

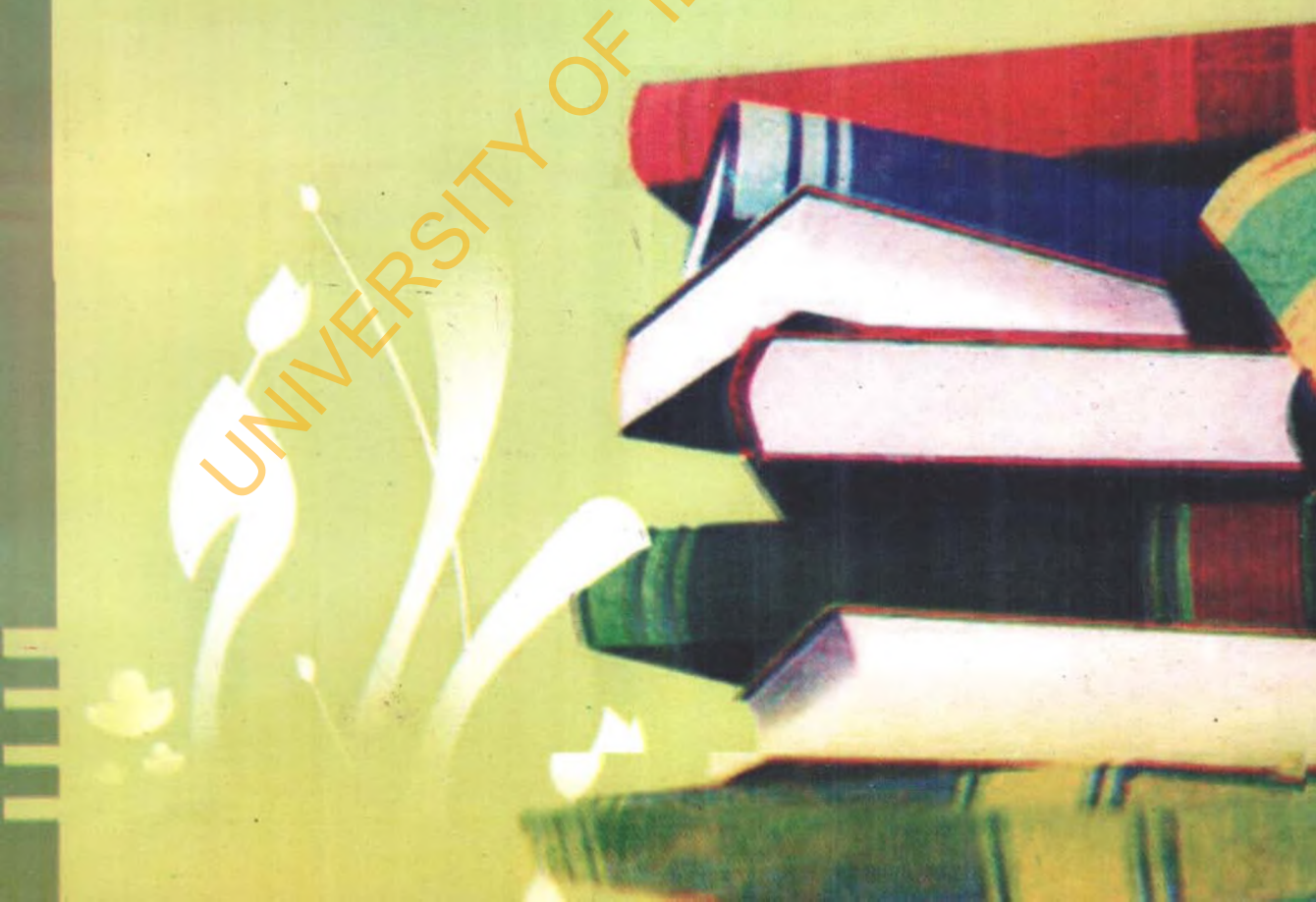
Ibadan Journal of Educational Studies (IJES)

Vol 16, Nos. 1 & 2,

JANUARY / JUNE, 2019

ISSN: 1596-5953

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**Ibadan Journal
of
Education Studies
(IJES)**

UNIVERSITY OF IBADAN LIBRARY

ISSN: 1596-5953

Vol. 16 No. 2, 2019

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Budgetary Allocation and Quality of Secondary Education in Oyo State, Nigeria

