facilities available within an educational system have positive relationships with the standard and quality of the educational system. These facilities such as classrooms, offices, chairs and tables for students and staff and other facilities are grossly inadequate in secondary schools.

The Nigerian education system has struggled with funding to the point where there has been a very small budgetary allocation. Additionally, since 1999, the federal government's funding for education has been progressively declining and has been significantly below average over the past five years. This is especially crucial in light of the dramatic increase in enrollment at all educational levels, including primary, secondary, and tertiary. According to Ajetomobi and Ayanwale (2004), the annual budgetary allocation to the sector that is distributed as grants or subventions to the various levels of education is one of the methods the government uses to finance education in Nigeria. These grants or subventions are made through the relevant education ministry of government by coordinating agencies of education such as the



National University Commission (NUC) and National Commission for Colleges of Education (NCCE), Secondary Education Management Board (SEMB), and Universal Basic Education Commission (UBEC). The table below shows the budgetary allocation to education in Nigeria from the year 2005 to 2019.

**Table 1: Budgetary Allocation to Education in Nigeria (2005-2019)**

Year	Total Budget	Nominal Allocation to Education	% Allocation to Education
2005	1,801,938,200,000	120,035,500,000	6.66
2006	2,193,609,200,000	165,213,500,000	4.84
2007	2,300,000,000,000	186,000,000,000	8.09
2008	3,240,820,000,000	210,450,000,000	6.49
2009	3,101,813,750,000	216,640,000,000	6.98
2010	4,070,000,000,000	246,080,000,000	6.05
2011	4,848,000,000,000	306,300,000,000	6.42
2012	4,749,000,000,000	400,150,000,000	6.83
2013	4,920,000,000,000	426,530,000,000	8.43
2014	4,962,000,000,000	493,458,130,268	8.70
2015	4,358,000,000,000	492,034,000,000	11.29
2016	6,070,000,000,000	369,600,000,000	6.09
2017	7,298,000,000,000	398,010,000,000	5.45
2018	8,600,000,000,000	605,800,000,000	7.04
2019	8,830,000,000,000	620,050,000,000	7.02

**Sources:** CBN Statistical Bulletin, Budget Office, Vanguard, 11th May, 2016, Adedigba (2017) and Iyoha (2019).

A critical view at the table above indicated that the pattern of government budgetary allocation to education as a percentage of total budget was not consistent. Rather than maintaining an increasing proportion of the yearly budget, it has been fluctuating. However, because the proportion was inconsistent, like the total budget, facility construction work and other things that needed to be attended to financially in the educational system has been slowed down (Okunamiri, 2007).

Odou and Anietie (2019) further explains that secondary education has been generally disregarded by governments and foreign donor organizations in favour of investment in other fields. The government accuses the education sector of making inefficient use of the resources that are available while the sector complains of underfunding. Due to inadequate funding of education, many secondary schools lacked the fundamental facilities that would aid students advancing academically. The majority of the laboratories in our secondary schools are ill-equipped, which harms students' academic performance in external examinations. All of these factors played a role in the deplorable condition of our secondary schools, which hurts secondary school graduates' academic performance.

The government's inability to fund the new salary scheme is another source of frustration for the employed teaching and non-teaching employees in secondary schools. Elujekwute, Okigbo and Elujekwute (2021) explain that the common feature of the human resource (teaching personnel) in many of the secondary schools is characterized by the inadequately qualified teachers. In other words, most of the teachers are not qualified professionally as they lack the basic ingredients needed for the promotion of quality education. Many of them hardly attend seminars and workshops. Most of the teachers in the secondary schools are found to lack both technical and personnel competences required in teaching, because they teach in abstract without instructional materials and the success of any academic programme especially at the



secondary school level, depends to a large extent on the use of good instructional materials. Availability of funds is one overriding factor that will boost the use of instructional materials in teaching and learning of probably purchased instructional materials but as funds are not there, even improvisation of some instructional materials may not be possible because teacher need little amount of money to buy materials for the improvisation.

