

## **INFLUENCE OF GOVERNMENT FUNDING ON TEACHING IN PUBLIC SECONDARY SCHOOLS IN PANKSHIN LOCAL GOVERNMENT AREA OF PLATEAU STATE, NIGERIA**

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### **Abstract**

*This study assessed the influence of government funding on teaching in public secondary schools in Pankshin Local Government Area of Plateau State, Nigeria. The study adopted the ex - post - factor research design with a population of 232 secondary school teachers from the 15 government senior secondary schools in the study area. The sample of the study comprised of 164 teachers, which represented 71 percent of the population. The study's hypothesis examined the influence of Government funding of public secondary schools in Pankshin local government area on teaching. Results from the test of the hypothesis revealed that government funding influences teaching in public secondary schools in Pankshin Local Government Area of Plateau state, Nigeria. It was recommended among others, that sufficient funds should be made available by government for the management of public Secondary Schools. This will help to improve teaching in Secondary Schools, and Government should ensure that only qualified teachers are employed and deployed to teach in public secondary schools. Furthermore, existing teachers should be trained in order to improve their productivity, because it will positively enhance the performance of secondary school students.*

**Keywords:** **Influence, Government Funding, Teaching, Secondary Schools, Pankshin LGA.**

### **Introduction**

The growth and development of any economy depends on the standard of education of such an economy. Education could take the form of formal or informal education. Be it formal or informal, funding is required. The importance of government expenditure in funding education cannot be overemphasized. Education does not only provide a better quality life for citizens of any nation but also have positive effects on the economic growth and development of a country. The need for improvement of funding is geared towards improving the standard of teaching provided for citizens especially at the secondary school level.

Oyetunde (2012) disclosed that teaching is a deliberate and planned activity, it is purposeful (goal-oriented), coherent (structured), meaningful (bridges the gap between the known and the unknown) as functional (usable and transferable). All these imply that teaching consist of helping students to acquire and use knowledge and to learn to think and solve problems. Teaching is the process of making available to the learner at the right time and in the right order, appropriate kinds of activities, materials and experiences so that the learner may be helped to learn what is expected of him. One can then conclude that teaching is the process of deliberate provision of appropriate experiences for targeted outcomes in learners, the teacher does not cause the change (learning) directly but through the experiences he makes available in the numerous instructional materials and methods which requires funding.

Globally, the availability of quality secondary education is important, because secondary education occupies an important place in the Nigerian educational system, it is the link between primary and tertiary education and also a means of producing semi-skilled and sub-professional manpower, this is why secondary education has continued to occupy a priority status in Nigeria. Secondary education therefore requires proper funding. A report on education system analysis in 2018 however showed that a significant proportion of secondary school teachers in Africa have never been exposed to any form of workshop or training since appointment, among the few who have attended workshops, only 19.4 percent were organized by the states, 16.9 percent by federal, followed by 18.4 percent by in-house-school based workshops. 43.8 percent had never benefited from workshops organized by development partners (United Nations International Children's Emergency Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), or the World Bank) (UNESCO, 2018).

Furthermore, the Nigerian government in 2019 proposed a budget allocation of ₦620.5 billion to its education sector in its national budget, which represented 7.05 percent of the budget (Abdulraheem, 2019). The budget allocation for Nigeria's education sector in recent years fluctuates between 5 percent and 7 percent which falls short of the 26 percent UNESCO recommendation. These fluctuations in the allocation to the educational sector in Nigeria have led to a fallen standard of education in the country which in turn has affected teaching in secondary schools.

Funding is therefore required to attract, retain and develop Secondary School teachers and maintain the existing ones, procure equipment and other teaching materials for the effective functioning of secondary schools. No organization can carry out its functions effectively without adequate financial resources at its disposal, for secondary schools to function effectively, sufficient funds are needed to pay teachers salaries, buy teaching materials and maintain other services that are required by secondary schools to carry out their functions effectively. But despite all the efforts by government towards improving funding of the education sector, the funding gap is still high at the secondary school level of education; hence the need for this study which investigated the influence of government funding on teaching in public secondary schools.

### **Aim of the Study**

The aim of the study was to investigate the influence of government funding on teaching in public secondary schools in Pankshin Local Government Area of Plateau State, Nigeria.

## **Hypothesis**

The study tested the following null hypothesis (Ho) at 0.05 level of significance:

1. Government funding of public secondary schools in Pankshin local government area of Plateau state does not influence teaching.