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Abstract

This study investigated the impact of budgetary allocation and quality of secondary education in public secondary school in Oyo state, Nigeria. The study employed descriptive survey research design. The population of the study comprised all the public secondary schools principals and teachers in Oyo State and Ministry of Education staffs (TESCOM officers). The study adopted multi-stage sampling procedure. The sample size of the study comprised 30 principals, 420 teachers and 50 TESCOM officers which made up a total of 500 respondents from 8 local governments of the state and 30 secondary schools. Six (6) research questions were raised and answered and Data were analyzed using descriptive statistics. The study findings indicated that quality of secondary education in Oyo State is low. There was fluctuations in budgetary allocations to education; within its components (infrastructural facilities, furniture and fittings, staff recruitment, wages and salaries, and teaching-learning materials) and in its totals under the years reviewed (2011-2017). The study finding revealed that budgetary allocation has not promoted that quality of furniture and fittings in Oyo State. Budgetary allocation has not improved the quality of teachers in Oyo State. Budgetary allocation has not improved teaching-learning materials in Oyo State. In light of findings, the study forwarded the following recommendations. Government should make effort to improve secondary education budgetary allocation by adopting a policy of proactive investment in secondary education. Government should have that political will and test 26% funding of education using annual budget of nation's resource for at least five years and assess the impact amongst others.

Keywords: Budgetary Allocation, Quality, Quality of Education, Secondary Education

Introduction

A country's socio economic development is largely dependent upon its trained, skilled and qualified citizens who can participate effectively in different economic sectors to realize developmental agenda. Moreover, education is considered as the base to support other social and economic sectors in poverty reduction schemes. For this, a country is supposed to make a provision of quality education a reality to satisfy the educational needs of students and society at large. The quality of education provision is generally attainable in educational system where larger amount of finance is generated. "Finance is in fact one of the most important resources which through a process and mechanisms of budgeting is converted into required real instructional resources. World Education Forum held in Dakar, Senegal (2000) in which quality education was a priority, evidence over the past decade showed that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if learners are to be attracted to education, stay there and achieve meaningful learning outcomes. UNESCO (2003, 2004) asserts that the growing emphasis on the need for quality to accompany the expansion of education,

however, remains stubbornly secondary to the persistent drive for quality education. Country policies to increase gross enrolment rates are rapidly and possibly being prompted by many factors, including the 2000 United Nations Millennium Declaration for Universal Primary Education (UPE) in all countries, with no mention of quality concerns. Igwe (2007) sees quality in education to cut across policy formulation to implementation of educational process covering the scope of curriculum; teaching/learning process; resources and facilities; students and teachers environment. Again, Igwe (2007) perceives quality in education as "better school environment, more qualified teachers, and adequate supply of textbooks that are relevance to social needs. On the other hand, Coombs (1985) also adds that quality pertains to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. He emphasizes that quality also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum and educational technologies; and its socioeconomic,

cultural and political environment.

Budget allocation plays key roles in the operation of quality Education. It refers to expenses incurred by the government for the maintenance and provision of quality education and works needed to foster or promote economic growth and improve the welfare of people in the society. Budgetary allocation is generally categorized into capital and recurrent components. Capital expenditure refers to the amount spent in the acquisition of fixed (productive) assets (whose useful life extends beyond the accounting or fiscal year), such as school building, furniture, machines and equipment, etc., including intangible assets. Recurrent expenditure on the other hand refers to expenditure on purchase teaching and learning materials, wages and salaries, teachers' training, recruitment of staff amongst others. The annual budget spells out the direction of the expected expenditure, as it contains details of the proposed expenditure for each year, though the actual expenditures may differ from the budget figures due, for example, to extra-budgetary expenditures or allocations during the course of the fiscal year.

The quality of a school's education provision is directly related to the amount of finance available to school. Education funding in Nigeria involves the Federal, States and Local Governments' Appropriation and Releases for Capital and Recurrent Expenditure. It also includes Education Trust Fund, Donor Agencies, Interventions, as well as Scholarship awards by Federal, States and Local Governments (National Bureau of Statistics, 2012). Budgetary allocation to education is not in any way encouraging. It falls far short of expectation in a country like Nigeria. Unfortunately, the rapid expansion in number of enrolments in public secondary schools is not matched with available qualified teachers and increased funding, either by federal or state governments, since most of the expansion took place at periods of economic decline in real terms. The level of funding of education thus declined over the years with attendant decay of infrastructure and low staff morale. Therefore, the extent to which a country has committed itself to education can be seen from how much the national financial resources are allocated to different parts of its education sector.

Table 1.1: Summary of allocation for education service delivery in ₦.