The construction of classrooms has not kept pace with Nigeria's rising enrollment at all levels of education. Primary and secondary schools that conduct sessions outside are most severely impacted. As many as four classes of students can be found in one classroom at some secondary schools, and these are already congested and dilapidated classrooms. Additionally, the associated issues with the quality of education frequently show on the final goods, and the laboratories and equipment are woefully inadequate (Ajetomobi&Ayanwale, 2004). Since Nigeria gained its independence, demand for educational services has steadily increased. Population expansion, rising societal demands (the necessity to educate a sizable section of the populace), and the need for more skilled labour in the nation all contributed to the emergence of this demand. Due to the rising demand for educational services, more schools must be built and more teachers and resources must be made available. As a result, Nigeria's various levels of government are finding it increasingly difficult to bear the responsibility of funding education. The fact that the country's education sector is plagued by so many issues is proof of this. It goes without saying that with a population of over 100 million people, a sizable portion of whom is young, Nigeria cannot continue to fund education only through government expenditure.

According to UNESCO's recommendations from 2002, each nation should allocate at least 26% of its annual budget to funding education. Unfortunately, Nigeria's funding for education has continuously fallen short of expectations with this idea. In Sub-Saharan Africa, the planned allocation for training is typically 21%, while Nigeria's record is less than 9%. The executive governor of Oyo State, Eng. Seyi Makinde claimed that "our investment in education is yielding results" after students' WAEC results increased from 26th to 11th place in performance rankings in 2021. He disclosed that the amount of ₦54.1b, or 18.37 percent of the 2022 annual budget, was allotted to the education sector (Tribune, Dec. 7, 2021). This demonstrates that finance plays a significant role in raising secondary school students' academic performance. In the light of this, this study was designed to investigate funding and academic performance of secondary school students in Oyo East Local Government Area Oyo State.

### Statement of the Problem

Students in secondary schools today do not do well in external examinations. After thorough research of the problem, it was observed that secondary school students' performance is currently below expectation. It was also appropriately recognized that most public secondary school students perform poorly on their final exams, which is required for admittance to higher education institutions. The academic performance of students has been faced by several factors, including poor and inefficient instructional materials, inadequate and improper teaching materials, and a lack of competent laboratory apparatus in our secondary schools. Teachers' salaries are not paid as and when due, which has led to a negative attitude of teachers toward their jobs and poor working conditions. This study aims to investigate funding and students' academic performance in secondary schools in Oyo East Local Government Area of Oyo State.



### **Purpose of the Study**

The main purpose of this study was to investigate funding and academic performance of students in secondary schools in Oyo east local government of Oyo state. Specifically, the study seeks to;

- i. examine the problems facing funding of education in secondary schools.
- ii. investigate the sources of funding for education in secondary schools.
- iii. find out the consequences of adequate funding of education in secondary schools.
- iv. investigate the influence of funding on the academic performance of students in secondary schools.

### **Research Questions**

The following research questions guide the study

- i. What are the sources of funding for secondary education?
- ii. What is the level of secondary school students academic performance?
- iii. What are the problems facing the funding of secondary education?
- iv. Is there any significant relationship between funding and academic performance of secondary school students?

### **Hypothesis**

H<sub>0</sub>: There is no significant relationship between funding academic performance of secondary school students.

### **Methodology**

The researcher made use of a descriptive survey design. The survey research design is considered appropriate for the study because the variable already existed and cannot be manipulated. The population of this study covers 496 teachers from 10 public secondary schools in Oyo East local government area of Oyo State. A sample size of 100 teachers was randomly selected from five (5) public secondary schools which is 20.2% of the entire population of teachers in secondary schools in Oyo East Local government area of Oyo state. A self-developed questionnaire was used to gather data on school funding the academic performance of secondary school students in Oyo East (SFAPSSS). To ensure the validity of the questionnaire, the researcher gave the draft of the instrument to experts in measurement and evaluation in the school of education for face, construct and content scrutiny. Test-re-test method was used to establish the reliability of the instrument. The researcher re-administers the questionnaire to the same respondents within two weeks interval. The scores obtained from the two sets of responses was subjected to Pearson product-moment correlation to determine the reliability coefficient value and the coefficient obtained was 0.61. The researcher personally administered the instrument to the respondents in the sampled schools. The data collected through the questionnaire were presented, analyzed, and interpreted through the use of statistical tools, such as percentage, computed mean, and chi-square.