## **Theoretical Framework**

This study was anchored on the Keynesian theory as propounded by British economist John Maynard Keynes in 1936, the theory states that government should increase demand to boost growth, Keynesians believe that consumer demand is the primary driving force in an economy as a result, the theory supports expansionary fiscal policy (Keynes, 1936). Its main tools are government spending on infrastructure, unemployment benefits and education.

Godwin (2019) while quoting from the Keynesian theory disclosed that expenditure increases inflation. Keynes derived its premise in the general theory of employment, interest and money published in February 1936, it was revolutionary, first it agreed that government spending was a critical factor driving aggregate demand, that meant an increase in spending would increase demand, secondly Keynes argued that government spending was necessary to maintain full employment, Keynes advocated deficit spending during the contractionary phases of the business cycle, but in recent years, politicians have used it even during the expansionary phase. Keynesian economists generally argue that as aggregate demand is volatile and unstable, a market economy often experience inefficient macroeconomic outcomes in the form of economic recession (when demand is low) and inflation (when demand is high), and that these can be mitigated by economic policy responses. In particular, monetary policy actions by the central bank and fiscal policy actions by the government which can help stabilize output over the business cycle.

Keynesian economists generally advocated a managed market economy, predominantly private sector, but with an active role for government intervention during recessions and depression. The Keynesian economists theorized that there exists a positive relationship between a budget deficit and macroeconomic variables; they argued that usually budget deficits would result in an increase in domestic production, increase in aggregate demand, increase in saving and private investment at any given level of interest rate. The Keynesian theory suggested that an increase in the budget would induce domestic ascription and thus, import expansion, causing current account deficit. This study was anchored on this theory as it necessitated the need for government funding of public secondary schools and how it will affect teaching in secondary schools in Pankshin Local Government Area of Plateau State, Nigeria.

## **Literature Review**

Educational funding comes from different sources, the major one is public revenue from taxation. In Nigeria, educational funds are reported to be distributed among primary, secondary and tertiary educational levels in the proportion of 30 percent, 30percent and 40 percent respectively (Balurni, 2013). Akem (2018) asserted that funding has significant impact on teaching in secondary schools because it is through funding that instructional materials are made available and teachers use the instructional materials to aid teaching. According to Akem, the types of facilities available or their absence would influence greatly the type of teaching methods, hence the ability of students to learn effectively. Furthermore, it was

observed that Nigeria's technological backwardness is largely traceable to the lack of the necessary technological base, this is evident not only from poor planning, but on the neglect of funding to provide the basic teaching materials in secondary schools.

Sanoff (2016) in a study on the impact of funding on infrastructure in secondary schools asserted that school funding has a positive impact on teaching; the study further revealed that teachers perform optimally in schools that are properly funded because the students are comfortable and the environment conducive for teaching.

In a study conducted by Bakare (2014) on the role of funding on teaching and learning in Secondary Schools in Lagos State, Nigeria, the study adopted a survey research design with a sample of 87 using questionnaires, the data were analyzed using frequencies, analysis of variance and T – Test, the findings of the study revealed that proper funding has positive impact on teaching and learning in Secondary Schools in Lagos State. The study sampled both private and public schools while the present study concentrated only on public schools.

Bexheti, Ismail & Cico (2015) carried out a study on the impact of funding tertiary education on teaching and learning in South – East European University. The research involved academic and Administrative Staff engaged in the teaching process from all faculties of the University with a sample size of 118 representing 59 percent of the population. Descriptive statistics were used for analysis; the study found out that almost all teachers in the survey were aware of the major funding problem in tertiary institutions. The study was conducted in tertiary institutions.

Afsu, Abdullahi & Mustapha (2015) conducted a study on the assessment of funding education on effective teaching and learning in Secondary Schools in Ibadan Metropolis, Nigeria, and the study had a sample of 250 teachers which were randomly selected, data obtained were analyzed using simple percentage to answer the research questions. The results revealed that proper funding of education has a positive and significant impact on effective teaching and learning in Secondary Schools, the findings also revealed that low funding of education can lead to low access and use of instructional materials and lesson delivery. The study used simple percentage to analyze its data which is different from what was used in this study.

Aregbeyen (2017) studied a panel of 40 African countries including Nigeria and found out that government funding and investment on education especially secondary schools are significantly and positively associated with economic growth, the study adopted the Ordinary Least Square (OLS) multiple regression technique, the result revealed that the funding term of both capital and Recurrent expenditure have a positive and significant impact on teaching and learning in Secondary Schools in African countries. The study sampled different countries which is different from this present study that was conducted in one country.