S/N	Items	2015	2016	2017
1	Construction, Renovation and Rehabilitation of school building	4,650,000,000	4,882,500,000	5,126,625,000
2	Provision of equipment	455,000,000	456,750,000	479,587,500
3	Supply of furniture	1,875,000,000	2,013,750,000	2,039,437,500
4	Instructional Material	140,000,000	147,000,000	154,350,000
Total		7,100,000,000	7,500,000,000	7,800,000,000

Source: Ministry of Education, Oyo State secretariat Agodi, Ibadan November 2017

Infrastructural facilities are a powerful challenge to quality secondary education. In most public secondary schools in Nigeria, the infrastructural facilities like classroom blocks, science laboratories and workshops for vocational and technical education and libraries are grossly inadequate to match the students' population. In majority of the secondary schools, the science laboratories and workshops are empty, lacking the equipment and reagents needed for practical exercises. Furniture and fitting in most secondary schools in Nigeria seem not to be in good shape and/or not enough for students. In some cases, students sit on the ground and on windows. This showed that in most of nation's secondary schools, teaching and learning take place under a most uncomfortable environment, lacking basic materials such as furniture (desk and chair).

A good classroom must have sufficient chairs and

desks to encourage quality education which has been lacking through meager allocation of budget to this section by government. The recent report shows that there is inadequate numbers of school furniture. Teachers' tables and chairs are also inadequate.

The inadequacy of the funding provision by the Federal Government of Nigeria is revealed glaringly not only because the budgetary allocation to education does not reach half of UNESCO minimum standard for developing countries but also because when compared to National budgetary allocation to education in some Africa countries, Nigeria lag quite behind. The Nigerian education system lacks the financial resources to maintain education quality because Nigeria's recent allocation share for education diverges sharply from regional and international norms. For example UNESCO report (2000) indicates that for 19 other countries of sub-Saharan

Africa education expenditures average 5.1 percent GDP and 14.3% of Government expenditure (Hinchiffe, 2002). In fact, Nigeria's budgetary allocation to education is low and its budgetary priority to education sector is even low (Oyo Sobowale 2011.2).

Statement of the Problem

The attainment of the goal of education for useful living within the society is possible if quality education is delivered to individuals within the system. The issue of quality education in the developing world is becoming a case for major concern to education stakeholders. Myriads of problems are besetting quality of secondary education in Nigeria which include prevalence of incompetent teachers, poor teacher motivation, inadequate infrastructural facilities, poor student performance, poor teaching/learning materials, lack of and non-application of information communication technology and many others are threat to provision of quality secondary education which can be traced to the meagre budgetary allocation to education by government, misplacement of priority, misappropriation of fund and lack of commitment to education sector from the part of government. As noted by Adenuga (2002), Nigeria government spending has been totally inadequate or that the amount purported to have been expended on education was not actually spent. Hence this study intends to examine budgetary allocation and quality of secondary education in Oyo state.

Research Questions

The following research questions were raised in the course of this study;

1. What is the trend of budgetary allocation to education in Oyo State (2011-2017)?
2. Has budgetary allocation improved infrastructural facilities in Oyo State?
3. To what extent has budgetary allocation promoted the quality of furniture and fittings in Oyo State?
4. Has budgetary allocation improved quality of teachers?
5. To what extent has budgetary allocation improved teaching-learning materials in Oyo State?
6. What is the quality of education in Oyo State?

Literature Review

The Federal Ministry of Education (2003) agreed that 1978 - 1999 period was an ill period for Nigeria education system because of instability and financial inadequacies due largely to general economic downturn of the 1980s. The crisis led to stoppage in the expansion of primary school regular occurrence of unpaid teachers' salaries, the degeneration of educational facilities and infrastructure at all levels and the attendant common place strikes across all tiers of Nigeria education system. According to CBN (2000), poor financial investment has been the bane of Nigerian education system to the extent to which the budgeting allocation has been very low compared to others. Furthermore, the federal government allocation to education has declined steadily since 1999 and is much lower than the average in the last five years of military rule. 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.

A cursory analysis into 1999, 2000 and 2010 budgetary provision for education in Nigerian showed that 6.77%, 4.08% and 5.3% 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.

The quality of education depend solely on proper funding of the sector by the bodies concerned for the provision of teaching, learning and educational facilities. The indication on how a country gives priority to its education at all levels depends on the overall budget to education in relation to the overall resources allocation. The expenditure on education involves the total spending on academic institutions and other supporting educational services. Funding in Nigeria involves all the three tiers of government namely; Federal, state and local government. This also includes capital and recurrent expenditure to education sector along with Educational Trust Fund (ETF) as well as scholarship

award by the federal, state and local governments. Comparing the total amount releases of capital and recurrent budget of Federal Ministry of Education with that of the total National budget for the past years (2006-2010), it could be observed that education had never received up to 10 percent. The highest released by the Federal Government was 8.59 percent in 2006 and it eventually came down to 5.3 percent in 2010.