### **Results and Discussion**

**Research Question 1:** What are the problems of funding secondary education in Oyo East Local Government?

Table 1

S/N	ITEMS	SA	A	D	SD	Mean
1	Inefficient management of the available fund	56 (56.0%)	36 (36.0%)	4 (4.0%)	4 (4.0%)	3.44
2	Sole dependence on government in funding secondary education	46 (46.0%)	41 (41.0%)	3 (3.0%)	10 (10.0%)	3.23
3	Lack of proper accountability	36 (36.0%)	44 (44.0%)	5 (5.0%)	15 (15.0%)	3.01
4	Inconsistency of administrators	51 (51.0%)	36 (36.0%)	4 (4.0%)	9 (9.0%)	3.29
5	Unstable education policy / programmes	40 (40.0%)	49 (49.0%)	1 (1.0%)	10 (10.0%)	3.19

Table 1 shows that most of the respondents strongly agreed that: Inefficient management offunds, sole dependence on government for funding secondary education, lack of proper accountability, inconsistency of administrators and unstable education policyand program are the major problems facing funding of secondary education in Oyo east local government with the mean scores of 3.44, 3.23, 3.01, 3.29 and 3.19 respectively.

**Research Question 2:** What are the sources of funding for secondary education in Oyo East Local Government?

S/N	ITEMS	SA	A	D	SD	Mean
6	Education funding is heavily reliant on the state's general fund.	27 (27.0%)	36 (36.0%)	10 (10.0%)	27 (27.0%)	2.63
7	Funding of education is primarily the government's responsibility	55 (55.0%)	29 (29.0%)	1 (1.0%)	15 (15.0%)	3.24
8	Parents Teachers Association (P.T.A) generates revenue for the administration of secondary school education.	39 (39.0%)	49 (49.0%)	5 (5.0%)	7 (7.0%)	3.20
9	School Farm Products provides funding to the school system.	47 (47.0%)	47 (47.0%)	4 (4.0%)	2 (2.0%)	3.39
10	The philanthropist also provides material for school such as textbooks, notebooks, and so on.	47 (47.0%)	41 (41.0%)	5 (5.0%)	7 (7.0%)	3.28

Table 2 shows that most of the respondents strongly agreed that: funding of education is primarily the government's responsibility; Parents Teachers Association (P.T.A) generates revenue for the administration of secondary school education, School Farm Products provides funding to the school system, and Philanthropist also provide material for schools such as textbooks, notebooks and so on with the mean scores of 3.24, 3.20, 3.39 and 3.28 respectively. On the contrary, they agreed that education funding is heavily reliant on the state's general fund with a mean score of 2.63 respectively.

**Research Question 3:** What are the consequences of inadequate funding of secondary education in Oyo East Local Government?



S/N	ITMES	SA	A	D	SD	Mean
11	Availability of facilities such as libraries, laboratories, and workshops is necessary for productive learning.	59 (59.0%)	32 (32.0%)	3 (3.0%)	6 (6.0%)	3.44
12	Inadequate funding of education leads to a low level of academic performance.	46 (46.0%)	39 (39.0%)	6 (6.0%)	9 (9.0%)	3.22
13	Poor funding policies in the education sector lead to low patronage in Nigerian schools.	32 (32.0%)	45 (45.0%)	7 (7.0%)	16 (16.0%)	2.93
14	Inadequate funding for education leads to higher costs of education.	42 (42.0%)	38 (38.0%)	6 (6.0%)	14 (14.0%)	3.08
15	Insufficient funding for education leads to infrastructural decay.	37 (37.0%)	47 (47.0%)	3 (3.0%)	13 (13.0%)	2.98

Table 3 shows that most of the respondents strongly agreed that: the availability of facilities such as libraries, laboratories, and workshops are necessary for productive learning, inadequate funding of education leads to a low level of academic performance, poor funding policies in the education sector leads to low patronage in Nigeria schools, inadequate funding of education leads to higher cost of education and insufficient funding of education leads to infrastructural decay with the mean scores of 3.44, 3.22, 2.93, 3.08 and 2.98 respectively.

#### Analysis of Research Hypothesis

$H_{01}$  There is no significant influence of funding on the academic performance of the students.

$H_{11}$  There is a significant influence of funding on the academic performance of secondary school students.