Thomas (2018) assessed the significance of public expenditure management for Secondary education outcomes in public schools in two South African provinces using cross – sectional data from 175 public Secondary Schools and 13 local education offices, the linear OLS regression analysis found out that while misappropriation of education funds is not strongly associated with poor education outcomes, delays on the part of the government in disbursing

funds to schools are correlated with some dropout rates. The study did not link funding to teaching.

From the various literatures reviewed, it can be deduced that researchers have begun to pay attention to the influence of funding on teaching in Secondary Schools. The mixed findings evident from the literature reviewed suggest that funding and other inputs in the education system might have some inherent heterogeneity, implying that what holds in a given region may not hold in another. In the light of the above therefore, there is the need to revisit how public funding of secondary schools influences teaching in the study area.

### **Research Design**

This study adopted the ex - post - factor research design to determine the influence of public funding on teaching in public secondary schools. The design was used because it provided the precise way of stating the extent to which funding was related to teaching. The ex - post - factor research design was used by Miroiu and Aligica, (2002) in Kenya on Public Higher Education Financing.

### **Target Population and Sample**

The population of this study was made up of 232 secondary school teachers from the 15 government senior secondary schools in the study area. The sample comprised of 164 teachers, which represented 71 percent of the population. This is in line with Awotunde and Ugodulunwa (2005) who disclosed that a sample of between 60 to 80 percent is appropriate for such a population. Purposive sampling technique was used to select the sample.

### **Research Instrument**

The instrument for data collection was a five point structural questionnaire. The questionnaire included structured questions, respondents were asked to tick on the different options from the questions.

### **Data Analysis Technique**

The collected data was analyzed using quantitative data analysis approach. The chi-square was preferred for testing of the hypothesis, any calculated value that was less than the critical value was accepted, while any calculated value that was equal or greater than the critical value was rejected at 0.05 level of significance.

### **Results**

**Hypothesis:** Government funding of public secondary schools in Pankshin local government area of Plateau state does not influence teaching. Table 1 shows the result of the test of hypothesis using chi-square statistics.

**Table 1: Summary of Results Showing the Test of Hypothesis Using  $\chi^2$**

| <b>Variables</b>  | <b>Fo</b> | <b>Fe</b> | <b>df</b> | <b><math>\chi^2</math></b> | <b>p-value</b> | <b>Decision</b> |
|-------------------|-----------|-----------|-----------|----------------------------|----------------|-----------------|
| Strongly Disagree | 81        | 69.8      | 4         | 32.48                      | .000           | Significant     |
| Disagree          | 104       | 69.8      |           |                            |                |                 |
| Agree             | 230       | 69.8      |           |                            |                |                 |
| Strongly Agree    | 420       | 69.8      |           |                            |                |                 |
| Undecided         | 0         | 0         |           |                            |                |                 |

**P<0.05**

The results of the data in Table 1 revealed that  $\chi^2$  (4 = 32.48.  $p = 0.000$ ) which implies that the probability value computed as 0.000 is less than 0.05 which was used as the level of significance. The implication of this is that the null hypothesis was rejected which means that funding of public Secondary Schools in Pankshin Local Government Area influences teaching. Furthermore, the positive value of chi-square statistics signifies that funding significantly influences teaching in public secondary schools.

### **Discussion of Findings**

The thrust of the hypothesis was to examine the influence of Government funding of public secondary schools in Pankshin local government area of Plateau state on teaching. The results revealed that  $\chi^2$  (4 = 32.48.  $p = 0.000$ ) which implies that the probability value computed as 0.000 is less than 0.05 which was used as the level of significance. The implication of this is that the null hypothesis was rejected and concluded that funding of public Secondary Schools in Pankshin Local Government Area influences teaching. Furthermore, the positive value of chi-square statistics signifies that funding significantly influences teaching in public secondary schools. This is in agreement with the views of Jagero and Mierith (2017) who revealed that effective teaching in public secondary schools depends on adequate funding from government.

### **Conclusion**

It is evident from the findings of this study that funding has a positive influence on teaching in secondary schools. This implies that with adequate funding, infrastructural facilities will be provided in secondary schools. In addition, teachers will be motivated and will use instructional materials, which will ultimately enhance students' academic performance.

### **Recommendations**

Based on the findings of this study, the following have been recommended:

1. Sufficient funds should be made available by government for the management of public Secondary Schools. This will help to improve teaching in Secondary Schools.
2. Government should ensure that only qualified teachers are employed and deployed to teach in public secondary schools. Furthermore, existing teachers should be trained in order to improve their productivity. This will positively enhance the performance of secondary school students.
3. The private sector and well spirited individuals should also be approached to contribute in funding public secondary schools. This will reduce the funding gap noticed in public secondary schools.

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