Nigerian government allocation to education has continued to decrease in respect of the percentage allocation to education from the total budget. Going by the budgetary allocations during these years we can see increases in the amount allocated to the education sector however, the percentage allocation in relation to the Gross National Product (GNP) of the country have been very low. Instead of progressing towards the 26% allocation, the Nigerian government has continued to reduce percentage allocation to education until it attained a record 1.83% in 2003. In the literature this decline in the percentage allocation has been linked to the economic depression of the 1980s which had devastating effects on developing countries (Nwangwu, 1997; Famade, 1999; Bonat, 2003; Igbuzor; 2006). As Bonat (2003) aptly points out, the economic crisis of the 1980s led to the introduction of Structural Adjustment Programmes (SAP) with the prescription from the International Monetary Fund (IMF) and World Bank for reduction in public investment on education. Contemporary discussions on education and the funding of education in particular have continued to receive more attention and this is because education is seen as a powerful vehicle for the equalization of economic opportunity, distribution of income and eradication of poverty.

Adenuga (2002) point to the fact that Nigeria's government spending has been totally inadequate or that the amount purported to have been expended on education was not actually spent, while Olaniyi and Adam (2002) observed that government expenditure on education and the share of total spending to the Gross Domestic Product (GDP) have been declining. The poor funding of education in Nigeria is said to be the major reason for the poor quality of the sector and its contribution to GDP, per capita GDP and other human development indicators. Despite the importance of education in an economy, and the benefits a country stands to derive by investing in the education sector. Nigeria has still not been able to invest adequately in the sector. The Asian tigers invested in their

education sector and the development of their education sector led to the development of the economy as a whole. Adenuga (2002) posits that education development in Nigeria is constrained by enrolment ratio, funding, policy environment and quality. Most schools in Nigeria suffer from overcrowding, poor sanitation, poor management and poor intra-sectorial allocation. The attendant and composite effects of these inconsistencies are production of half-baked graduates and poor quality education. The percentage given to education as a total of public expenditure revealed that Nigeria has no first-rate for education.

The poor state of education in Nigeria started from the severe decline in the prices of oil in the market in the early 1980s, combined with the Structural Adjustment Programme (SAP), and these led to the reduction in government spending on education. The result was unpaid teachers, degradation of education at all levels and industrial actions in schools. The end result is the declining quality education in the country. The National Economic Empowerment Development Strategy (NEEDS) document recognized that the delivery of education in Nigeria has suffered neglect through the poor state of funding. There were acute shortages of infrastructure and facilities at all level of education. Presently, according to Central Intelligence Agency (CIA, 2013), the quality of education in Nigeria is low. This is due, mainly, to the decline continuously encountered in the allocation of education expenditure by the government. Over the years, the recurrent expenditure on the education sector is more than the capital expenditure, it is time for the government to realize that with the growing rate of population increase, more investment should be, not on the recurrent expenditure alone, but to increase the capital expenditure by provision of more educational facilities, building of more schools in other to avoid overcrowding the available schools and educational facilities.

The recurrent expenditure is not enough to go round for what it is meant. The facilities are not well maintained; staff poorly motivated, poor physical infrastructure, and all these leads to decline in quality of education. Developing countries such as Ghana and Kenya spend up to 20 – 25% of their total budget on education, and their education quality is quite appreciable. According to Human Development Index (2013) for developing countries such as Ghana, Kenya, Angola and the likes, Nigeria ranked 12th among the low human development with indices 0.471. Worldwide, Nigeria ranked 153 out of

186 countries of the world. Countries like Norway, Japan, Canada, Singapore, led the list of the very high Human Development Index ranging from 0.8 to 0.9. These countries invest more than 30% of total expenditure on education. The effect is seen on the development of human capital which is of great benefit not only to the individuals but also to the society. Since 1960, the average of the percentage of total expenditure spent on education is between 6 – 10%, this has a negative effect on the quality of education. Nigeria is underdeveloped. The evidence is everywhere, the available schools are not enough for the population, and they are not well equipped. The equipment available are not functioning properly, and the teachers are underpaid and not motivated to work considering the fact that there are no teaching aids, the environment and buildings are dilapidated due strictly to inadequate funding of the sector. Shifting resources from low productive sectors such as general administration to education will go a long way in the development of this sector in Nigeria. Also, the vision of eradicating illiteracy and poverty will be achieved. But, with the current status occasioned by the decreasing allocation, the rate of development in the education sector will still be classified as underdeveloped.