**Table.4 Decision Table**

Items	No	Degree of freedom	$\chi^2$ Calculated value	$\chi^2$ Critical Value	Comments
SA	220	12	30.91	21.03	Reject the null hypothesis ( $H_{01}$ )
A	178				
D	36				
SD	66				

From table 4. it was revealed that there is a significant influence of funding on the academic performance of the students because the calculated value ( $\chi^2_{cal}=30.91$ ) is greater than the critical value ( $\chi^2_{tab}=21.03$   $p<0.05$ ). Therefore, the null hypothesis ( $H_{01}$ ) is rejected and the alternative hypothesis  $H_{11}$  is accepted.

#### Discussion of the Findings

The study reveals that some of the problem facing funding of secondary education are: Inefficient management of funds, sole dependence on government for funding secondary education, lack of proper accountability, inconsistency of administrators and unstable education policy and program are the major problems facing funding of secondary education in Oyo east local government, with mean scores of 3.44, 3.23, 3.01, 3.29, and 3.19, This result concurred with that of Moses, (2014) who

found that overdependence on oil revenue, lack of accountability, indiscipline and corrupt leadership, diversion of funds, inefficient management, inconsistency of administrators and instability of policy and strategy are the major problems confronting education system. With mean scores of 3.24, 3.20, 3.39, and 3.28, respectively, the study exposed major sources of secondary education funding as majority of respondents strongly agreed that: funding of education is primarily the responsibility of the government, Parents Teachers Association (P.T.A.) which also generates revenue for the administration of secondary school education, School Farm Products which serve as internal means of generating funds into the school system, and Philanthropist who also provide material for school such as textbook, notebook. On the other hand, with a mean score of 2.63, they concurred that education funding is heavily reliant on the state's general fund. This finding is consistent with the claim made by Elujekwute, E. C., Okigbo, F. & Elujekwute, L. A. (2021), who claimed that to promote education in the nation (Nigeria), all various sources should be inculcated alongside the government. This is because education is a collective responsibility.

In terms of the effects of inadequate funding for education, it was found that the majority of respondents firmly agreed that: the availability of facilities, such as libraries, laboratories, and workshops, is necessary for a productive learning experience; inadequate funding for education results in low levels of academic performance; poor funding policies in the education sector result in low patronage in Nigerian public schools; inadequate funding for education results in higher costs of education; and inadequate funding for education results in low levels of academic performance with the mean scores of 3.44, 3.22, 2.93, 3.08 and 2.98 respectively. This finding tends to be in line with Isola (2010) findings, which showed that a conducive working environment would make a teacher feel good and help him focus while he worked and that if all the materials needed are provided, the teachers' job performance would improve, which would help the students' performance.

The chi-square value ( $\chi^2_{cal}=30.89$ ) is significant at  $p 0.05$ , indicating that there is a considerable influence of funding on student academic performance, according to the results of the hypothesis testing. This suggests that students tend to perform better academically when secondary schools have appropriate funds. This finding is consistent with Ogbonnaya's (2012) observation that fast payment of teachers' salaries and benefits will boost their productivity and encourage them to devote more time to the teaching and teaching-learning process. According to Obanya (2006), for teachers to be effective, they must have the right training and orientation. This will strengthen each teacher's dedication to the goals of the school. This explains why there is little funding, which results in poor instructional materials in our schools.

## Conclusion

The quantity and quality of educational goals that are accomplished are in great part determined by the available number of funds. This is because money is crucial for the acquisition of fundamental resources, such as the human, financial, and material resources required to make the school's goals a reality. Therefore, it implies that the secondary level of education's goals may be limited, if not entirely jeopardized, by a lack of funding. The attainment and maintenance of secondary education's long-term goals need proper use of these funds as well. The standard of education offered to citizens is heavily reliant on the availability of funding, which is linked to the delivery of high-



quality education. This suggests that funding is the sector's driving force, and whether it is available or not will influence how things turn out for education at this level.

### Recommendations

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

- To guarantee that there is a supportive atmosphere for teaching and learning, the government should put adequate accountability measures in order to ensure that the available funds are judiciously utilized in the schools.
- The government should put increase the percentage of annual budget giving to education so that the school will be able to procure necessary equipment to improve teaching learning process and to improved teachers pay which will encourage them to be commitment to their jobs which ill lead to good academic performance of the students.
- Provision should also be made for teachers to improve their skills on the job.
- Parents and other stakeholders in education should show more dedication by supporting the government in funding education.

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