Owing to this, the academic calendars have been disrupted; pupils and students have stayed more than required in their studies. To the employed staff in the academic institutions, their agitations bow down to the inability of the government to meet up the new salary scale and other allowances. More so, it is attributed to the poor state of the learning institutions which the attention of the government is drawn to. Budgetary allocation to education is so poor that it cannot financially sustain the existing educational institutions. The result is that teachers are often owed many months' salaries, while the school infrastructures, facilities and equipment are either non-existent, dilapidated, or grossly inadequate. This makes the effective management of the education system a herculean task, and when the situation becomes intolerable, either the teachers or the students or both revolt, leading to demonstrations, strike actions, frequent and often prolonged closures of the institutions and damage to educational quality. Ndagi (1982:134) comparing the federal allocations to education, health, agriculture and defence during the military era 1968 to 1978 found that education came second to defence in the amount of money allocated to each sector each year. But thereafter, the picture changed and federal allocation to education continued to decline from 24.5% of the recurrent

budget in 1978 to less than 8% in 1996. The percentages allocated to education by the States also declined from as high as 45% in some States in the 1970s to as low as 15% in the 1990s with most of the funds going to primary and secondary education whereas most of the federal funds went to higher education.

Despite all the alternatives, the infrastructure and facilities remain inadequate for coping with a system that is growing at a very rapid pace. The annual population growth rate was 3.3%. Due to poor financing, the quality of education offered is affected by poor attendance and inadequate preparation by teachers at all levels. The morale of teachers is low due to basic condition of service and low salaries. Furthermore, physical facilities need to be upgraded and resources such as libraries, laboratories, modern communication and information technology equipment have to be provided. The quest for meeting these basic education needs has been the cause of unending crisis between government, and trade unions such as Nigeria Union of Teachers (NUT), Academic Staff Union of University (ASUU), Non Academic Staff Union (NASU), etc. (Nwagwu, 1997). The effect of the financial crisis on students, apart from fear of increase tuition fee or its introduction in federal university is that they are mostly ill equipped for self-employment and there exists limited jobs to absorb them in the nation.

Heller, Schultz's work on education as investment in human capital, and his hypotheses about the relationship between human capital accumulation and aggregate economic growth, formed the basis for arguments that funding for education should be increased, and that the federal government was responsible for providing that increased funding. Studies such as Ude, and Ekesiobi, (2014) have also used this variable in their study of the effect of social spending on quality of education. Earlier empirical works provide justification for this. There inputs model are public education spending as a percentage of GDP, Health expenditure as a percentage of GDP, Per capita GDP and Infrastructural facilities. The justification for including Education expenditure is quite self-evident: if government spends more on education mainly in a poor country, it will improve quality of education.

Most of the literatures reviewed in this study have their origin in practice in the general view of budgetary allocation and education outcomes and few of the studies are available from budgetary

allocation and quality of education, with very limited literatures from budgetary allocation and quality of education services. Therefore, this study was essentially designed to establish the relationship existing between the budgetary allocation and quality of education especially allocation to all educational services in Oyo state for contributing to the existing gap of knowledge.

Methodology

The study adopted the descriptive survey research design. The population of the study comprised all the public secondary schools principals and teachers in Oyo State and Ministry of Education staffs (TESCOM officers). The study adopted multi-stage sampling procedure. The sample size of the study comprised 30 principals, 420 teachers and 50 TESCOM officers which made up a total of 500 respondents from 8 local governments of the state and 30 secondary schools. Two questionnaires were used as instrument for this study. The first questionnaire was titled 'Budgetary Allocation and Quality of Secondary Education Questionnaire

(BAQSEQA)' which will be completed by school principals and teachers while the second questionnaire was titled Budgetary Allocation and Quality of Secondary Education Questionnaire (BAQSEQB) which will be completed by ministry of education (TESCOM) officers. Six (6) research questions were raised and answered. Data were analyzed using descriptive statistics.

Results

The analyses and interpretation of the quantitative data collected from primary and secondary data are presented in this chapter. Therefore, the major findings based on the data collected, collated and computed via the Statistical Package for Social Science (SPSS) are presented in three sections namely: Section A – Demographic Analysis; Section B – Analysis of Research Questions; and Section C - Test of Hypotheses. However a total of 500 questionnaires were administered but of which 491 were returned and the remaining 9 were unreturned due to the loss by respondents. The analyses of demographic variables are presented below:

Table 2: Distribution of Sampled LGA by Respondents and School

LGA	Respondents																				Total	No. of Schools						
Atiba	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	0	0	0	0	0	0	0	111	4
Oyo East	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	44	3
Lagelu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	56	2
Ibadan North	0	2	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	2
Egbeda	0	0	0	7	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34	2
Ido	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	3
Ibadan South	0	0	0	0	0	0	0	2	2	2	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	111	5
Iseyin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	0	0	0	0	0	55	3
Total	2	2	7	7	1	1	2	2	2	2	1	2	2	2	1	1	1	5	2	1	1	3	1	0	0	491	24	

Table 2. reveals that a total of 491 teachers responded to the questionnaires. Out this figure, 111 respondents (i.e. 22.6% of the total) each were from 4 and 5 schools in Atiba and Ibadan South LGAs respectively. Further analysis shows that 56 respondents (i.e. 11.4%) and 55 respondents (i.e.11.2%) were from 2 and 3 schools in Lagelu and Iseyin LGAs respectively. The lowest sample of 32 respondents (i.e. 6.5%) was drawn from 2 schools in Ibadan North LGA. By implication, the study has relatively good sample distribution.

Section B - Answer to Research Questions

The research questions are answered below:

Research Question 1: What is the trend of budgetary allocation to education in Oyo State (2011-2017)?

Table 3: Budgetary Allocations to Education in (N)

YEAR	2011	% growth	2012	% growth	2013	% growth	2014	% growth	2015	% growth	2016	% growth	2017	% growth
Infrastructural Facilities	10,000,000,000	-	16,000,050,000	60.00	5,750,050,000.60	-64.06	8,285,100,000	44.09	6,708,363,000.80	-19.03	2,505,000,000	-62.66	4,855,100,000	93.82
Furniture & Fittings	6,000,000	-	4,000,000	-33.33	8,000,000	100.00	10,000,000	25.00	5,000,000	-50.00	2,000,000	-60.00	4,000,000	100.00
Recruitment, Wages and Salaries	17,855,000,000	-	16,000,050,000	-10.39	15,235,000,000	-4.78	18,100,000,000	18.81	17,975,000,000	-0.69	26,708,633,060	48.59	25,910,900,287	-2.99
Teaching-Learning Materials	170,000,000	-	100,000,000	-41.18	150,000,000	50.00	235,000,000	56.67	100,000,000	-57.45	100,000,000	0.00	200,000,000	100.00
Total	28,031,000,000	-	32,104,100,000	14.53	21,143,050,001	-34.14	26,630,100,000	25.95	24,788,363,001	-6.92	29,315,633,060	18.26	30,970,000,287	5.64

Table 3: provides answer to research question one. The table reveals fluctuations in budgetary allocations to education; within its components (infrastructural facilities, furniture and fittings, staff recruitment, wages and salaries, and teaching-learning materials) and in its totals under the years reviewed (2011-2017). Infrastructural facilities allocation had a growth of 60% between 2011 and 2012, a decrease of 64.06% in 2013, a growth of 44.09% in 2014, a decrease of 19.03% in 2015, a further decrease of 62.66% in 2016 and finally an increase of 93.82% in 2017. The allocation fluctuated from over =N= 16 billion to less than =N=5 billion. Staff recruitment, wages and salaries component was not different. It fluctuated from a decrease of 10.39% to a decrease 4.78%, a growth of 18.81, a decrease of 0.69%, a growth of 48.59%, and a decrease of 2.99% in 2012 to 2013, 2014, 2015, 2016, and 2017 respectively. The fluctuations in this component was between =N=16 billion to =N=25 billion. The total allocations to all components fluctuated in 2013 and 2015 by decreases of 34.14% and 6.92% respectively while the amount fluctuated from =N=32 billion to =N=30 billion in the years under review.

Development in education is assumed to be enhanced by sustained geometric fund allocations to education services, therefore the implication of Table 4.2.1 analysis is Oyo State budgetary allocation is not adequate to sustain education development.

Research Question 2: Has budgetary allocation improved infrastructural facilities in Oyo State?

Table 4: Budgetary Allocation and Infrastructural Facilities

Description	Frequency	Percent	
Valid	Yes	196	39.9
	No	295	60.1
	Total	491	100.0

Out of the 491 respondents, 295 (i.e. 60.1%) stated that budgetary allocation has not improved infrastructural facilities in Oyo State. They agreed that allocation of funds to infrastructural facilities has not enhanced classroom availability, and provided standard laboratory, administrative blocks, restrooms and libraries.

Research Question 3: To what extent has budgetary allocation promoted the quality of furniture and fittings in Oyo State?

Table 5: Budgetary Allocation and Furniture and Fittings

Description	Frequency	Percent	
Valid	No Response	1	2
	Yes	135	27.5
	No	355	72.3
	Total	491	100.0

Table 3: Budgetary Allocations to Education in (₦)

YEAR	2011	% growth	2012	% growth	2013	% growth	2014	% growth	2015	% growth	2016	% growth	2017	% growth
Infrastructural Facilities	10,000,000,000	-	16,000,050,000	60.00	5,750,050,000.60	-64.06	8,285,100,000	44.09	6,708,363,000.80	-19.03	2,505,000,000	-62.66	4,855,100,000	93.82
Furniture & Fittings	6,000,000	-	4,000,000	-33.33	8,000,000	100.00	10,000,000	25.00	5,000,000	-50.00	2,000,000	-60.00	4,000,000	100.00
Recruitment, Wages and Salaries	17,855,000,000	-	16,000,050,000	-10.39	15,235,000,000	-4.78	18,100,000,000	18.81	17,975,000,000	-0.69	26,708,633,060	48.59	25,910,900,287	-2.99
Teaching-Learning Materials	170,000,000	-	100,000,000	-41.18	150,000,000	50.00	235,000,000	56.67	100,000,000	-57.45	100,000,000	0.00	200,000,000	100.00
Total	28,031,000,000	-	32,104,100,000	14.53	21,143,050,001	-34.14	26,630,100,000	25.95	24,788,363,001	-6.92	29,315,633,060	18.26	30,970,000,287	5.64

Table 3: provides answer to research question one. The table reveals fluctuations in budgetary allocations to education; within its components (infrastructural facilities, furniture and fittings, staff recruitment, wages and salaries, and teaching-learning materials) and in its totals under the years reviewed (2011-2017). Infrastructural facilities allocation had a growth of 60% between 2011 and 2012, a decrease of 64.06% in 2013, a growth of 44.09% in 2014, a decrease of 19.03% in 2015, a further decrease of 62.66% in 2016 and finally an increase of 93.82% in 2017. The allocation fluctuated from over ₦=16 billion to less than ₦=5 billion. Staff recruitment, wages and salaries component was not different; it fluctuated from a decrease of 10.39% to a decrease 4.78%, a growth of 18.81, a decrease of 0.69%, a growth of 48.59%, and a decrease of 2.99% in 2011 to 2013, 2014, 2015, 2016, and 2017 respectively. The fluctuations in this component was between ₦=16 billion to ₦=25 billion. The total allocations to all components fluctuated in 2013 and 2015 by decreases of 34.14% and 6.92% respectively while the amount fluctuated from ₦=32 billion to ₦=30 billion in the years under review.

Development in education is assumed to be enhanced by sustained geometric fund allocations to education services, therefore the implication of Table 4.2.1 analysis is that two State budgetary allocation is not adequate to sustain education development.

Research Question 2: Has budgetary allocation improved infrastructural facilities in Oyo State?

Table 4: Budgetary Allocation and Infrastructural Facilities

Description	Frequency	Percent
Valid	Yes	39.9
	No	60.1
	Total	100.0

Out of the 491 respondents, 295 (i.e. 60.1%) stated that budgetary allocation has not improved infrastructural facilities in Oyo State. They agreed that allocation of funds to infrastructural facilities has not enhanced classroom availability, and provided standard laboratory, administrative blocks, restrooms and libraries.

Research Question 3: To what extent has budgetary allocation promoted the quality of furniture and fittings in Oyo State?

Table 5: Budgetary Allocation and Furniture and Fittings

Description	Frequency	Percent
Valid	No Response	2
	Yes	27.5
	No	72.3
	Total	100.0

Out of the 491 respondents, 355 (i.e. 72.3%) stated that budgetary allocation has not promoted that quality of furniture and fittings in Oyo State. They opined that allocation of funds to furniture and fittings did not enhance provision of furniture for staff, improve electricity supply and provide chairs and tables for students, trash cans, and bookcases.

Has budgetary allocation improved quality of teachers?

Table 6: Budgetary Allocation and Quality of Teachers

Description		Frequency	Percent
Valid	Yes	165	33.6
	No	326	66.4
	Total	491	100.0

Out of the 491 respondents, 326 (i.e. 66.4%) stated that budgetary allocation has not improved the quality of teachers in Oyo State. They stated that allocation of funds to teacher recruitment, wages and salaries did not improve recruitment of teachers with better teaching qualification, employment of teachers with many years of experience, provision for seminars and conferences and adequate training and development allowance.

Research Question 5: To what extent has budgetary allocation improved teaching-learning materials in Oyo State?

Table 7: Budgetary Allocation and Teaching-Learning Materials

Description		Frequency	Percent
Valid	No Response	2	.4
	Yes	73	14.9
	No	416	84.7
	Total	491	100.0

Out of the 491 respondents, 295 (i.e. 84.7%) agreed that budgetary allocation has not improved teaching-learning materials in Oyo State. They opined that allocation of funds to teaching-learning materials has not ensured laboratory equipment availability, increased the number of textbooks, provided for modern teaching aids, enhanced availability of visual aids, and modern white board.

Research Question 6: What is the quality of education in Oyo State?

Table 8: Budgetary Allocation and Quality of Education

Description		Frequency	Percent
Valid	Yes (High)	181	36.9
	No (Low)	310	63.1
	Total	491	100.0

Out of the 491 respondents, 310 (i.e. 63.1%) agreed that the quality of education in Oyo State is low. They agreed that budgetary allocation has not improved, resources and facilities are not relevant and adequate, there is no good teacher and student environment, there is no improvement in the school environment, qualified teachers have not been recruited, there is no supply of relevant textbooks, and modern furniture and fittings have not been provided in the schools.

Discussion of Findings

The purpose of this study was to investigate budgetary allocation and quality of secondary education in Oyo state. More specifically, the study was intended to find out how budgetary allocation to infrastructural facilities, furniture and fittings, recruitment of teachers and teaching learning materials influence quality of secondary education. Generally, the results of the study indicate that Oyo State budgetary allocation is not adequate to sustain education development.

The results of the study reveal that allocation of funds to infrastructural facilities has not enhanced classroom availability, and provided

standard laboratory, administrative blocks, restrooms and libraries without this quality of education is hindered. The finding is consistent with the finding of Dare (2010) that infrastructural facilities should be properly invest on, planned, developed and maintained in order to ensure its relevance to the school needs and its effective teaching and learning in any educational institutions. Educational facilities are indispensable as far as the industry is concerned. They are essential for the well being and comfort of teachers' and the students' in the teaching learning process.

The results of the study again revealed that allocation of funds to furniture and fittings did not

enhance provision of furniture for staff, improve electricity supply and provide chairs and tables for students, trash cans, and bookcases. This finding confirms the assertion by Baldertab (1974) and Comb (1985) that the quality of education can be greatly affected if schools are deficient in essential facilities such as furniture and fittings in the teaching/learning process without proper fund being allocated to them.

The findings also revealed that allocation of funds to teacher recruitment, wages and salaries did not improve recruitment of teachers with better teaching qualification, employment of teachers with many years of experience, provision for seminars and conferences and adequate training and development allowance.

The results of the study again revealed that allocation of funds to teaching-learning materials has not ensured laboratory equipment availability, increased the number of textbooks, provided for modern teaching aids, enhanced availability of visual aids, and modern white board. This finding supports the view of Aminu (1986) and Ade-Ajayi (2003), that funding has a crucial role to play on providing qualitative teaching and learning materials. Also the World Bank (2001) noted that teaching and learning materials are often seriously underfunded alongside physical facilities and human resources.

This study also revealed that the quality of education in Oyo State is low. They agreed that there has been no improvement in curriculum to reflect the needs of the society, teaching-learning quality is not improved, if the curriculum is not relevant and adequate, there is no good teacher and student environment, there is no improvement in the school environment, qualified teachers have not been recruited, there is no supply of relevant textbooks, and modern furniture and fittings have not been provided in the schools.

Conclusion

The importance of analyzing budgetary allocation and quality of secondary education is essential to help solve many negative consequences of poor quality secondary education as a result of inadequate budgetary allocation, insufficient furniture and fittings, inadequate infrastructural facilities, lack of commitment and responsibility from teachers, poor and inadequate teaching learning materials, prevalence of incompetent teachers, poor teacher motivation, inadequate infrastructural facilities, poor student performance, poor teaching/learning materials, lack of and non application of information communication

technology amongst others, because if not checked, it would lead to poor quality education and invariably poor student performance in secondary education system. In order to curtail the problem of poor quality education among public secondary education in Oyo state, this study investigated budgetary allocation (infrastructural facilities, furniture and fittings, recruitment of staff and teaching/learning materials) and quality of secondary education in Oyo State, Nigeria to ascertain the extent to which all these factors could enhance quality of secondary education.

Recommendations

In the view of these findings, the following recommendations are made to enhance good quality secondary education:

- i. Government should make effort to improve secondary education budgetary allocation by adopting a policy of proactive investment in secondary education. This is because the benefit derivable has multiplier effect in the economy. The well trained secondary school graduates have capacity to sell their labour and transcend from secondary education to university education and the returns there are beneficial to the individuals and the nation in general.
- ii. Public secondary schools should institute efficient system and resource management for optimum result obtainable from constrained financial resources provided by government. This has become necessary in view of the fact that government as the major financier of secondary education has increasing financing competing for already constrained resources. The Secondary Education Board must of necessity device strategic resources management policy for optimum realization of her corporate goals.
- iii. Government should create awareness on the importance and need for public private partnership in secondary education through seminars, workshops, and campaigns in media for more income generation for the development and provision of infrastructural facilities in schools.
- iv. Government should ensure continuous staff training, retraining and capacity development programmes that will benefits both principals and

teachers.

v. Government should have that political will and test 26% funding of education using annual budget of nation's resource for at least five years and assess the impact.

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